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BEING THE

ANNUAL REPORTS

OF THE VARIOUS

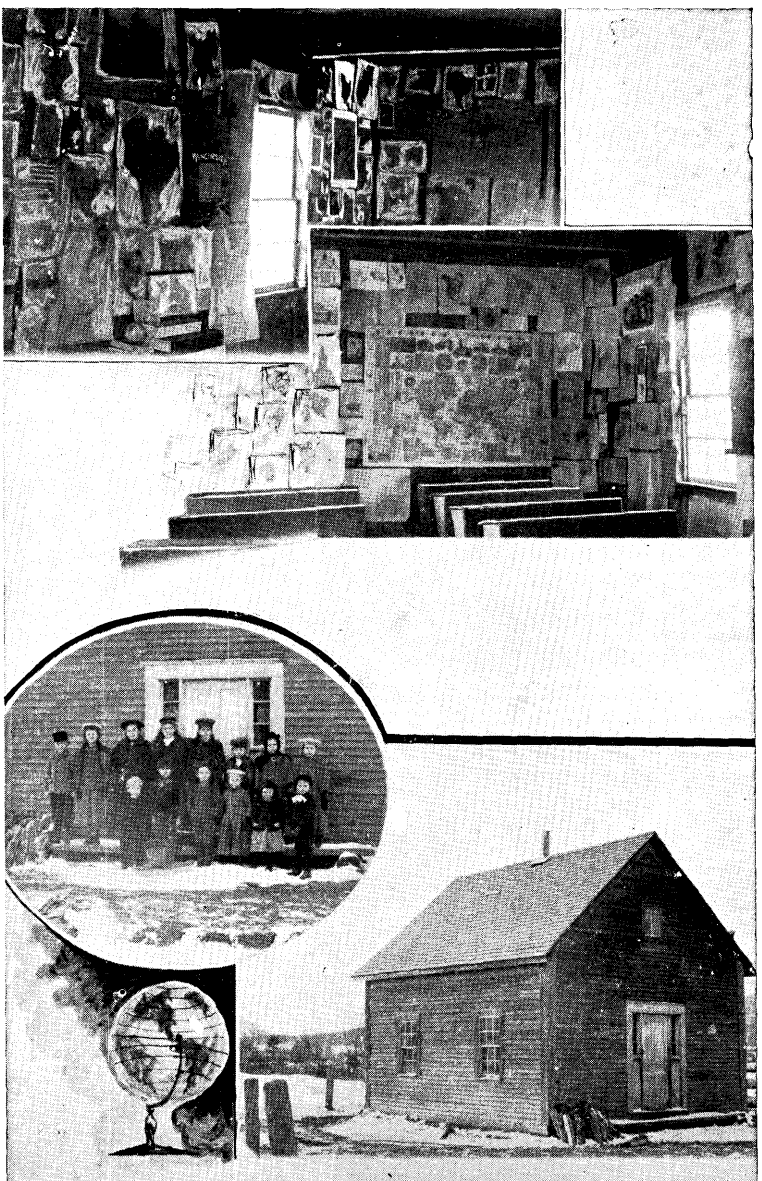
Public Officers and Institutions

FOR THE YEAR

1896.

VOLUME IV.

AUGUSTA
KENNEBEC JOURNAL PRINT
1897



A UNIQUE EXAMPLE OF INTERIOR DECORATION.

The rough, bare, unplastered walls changed to an attractive room by ornaments furnished by the good taste and deft fingers of teacher and pupils.

REPORT

OF THE

STATE SUPERINTENDENT

OF

COMMON SCHOOLS

OF THE

STATE OF MAINE,

FOR THE SCHOOL YEAR

Ending June 1, 1895.

AUGUSTA:
BURLEIGH & FLYNT, PRINTERS TO THE STATE.
1896.

STATE OF MAINE.

EDUCATIONAL DEPARTMENT,
AUGUSTA, December 31, 1895.

To Governor HENRY B. CLEAVES, *and the Honorable Executive Council:*

GENTLEMEN:—In accordance with the requirements of Chapter 7, of the Resolves of 1895, I respectfully submit the following report of the condition and progress of the public schools of Maine for the school year 1894-5.

Very respectfully,

Your obedient servant,

W. W. STETSON,

State Superintendent of Common Schools.

REPORT.

Chapter 7, of the Resolves of 1895, provides that so much of Chapter 220, of the Resolves of 1893, as provides that the Report of the State Superintendent of Common Schools shall be made biennially, be repealed, and that said Superintendent be required to make an annual report. In obedience to that requirement this report for the school year 1894–5 is submitted.

It would seem that this action of the legislature in providing for an annual report at this time is eminently wise and judicious.

Radical changes have recently been made in our laws relating to public schools and some of these changes can but be regarded as experimental.

It is necessary, therefore, that a careful inquiry should be made each year into the effect of these changes upon the character and efficiency of our schools, in order that it may be determined what it is wisest to retain, and what it is best to discard or amend.

The annual report, also, brings the State Superintendent in closer touch with the local school officers and with the teachers of the common schools throughout the State, and becomes a vehicle through which he can make known to them his counsel and advice upon all matters in which they are mutually interested.

Again, the annual report, going into the hands of all citizens who are interested in the improvement of our schools, helps to form and mould that individual judgment which, when crystallized, forms the great weight of public opinion in obedience to which our laws are framed.

COMMON SCHOOLS.

In the Appendix of this report will be found tabulated statistics in which are set forth in detail the condition of the common schools in every city, town and plantation in the State for the school year ending June 1, 1895, also the number and condition of the Free High Schools for the same time.

A comparison between the condition of the schools as a whole for the present year and for the year preceding may found in the following

COMPARATIVE SUMMARIES.

I. *Of Scholars and School Attendance.*

	1894.	1895.
Whole number of persons between ages of 4 and 21 in State	206,504	208,042
Increase 1,538		
Whole number of different scholars attending school during year	135,815	135,598
Decrease 217		
Average registered attendance per term for year	109,261	114,802
Increase 5,541		
Average daily attendance per term for year,	90,115	95,841
Increase 5,726		

II. *Length of Schools.*

Average length for year	24w 1d	26w 3d
Increase 2w 2d		
Aggregate number of weeks per year	113,441	117,183
Increase 3,742		

III. *Teachers.*

Number of male teachers in spring and summer terms	356	371
Increase 15		

	1894.	1895.
Number in fall and winter	1,115	1,055
Decrease 60		
Number of female teachers in spring and summer terms	4,419	4,238
Decrease 181		
Number in fall and winter	3,824	3,638
Decrease 186		
Number of different teachers employed during year	7,421	6,636
Decrease 785		
Number continued in same school during year	2,256	2,300
Increase 44		
Number who had had previous experience	6,322	5,725
Decrease 597		
Number who were graduates of normal schools	782	913
Increase 131		
Average wages of male teachers per month, excluding board	$36.39	$35.11
Decrease $1.28		
Average wages of female teachers per month, excluding board	$19.24	$20.04
Increase $0.80		
Amount paid for teachers' services and board and janitors' services	$1,067,482	$1,107,407

IV. *Text-Books and School Appliances.*

Amount expended for free text-books	$56,682	$63,202
Increase $6,520		
Number of ungraded schools furnished with globes	571	730
Increase 159		
Number furnished with wall maps	1,621	1,708
Increase 87		
Number furnished with charts of any kind	1,666	1,655
Decrease 11		

V. *Number and Character of Schools.*

	1894.	1895.
Whole number of different schools.....	4,706	4,386
Decrease..... 320		
Whole number of graded schools	1,032	1,060
Increase 28		
Whole number of ungraded schools ...	3,674	3,326
Decrease..... 348		
Number of ungraded schools having classes in history	2,911	2,633
Decrease..... 278		
Number having classes in physiology..	2,526	2,481
Decrease..... 45		
Number having classes in book-keeping.	1,733	1,632
Decrease..... 101		
Number having classes in other than studies required by law	1,191	1,005
Decrease..... 186		

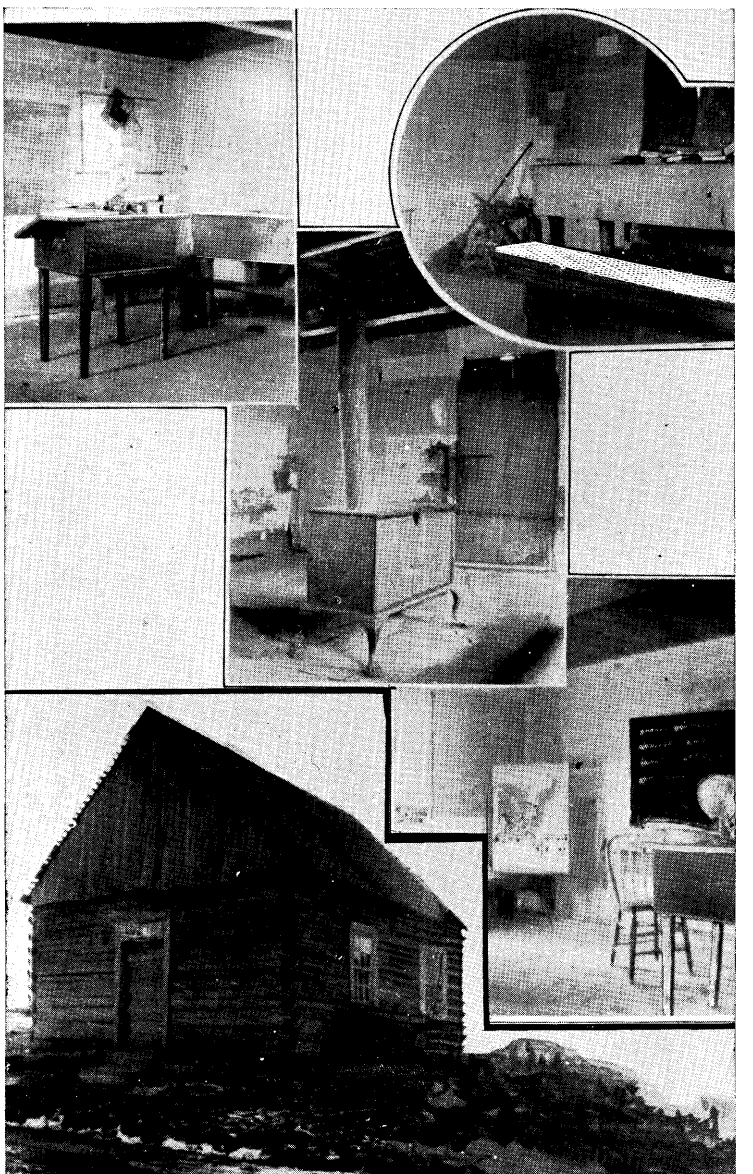
VI. *Number and Condition of School-Houses.*

Number of school-houses in State	4,320	4,242
Decrease..... 78		
Number reported in good condition....	2,940	2,927
Decrease..... 13		
Number built during year	44	78
Increase 34		
Cost of same.....	$62,680	$150,187
Increase $87,507		
Estimated value of all school property.	$3,619,120*	$3,677,715
Increase $58,595		

VII. *School Superintendence.*

Number of terms of school not visited as law requires	870	496
Decrease..... 374		
Amount paid by towns for superintendence	$45,325	$57,472
Increase $12,147		

*By a misprint in the Report of 1894 this amount is erroneously given as $3,917,120.



THE POOREST OF THE PAST.

All cuts in this Report are made from photographs of rural school houses built previous to 1893.

VIII. *Resources and Expenditures.*

	1894.	1895.
Amounts available from town treasuries,	$902,144	$799,411
Decrease..... $102,733		
Amounts available from State treasury...	$506,003	$516,698
Increase $10,695		
Amounts derived from local funds	$76,911	$46,040
Decrease..... $30,871		
Total current resources	$1,485,058	$1,362,149
Decrease..... $122,909		
Total current expenditures.....	$1,393,175	$1,264,870
Decrease..... $128,305		
Balance unexpended (net)	$91,883	$97,279
Increase $5,396		
Amounts expended for new school-houses	$62,680	$150,187
Increase $87,507		
Amounts expended for free text-books,	$56,862	$63,202
Increase $6,340		
Amounts expended for local superintendence	$45,325	$57,472
Increase $12,147		
Total expenditures	$1,557,862	$1,535,731
Decrease..... $22,131		
Amounts of school money voted by towns,	$761,621	$710,910
Decrease..... $50,711		

Percentage of valuation assessed by towns for support of common schools, 2 2-10 mills.

ANALYSIS OF STATISTICS.

1. *Of Scholars and Attendance*—It will be seen by an examination of the foregoing statistics that there is an increase of 1,538 in the number of pupils returned for 1895, as compared with the returns of 1894.

It will also be seen that the average registered attendance for 1895 shows an increase of 5,541 over that of 1894, while the average daily attendance of 1895 is 5,726 more than that of the previous year.

The whole number of different pupils attending school at any time during the year 1895 is 217 less than in 1894, a fact that may be accounted for by the raising of the school age from four to five years. The increase of more than one and a half thousand in the number of scholars is certainly encouraging, while the grand increase of nearly six thousand in the average daily attendance would seem to indicate a more general appreciation of the importance of education and an additional interest on the part of both parents and children in the work of the common schools.

2. *Of Length of Schools*—The increase of two weeks and two days in the average length of schools for the year and of 3,742 weeks in the aggregate number of weeks of all schools is largely accounted for by the fact that the town system, while reducing the number of schools, has greatly increased their length.

3. *Of Teachers*—The decrease of 785 in the number of different teachers employed during the year is accounted for by the less number of schools and the greater number of teachers employed in the same school throughout the year, as compared with the year next preceding.

While the actual number of experienced teachers employed in 1895 was 597 less than in 1894, yet the percentage of experienced teachers in 1895 was about two per cent. greater than in the previous year and the number of teachers who

were graduates of normal schools was 131 greater in 1895, than in 1894.

The average monthly wages of male teachers decreased $1.28, and the average monthly wages of female teachers increased $0.80.

The increase of $39,925 in the amount paid for teachers' salaries and board, and for janitors services is accounted for from the increase of 3,742 weeks in the aggregate number of weeks of school in the year.

4. *Of Text-Books and School Appliances*—The amount expended for free text-books during the past year is $6,340 more than in 1894, or an increase per capita of about six cents. This amount must necessarily vary from year to year, but the average for a term of years will be found to be not more than one-third of the cost under the old system. This reduction of average cost will be still greater when towns come to adopt a better system of caring for text-books, thus extending the time for which each book may be continued in use.

An examination of the figures under this caption will show a marked increase in the number of schools supplied with globes and maps and also in the number of those supplied with charts, when we consider that the whole number of schools has greatly decreased.

5. *Of the Number and Character of Schools*—The effect of the town system is most plainly shown in the marked reduction in the number of different schools. The number of ungraded schools is 348 less than in the preceding year, while the number of graded schools is 28 more, making a net decrease of 320 in the number of schools.

A farther scrutiny of this group of figures will disclose the fact that, while there is an apparent decrease in the number of ungraded schools having classes in higher English branches, owing to the actual reduction in the number of schools, the number of schools in which these higher branches are taught has, in reality, increased to a noticeable extent.

The number of schools in which history is taught has increased 70, the number in which physiology is taught 303, the number in which book-keeping is taught 207, and the total number having classes in branches other than those required by law has increased 164 over the year 1894. Thus while the whole number of schools has decreased to a great extent by consolidation, the rank and efficiency of the schools has increased to as great an extent throughout the State.

6. *Of the Number and Condition of School-houses*—While the whole number of school-houses in the State has decreased 78 during the year, the number of new school-houses built during the year is 34 more than in the year 1894.

The decrease in the whole number is caused by the consolidation of schools and the abandonment of old and worthless houses, while the increase in new buildings is due to the transfer of the ownership of school buildings to the towns and a demand for better and more comfortable houses. For this reason the estimated value of all the school property in the State is $58,595 more than in 1894.

7. *Of School Superintendence*—Under the law abolishing the school districts and placing all the public schools under the control of the towns, the old system of supervision either by a committee of three or by a supervisor as each town might elect was changed, and the active management of the schools of each town placed in the hands of a superintendent chosen by a committee, whose province in mainly that of an advisory council.

The effect of this change cannot be fairly judged without further trial.

The result thus far, as shown by the figures of the returns, has been that while the cost of superintendence has increased $12,147 there has been a decrease of 374 in the number of schools that were not visited as the law requires.

8. *Of Resources and Expenditures*—The amount available from town treasuries in any year is the amount raised by the town in the given year plus the unexpended balance

of the previous year, or minus the amount overdrawn. The large decrease in the amount available from town treasuries in 1895 is due largely to the fact that the unexpended balances were less and the amounts raised in excess of amount required by law much less than in the previous year.

The amounts derived from town treasuries and from local funds were considerably less than in 1894, while the amount from the State treasury was slightly more, making the net decrease in the total current resources of 1895, $122,909, while the decrease in total current expenditures was $128,305.

The amount voted by towns for the support of common schools was $50,711 less in 1895 than in the previous year while the total expenditures fell off $22,131. An item appears in these figures never before shown in the school report, viz: the percentage of valuation assessed for common schools.

An examination of the tabulation in detail will show that there is a wide variation in the percentage raised by the different towns, which would seem to be hardly in accord with the theory of our republican form of government and would seem to furnish an argument in favor of some change in the manner of assessing the fund for the support of common schools which shall make it bear more equally on all sections of the State and on all classes of property.

In General. The general effect of the new law upon the character and condition of our common schools cannot be fairly judged until after it has been in operation for a term of years. That changes and amendments will be found necessary is to be expected and these changes can be made as experience shows where they are needed.

It would seem that on the whole, despite the friction and dissatisfaction caused by certain features of the new law that under its operation we are getting more and better schools at a less cost. Should this prove to be the case the law will certainly make itself acceptable in the main and amendments can be made when they appear to be necessary.

FREE HIGH SCHOOLS.

That our system of free high schools is generally appreciated throughout the State is proved by the increased number of these schools and by the fact that very few towns have abandoned them after once having availed themselves of their advantages. By their means the privileges of a higher education are afforded to many pupils who would be able to secure them in no other way, and thus these schools form a fitting supplement to our free public school system.

In many instances the money raised by towns and that furnished by the State is expended in paying the tuition of pupils in academies or other high grade schools already established. In many towns high schools, in which pupils are fitted for college, are maintained by the aid of the free high school act, while in other and more remote and sparsely settled districts pupils are furnished the means of obtaining a better education than can be found in our common schools.

COMPARATIVE STATEMENTS.

I. *Number and Length.*

	1895.	1894.
Number of towns having free high schools	247	228
Increase 19		
Number supported by towns	233	206
Increase 27		
Number supported by districts	14	22
Decrease 8		
Aggregate number of weeks	6,249	5,870
Increase 379		
Number of schools having more than one term per year	191	182
Increase 9		
Average number of weeks per year to each school	25w 1d	25w 4d
Decrease 3 days		

II. *Attendance.*

	1895.	1894.
Number of pupils registered	16,848	16,177
Increase 671		
Average attendance	12,891	11,609
Increase 1,282		
Number of common school teachers who were pupils	939	938
Increase 1		

III. *Scope of Instruction.*

Number of pupils in reading classes	8,873	7,868
Increase 1,005		
Number in arithmetic	8,594	8,343
Increase 251		
Number in English grammar	6,467	6,341
Increase 126		
Number in geography	4,743	4,759
Decrease 16		
Number in United States history	2,928	3,001
Decrease 73		
Number in natural sciences	4,064	3,880
Increase 184		
Number in higher mathematics	6,706	5,995
Increase 711		
Number in book-keeping	2,318	2,368
Decrease 50		
Number in ancient languages	4,424	3,667
Increase 757		
Number in modern languages	1,734	1,403
Increase 331		

IV. *Fiscal.*

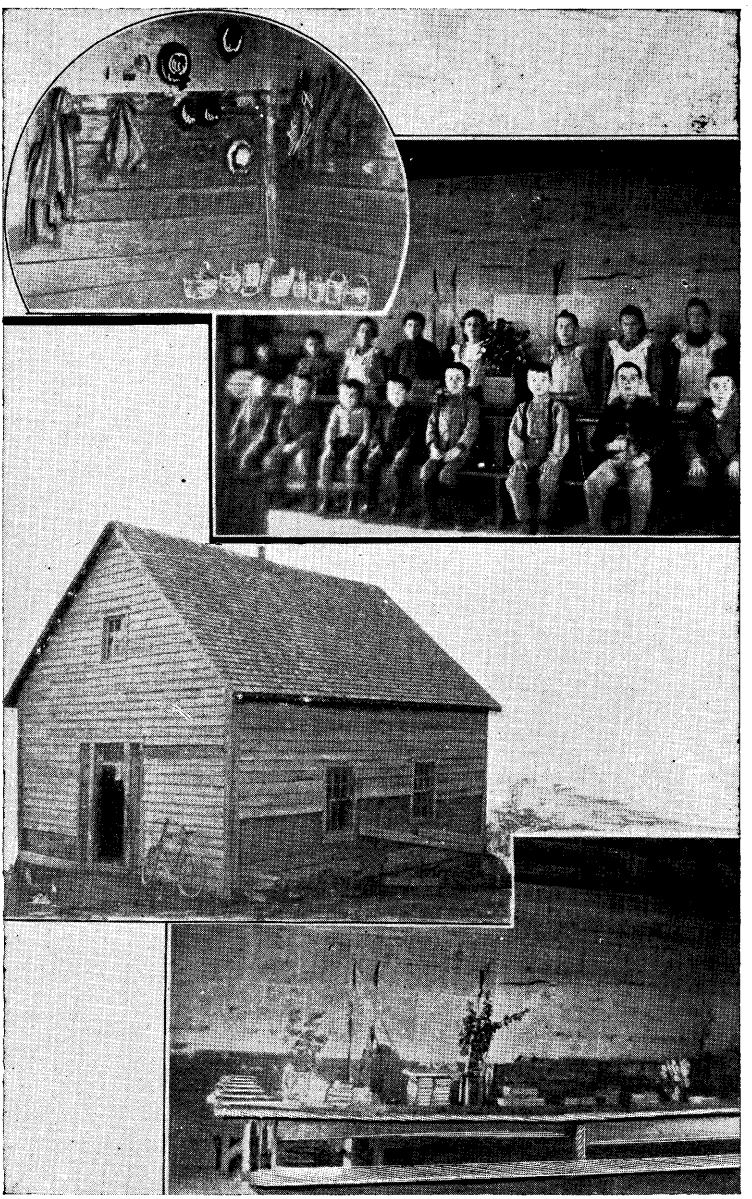
Whole amount expended	$180,779	$167,467
Increase $13,312		
Amount paid by towns and districts	$136,688	$126,588
Increase $10,100		
Amount paid from State treasury	$44,091	$40,879
Increase $3,212		

ANALYSIS OF FREE HIGH SCHOOL STATISTICS.

1. *As to number and length of schools*—The number of towns having free high schools has increased from 228 in 1894 to 247 in 1895, being a net gain of nineteen towns. The number of schools supported by towns has increased twenty-seven, showing that eight at least of the schools formerly supported by districts or precincts have been adopted by the towns. This is probably due in a large measure to the change from the district to the town system of schools. The increase of 379 weeks in the aggregate number of weeks of school if distributed among the nineteen new schools would give to each two terms of an average length of ten weeks, but as the number of schools having more than one term per year has increased but nine it would seem that the stronger schools have added to their length of term while much of the increase in the number of schools has been made in smaller towns yet affording but one term.

2. *As to Attendance*—The whole number of pupils registered (16,848) divided by the whole number of schools (247) gives an average of sixty-eight pupils to each school. The increase in number of pupils registered (671) divided by the increase in the number of schools (19) gives an average of but thirty-five pupils to each of these new schools. This fact furnishes additional evidence that the new schools have been established in smaller towns with a comparatively small number of pupils and but one term for the year.

The increase of 1,282 in average attendance being nearly twice as great as the net increase in the number of pupils registered shows that the schools have been better attended and therefore of much more value to the pupils. The increase of but one in the number of common school teachers who were pupils, shows a relative falling off in the number of high school pupils who are fitting themselves for teachers.



THE POOREST OF THE PAST.

3. *As to Scope of Instruction*—The branches of study showing the greatest increase during the year 1895, are reading, higher mathematics and ancient languages, the greatest increase being in the number of pupils in the reading classes.

The returns show that many of the best schools have, during the past year, required every pupil to practice oral reading to a greater or less extent during the term. The large increase in the number of pupils studying the higher mathematics and ancient languages would seem to indicate that our free high schools are being used to a greater extent than ever before as fitting schools for college.

4. *As to Cost*—The net increase of $13,312 in the amount expended for the support of free high schools in 1895 is partly due to the increase of nineteen in the number of schools, and partly to higher salaries paid to teachers. The average number of weeks duration of each school in 1894 was twenty-five weeks, four days; in 1895 it was twenty-five weeks, one day. The cost per month in 1894 was $114.12, while in 1895 it was $115.72. It will thus be seen that while the average length of the schools was three days less in 1895 than in 1894 the average monthly cost of their maintenance was $1.60 more in 1895 than in the year preceding.

The increase in the whole amount expended is divided in an equal relative proportion between the towns and the State. The increase of $3,212 paid from the State treasury is twenty-four per cent of the whole increase, while the cost to the State is twenty-four per cent of the whole cost. This would indicate that the relative proportion of the expense borne by the towns and by the State was about the same in 1895 as in the year previous, and, at first glance, would seem to prove that the increase in the cost must be charged mainly to the new schools. But a further scrutiny of the figures in regard to cost develops the fact that, while the average cost of the 247 schools maintained in 1895 was $553, the increase

of $13,312, if divided among the nineteen new schools, would give an average to each one of these schools of $700. We have already proved, however, that these new schools were, for the most part, one term schools in remote towns, which proof is strengthened by the fact of the reduction of three days in the average length of all schools consequent upon the increase in number. Hence it would seem that a larger portion of the increase in cost is due to longer terms and higher salaries in the schools previously established.

In General—The returns in this class are emphatic in their evidence in favor of the free high school system and of the extension of its privileges and advantages to towns not now enjoying them. These schools are in many instances taking the place of the old and time-honored academies and are bringing the opportunities for a higher education to children who could not otherwise obtain them.

In many of our towns and villages pupils are fitted for college in the schools maintained by the town and under the immediate supervision of the local school superintendents, where, previous to the establishment of the free high schools, they were obliged to go to distant schools at a greatly increased expense, or on account of their inability to afford that expense, to forego these advantages altogether.

VISITS TO RURAL SCHOOLS.

GENERAL STATEMENTS.

During the summer and fall of 1895 the State Superintendent visited two hundred rural schools in eight different counties of the State. This tour was undertaken because it is believed that the schools cannot be improved until it is known what they are, and that this knowledge can only be gained by a careful study of the schools themselves. It was felt that no one had a right to pronounce judgment in so important a matter except upon the most reliable testimony.

On the following blank a record was made of the facts learned about each teacher and school visited.

NOTES ON SCHOOLS VISITED.

Date .....

Name of teacher.....Age.....

Permanent P. O. address.....

Name of school.....Town.....County.....

Length of term.....No. enrolled.....No. present.....

She has attended Common Schools.....terms.

" " " High " ..... " Graduated ....

" " " Normal " ..... " " ....

" " " Acad'y or Sem'y..... " " ....

" " " College or Un'ty.....years, " ....

" " " other schools.....terms, " ....

She has taught in Rural Schools,..... terms

" " " Primary " ..... "

" " " Grammar " ..... "

" " " Normal " ..... "

" " " High " ..... "

" " " Academy or Seminary,..... "

" " " other schools,..... "

" " " this school,..... "

List of books she has read on Pedagogy.....
.....
Names of educational papers and magazines she is reading .....
Number of visits by Superintendent,.....
" " S. S. Committee,.....
" " parents, ...
She is a member of the following educational associations.....
Number of meetings attended within the year,.....
.....
She has attended Summer School.....terms.
How was Reading taught? .....
" Spelling " .....
" Penmanship " .....
" Number " .....
" Geography " .....
" History " .....
" Language " .....
" Physiology " .....
" Book-keeping taught? .....
" Civics " .....
" Music " .....
" Drawing " .....
" Map Drawing " .....
Number of books in library, ...
" papers and magazines in library .....
List of apparatus,.....
.....
Kind of house, ...Condition.....
" desks, ... " .....
" outhouses, ... " .....
" grounds, ... " .....
" fences, ... " .....
" ventilation, ... Value .....
Was the room tidy?.....
" " attractive?.....
What has the teacher done in these directions.....
.....

Strongest point about the teacher.....
Weakest " " " .....
Strongest feature in the work .....
Weakest " " " .....
Does the school pay?..... Why?.....
.....
.....

It will be noticed that this outline is so complete that two hundred of these documents furnish sufficient data for averages which may be trusted to tell the story as to what the schools are. It is believed that a careful study of so large a number of schools, representing the extreme limits of the State, and including some of the sparsely settled sections, as well as the oldest portions, furnishes facts for a reliable estimate of what the best schools are doing, and of the condition and work of the "poor" schools in different sections of the State.

No attempt will be made in this report to give a detailed statement of the work found in the best schools, nor will extended comments be made on what was seen in the average school that deserved commendation. The statements found in another section of this report must suffice in these particulars. While the general object of these visits was to learn what the schools are, still the particular purpose was to ascertain the facts which would enable the visitor to give a detailed description of those schools in which incompetent teachers were found, and to offer some suggestions as to the methods by which they may be improved. It is to be understood that the criticisms found below apply, in full, only to those schools which are ranked as "poor" or "very poor." They are true only in a limited sense of those which are rated as "fair," "good" or "excellent."

I wish the above paragraph might be re-read each time the reader comes to any new description of poor teaching.

Of the schools visited six per cent. are ranked as "excellent," twenty-one per cent. as "good," thirty-two per cent. as "fair," and forty-one per cent. as "poor" or "very poor." These

terms are used to represent the different kinds of schools found and to arrange them in classes so that they may be conveniently referred to in the subsequent portions of this report.

In my comments on the teachers and the work they are doing I wish to say, at the outset, that in point of scholarship, in quality of methods and in the thoroughness of the work done, I found teachers who will compare favorably with those who rank highest in our graded schools. They know the facts they are required to teach and are familiar with the subjects in which they should give instruction; they emphasized the essentials and gave but little time to the nonessentials; they were conversant with the work done in the best schools and it was clear that their methods were the result of reading, study, observation, adoption, adaptation. They possessed unusual energy, strong personality and great power of control. They despatched the details of the work expeditiously and quietly. Their manners indicated culture and breeding. The mental and moral atmosphere of the school was inspiring and wholesome.

The above sentences fairly express my judgment as to these teachers and their work. Having said this much in commendation I feel free to state, with equal frankness, other facts, which I regret it becomes my duty to place in this record. For this report to be of value to the State, or service to the teachers, it must be based on facts which fairly represent the condition of the schools inspected.

It is a matter of some interest to note that no one portion of the State has all of the good schools, and that no one section is suffering from all the poor schools, but that the good and the poor are about evenly distributed.

Some of the best were discovered in what might properly be called "back districts." It is also true that some which were ranked as "very poor" were found within a few miles of the larger centers of population. This matter has both its encouraging and discouraging aspects. It is encouraging to know that there are no sections so far in advance of all the others that any need be discouraged by the contrast. It is

gratifying to find that some of the best schools are maintained in parts of the State where apparently there are but few things to assist in making a model school.

It is discouraging to know that there are communities in all parts of the State that are so little interested in their children as to be willing to tolerate such teaching as to clearly indicate that parents, teachers and children are destitute of the desire to have schools which can be of any service to them.

It is as astonishing as it is discouraging to see teachers in our schools, who claim to be graduates of institutions of considerable standing, who cannot pronounce familiar words correctly, or give the children any information in regard to matters which come within the range of their observation or experience. They cannot read intelligibly, they cannot speak or write grammatically in continued discourse and they know comparatively little about the facts contained in the text-books used. In a word, they are grossly and densely ignorant.

Any one who is familiar with school work knows that it is possible for students to graduate from an institution of a high grade and yet be unfit in point of scholarship to take charge of any school. They have neither the capacity nor the desire to master the studies which they have pursued, but by some skill, which would do credit to persons of greater ability, they have worried their way through the course and secured their diplomas, while in point of attainment they are not scholars, in any sense of that term.

It is to be regretted that some of our higher schools are willing to allow students to enter their classes and take the sciences and advanced work in language and mathematics, when the instructors in charge of these institutions know that they have little knowledge of the common English branches.

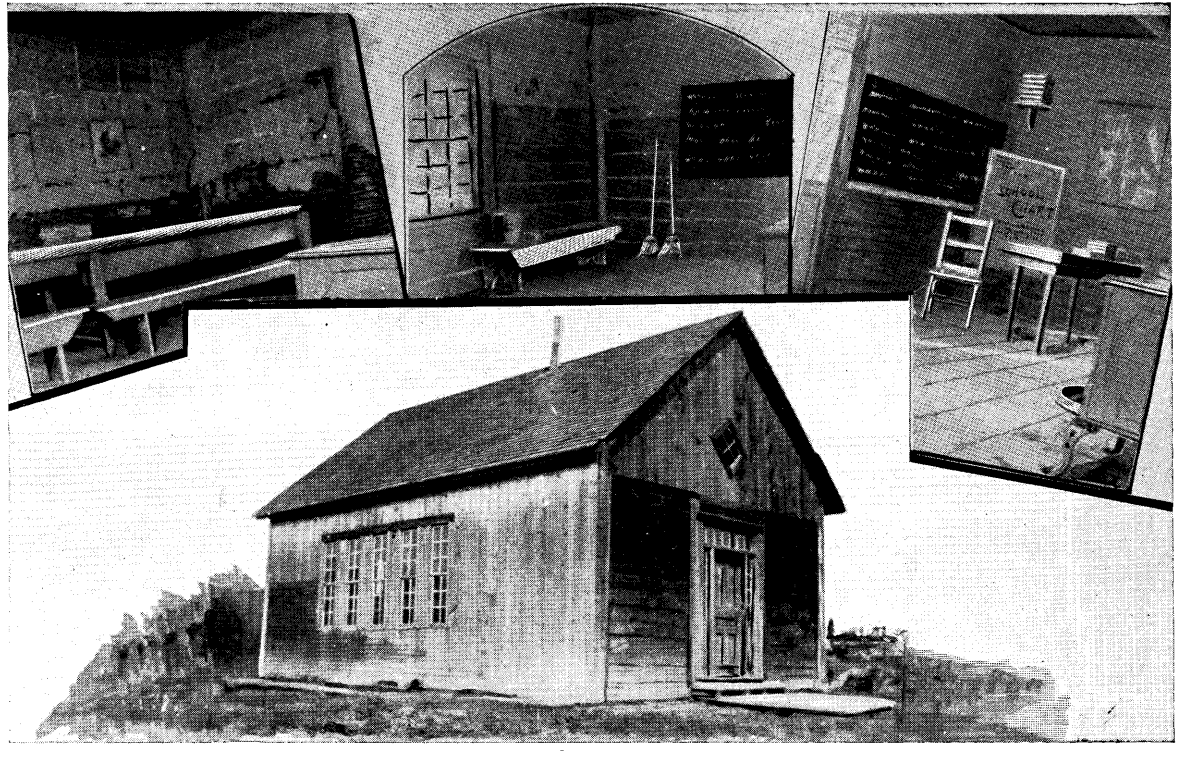
It is hoped that the time is not far distant when the examinations for admission to our secondary schools will be of such a character as to force candidates to have a reasonable mastery of the studies pursued in the common schools before

they are allowed to take this more advanced work. The authorities of these schools should protect themselves and the common schools by insisting upon a rigid examination in the common English branches before students are admitted to their regular courses.

One is shocked to see glaring advertisements of some favorite brand of tobacco in so many of our school-rooms. It is not easy to understand why a teacher is willing either to bring such pictorial illustrations into her school or allow them to remain if found there. It is vastly better to leave the walls bare than to have them covered with pictures which will interest children in things about which they ought not to be thinking, or will place objectionable matters in such a light as to give them a tacit approval.

If it is impossible for the teacher to provide pictures of merit she would better not make the mistake of disfiguring the walls of the school-room with advertisements of a questionable character. When reproductions of some of the finest works of art can be bought at a nominal price, the excuse that one cannot obtain good pictures is seldom a legitimate one. The fact that children are so vitally influenced in their tastes, judgments and conduct by things which are placed before them in a pictorial form justifies one in speaking decidedly on this subject.

The fact that there are so few children in the common schools over thirteen years of age should alarm all who believe that the safety of the republic depends on the education of the citizen. Eighty-seven per cent. of all the children found in the schools visited were under the age named above. This fact means that children are leaving school at a much younger age than formerly. As far as could be learned those who have left school are not attending other or higher schools. The tendency to leave school and engage in some work, or waste the time in idleness, is increasing each year. If these tendencies are allowed to control the children, the rural schools will soon be made up of pupils who belong in the primary grades only. The law provides that all persons



THE POOREST OF THE PAST.

between five and fifteen years of age shall attend school for at least sixteen weeks each year. It is evident that this law is evaded in a large number of instances. It is not necessary to state that it is of the highest importance that school committees and truant officers see that this law is enforced.

It was gratifying to find some schools with so large an attendance. One school in Cherryfield, Washington county, had seventy-two pupils enrolled and sixty-nine present. In this school there were only ten pupils over thirteen years of age.

The record shows that the average attendance in the schools visited was twenty-one, the average length of the terms was ten weeks and the average age of the pupils was between nine and ten years.

These figures, considered in connection with other facts, would indicate that the weakest place in our schools is not in the number attending any one school, but in the fact that pupils leave school before they have had time to acquire the elements of an English education. It is not possible for the average child to so master the subjects taught in our common schools, before he is thirteen years of age, as to give him the education he will need in performing the duties which fall to the lot of the average citizen.

TEACHERS.

The criticisms found in this section of the report are to be understood as applying in full to those teachers who are ranked as "poor" or "very poor."

There is a feeling on the part of some patrons of the public schools that many of the teachers of the State are too young to be able to perform properly the duties devolving upon them. The statistics collected during these visits show that the age of the youngest teacher found in charge of a school was fifteen years, the oldest forty years. The average age was between twenty-four and twenty-five years and a comparatively small number was found under twenty years of

age. These figures make it clear that this criticism on teachers is not well founded.

But the record reveals an educational and professional standard which is to be deplored. Fifty-two per cent. of the teachers visited acquired all the education they have in the common schools. Thirty-eight per cent. have attended academies or seminaries for about one year. Ten per cent. are graduates of normal or training schools, academies, seminaries or high schools of a standard grade. It was disappointing and discouraging to learn that only twenty-three per cent. of the teachers have read or are reading works on teaching and that about an equal per cent. have read or are reading educational papers or magazines. Less than thirty per cent. are attendants on the meetings of any educational association.

It is not encouraging to have to make record of the fact that ninety-four per cent. of these teachers have taught only in district schools. These figures show a lack of experience that helps to explain many criticisms made on the work done by so large a per cent. of these teachers.

While it is true that some of the teachers who are superior scholars were inferior instructors, it is also true that no teacher was discovered who was deficient in scholarship who was successful as an instructor. In this particular, at least, the theory held by leading educators and the facts as found in the school-room agree. There have been times when people believed if a teacher had muscle enough to subdue the big boys and frighten the small ones, he was fit to teach the average district school, although he might be as innocent of scholarship as his instruction was destitute of usefulness.

It would be impossible to convey to any one who is not familiar with the facts a full appreciation of the extent to which some teachers are ignorant of the facts contained in the text-books from which they are supposed to give instruction. But a small number are familiar with subjects outside of the text-books while those who have an appreciative knowledge of the forms of nature by which they are surrounded, the

events or the persons who have made or are making history, are so rarely seen as to attract attention when found.

It is mortifying to the visitor to see so little ability to devise new ways of conducting the recitation, to use new illustrations and explanations and give a larger and more intelligent view and conception of the lessons.

In not a few schools there was little to indicate that the teacher had any special place of beginning or any reasons for beginning at the place where she did. The lessons were assigned without any apparent thought, attention or care as to the assignment. The recitation too often was simply a stupid recital of words in which the teacher did a large part of the work and the pupils divided the suffering with the visitor. There was little to indicate an assured grasp of the subject discussed or an intelligent comprehension of the thought expressed. There was no evidence that any method was being used, and in many cases the fact that there is such a thing as a method did not seem to have dawned upon the teacher. In fact one teacher asked what was meant by this word "methods" she heard used so often recently.

A few things have come to be accepted by intelligent people who have attended the public schools, who believe in them and who make a study of their work. It is their decision that no one is fitted to take charge of the education of children who has not mastered the facts which she is expected to teach, and that in addition to this knowledge professional training and experience are needed to make the best teacher. It is to be regretted that these simple facts, which are so generally known, are so little influential in the selection of teachers. It is passing strange that superintending school committees and superintendents are willing to employ teachers without attempting to ascertain if they have any of this fitness to teach.

It should be understood that the teachers are not entirely to blame for their incompetency. Many of them have been trained in schools of the same character as those they are "keeping;" they have been urged to take charge of schools

before they were fitted to do so, and they have been tolerated in school when they and those who employed them knew they were not doing satisfactory work. The attempt to place all of this responsibility on the teachers is to do an injustice without helping in the correction of a serious evil.

The State will have good teachers when parents and school officials demand more preparation for the work and better teaching. As long as superintendents are willing to employ the teacher who will work for the lowest salary, so long will a large number of incompetent teachers be employed. If parents would cordially assist in consolidating schools, these officials would feel justified in paying reasonable salaries, and they would exercise greater care in assuring themselves that the teachers employed are fitted by nature, training and experience to teach a school of a quality that will win the approval of an intelligent and progressive community.

But it is only just to state that all of the incompetent teachers are not to be charged to the common schools. Some who have received all of their training in these schools show a very fair grade of scholarship, while others who have "been through" institutions which are supposed to specially fit them for their work exhibit a lack of knowledge which seems incredible.

Another evil that is sapping the virility of the children is the practice of so many teachers who are trying to do the work for the children instead of being willing to think sufficiently to induce the children to do the work themselves. Usually it is a small matter for a teacher to solve a problem and give a crude analysis of the work done, but it is quite a different thing to have the children ask and answer such questions as will compel them to think out the solution for themselves. There is but slight appreciation of the fact that it is a sacred duty which the school owes the pupils to furnish such training as will make it a pleasure for them to work, think, dig.

The visitor is impressed with the extent to which teachers and children fail to appreciate the fact that books talk about

real things, about men and women who have lived, forms of nature that surround them and things that have happened. In many schools, books are used in such a way as to warrant the feeling that they belong to a different world and have to do with something entirely separate and apart from the life and experience of the teacher or the child.

It is pitiful to see the extent to which children are rendered torpid, stupid, incapable of intellectual or emotional activity by being forced to say things which they do not understand, to study and recite technical terms and definitions which are beyond their comprehension.

The average child cannot think in the language of the average text-book. In spite of this fact, he is required to commit to memory and recite words, year after year, when the recitation means nothing but a slavish grind. The child infers from his experience that what is said in books has nothing whatever to do with the men, or things with which he comes in contact.

It is strange that teachers will permit children to interrupt and render practically useless the recitation by allowing pupils who should be studying, to ask help in finding answers to the simplest questions in their lessons.

In too many schools there was a stream of pupils from the desks to the teacher and from the teacher to the desks, asking foolish questions, questions which the children could themselves answer with a little study, and which when answered by the teacher are of no benefit to them whatever.

The extent to which the children are injured by all this blundering is manifest in their want of the power of application, the ability to study out things unaided by others; and these facts account for their being limp, careless, helpless, heedless.

One is shocked to see the manifestations of boorishness, clownishness, slovenliness, which a teacher will permit in her presence without comment, certainly without reproof. There is but little evidence that the children have yet been inspired to want to do better than they are doing.

One can but be impressed with the frequency with which he hears teachers speaking in loud, shrill, harsh tones, a key much above the natural one, and with a force entirely disproportionate to the demands made upon the voice.

Many teachers are not careful enough in their manners, in their intercourse with the children. Their tone, appearance and carriage are not always creditable to an instructor. They do not seem to realize that their personality may count for much in helping the children to better ideas and ideals of life and living.

PUPILS.

It is difficut to convince the public of the extent of the ignorance of pupils in the schools which are ranked as "poor" or "very poor" about things with which they come in daily contact. One can hardly realize that it is possible for children to cultivate and handle flowers all their lives, to stub their toes every day against rocks, to care for animals regularly, without knowing something about what they are, and having some appreciation of their beauty and usefulness. They are equally ignorant concerning the men and women who have attained distinction in New England. Who they are, what they have done, the character and value of their services, are things which have never come within the range of their reading or instruction. The blank stare which mantles their faces when they are questioned concerning these matters is painful to witness.

In their regular work they are allowed to stumble through sentences of which they have no comprehension, guess at answers and become dazed and lost in a labyrinth of mysteries of which they have but the slightest knowledge. The recitations are vague, blundering, unintelligible, because they are unintelligent attempts to talk about things of which they know but little, in terms of which they know less. That they fail to add to the child's stock of ideas or increase his store of facts is not strange. They have not been trained to see, discriminate, contrast or compare. They cannot speak or write English with facility, correctness or force.

The extent to which teachers permit children to speak in indistinct, drawling, mumbling, hesitating tones is surprising. A large proportion of them close their sentences with the rising inflection, as much as to say, "Have I given the correct answer?" Many of the questions are so worded that the child can answer them by yes or no, and he is often allowed to guess twice.

In many cases the teacher after asking a question will state the answer, and ask the pupil if his answer does not agree with hers. It is not necessary to pronounce judgment on such teaching; it condemns itself.

There is not that evidence of self-respect and desire to excel on the part of the children which it was hoped would be seen. They are not only lacking in these things, but they are wanting in grasp, tenacity, power to assimilate thought, and indicate that they have not done the work and carried the responsibility which develop fiber and vigor. They are unwilling to apply themselves and are willing to be dependent upon others. They show a lack of resolution, strength, sturdiness, and are blind and deaf to sights and sentiments of beauty. They are wanting in alertness and accuracy and are deficient in eagerness, enterprise, ambition.

When the visitor looks at the reverse side of the shield, he is impressed with the energetic, wide awake, progressive quality of the children who are found in rural schools which are in charge of competent teachers. They are not always courteous, and are sometimes wanting in thoughtfulness. They frequently speak in tones that grate on your ears and are not always careful about the way they stand, sit, or walk. They are frequently boisterous, sometimes a little coarse, occasionally rude, but seldom vulgar. Even a brief study of them and their work will convince any one that their eyes are open, that their minds are receptive and acquisitive, and that their hearts and heads are being attuned and trained to see and enjoy beauty in life, literature and art.

It is not necessary to visit many schools to discover that there is no class of people in the State who can be more bene-

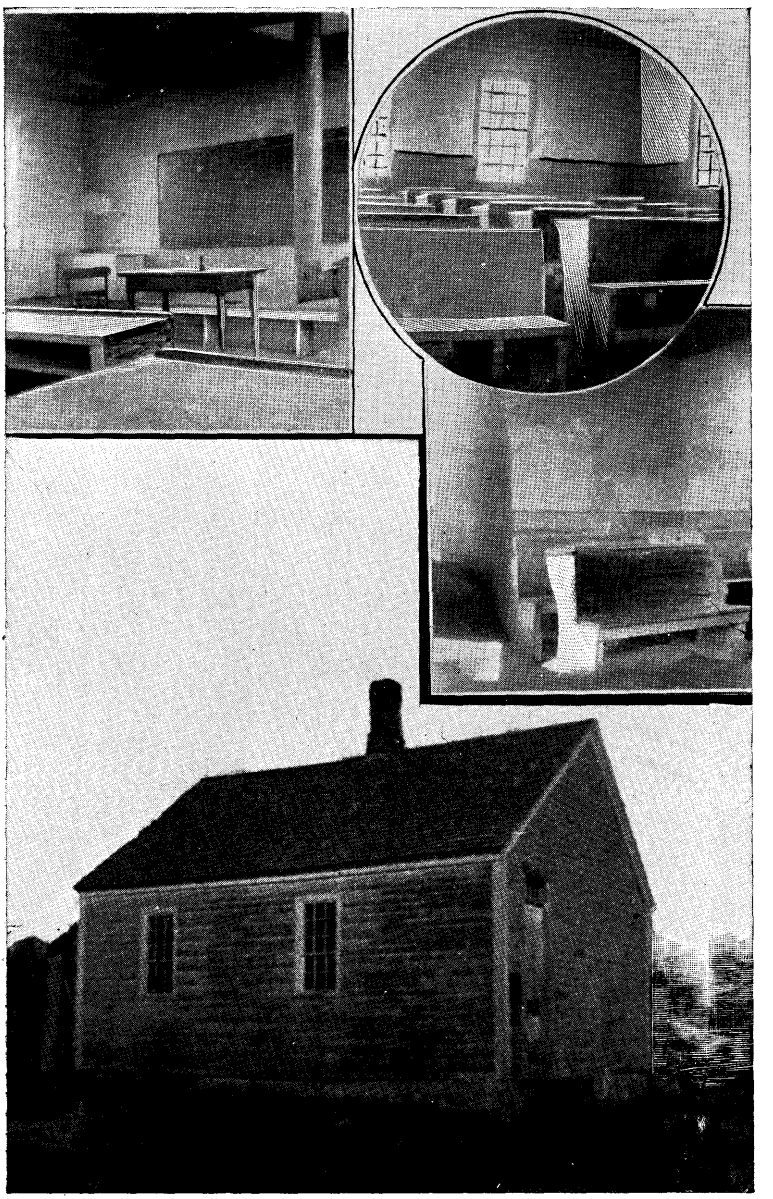
fited by physical training, then the children in the country schools, They have to engage in manual labor in such a way as to develop strength of muscle without giving a corresponding ease and grace of movement. Such physical exercises should be given as will enable a child to gain absolute control of his muscles. If a child can do this, he has an advantage over his untrained companion which can be appreciated only by those who have attempted to make their way in the world among men and women of refinement and culture.

There never was a time when grace and ease of movement were not useful. The present makes larger demands in this direction than any previous time. As the children of to-day are to be the men and women of to-morrow and are to associate more largely with all classes than any previous generation, the importance of this matter cannot be overstated.

The rapid introduction of improved means of transportation will not only permit, but make it necessary for people living in the remotest parts of the State to come into immediate contact and intimate association with people from all parts of the world. To meet these larger requirements satisfactorily the children must get from the common schools something more and something better than they are receiving to-day.

Many children have an unwise and unreasoning ambition. They feel that if they are reading in the sixth reader, reciting from the large geography and struggling with the intricacies of cube root, they are being educated. Many pupils in the rural schools are floundering in these subjects who should be studying the third reader, mastering fractions and learning the geography of their own State. It is a great mistake to allow children to attempt work which their previous training and present abilities do not fit them to study.

These mistakes account for the unwelcome facts that they are wanting in thoroughness, lacking in application and destitute of the power of comprehension. And much of this disgrace is due to the feeling that the book the children study and not what is learned is the all important matter.



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Children must be led to see that it is necessary for them to master the studies assigned to the common school course in order to be fitted for the duties and responsibilities of life; that they must be able to read understandingly, write intelligibly, talk with ease and cipher with certainty; that they must be able to appreciate the beauty and the wisdom of the works of art of some of the masters, whether they be given to them in the form of pictures or poems.

It would be unjust to close this section of the report without making record of the fact that in the schools of Northeastern Aroostook the boys and girls are noticeably courteous. Whenever a visitor enters the school-room, the pupils rise in their places, and after bowing, remain standing until a signal from him gives them permission to sit. Whenever and wherever met, outside of the school-room, the boys lifted their hats and the girls courtesied. All these things were done with an ease and grace which show that they inherit the instinct from their parents and that they have been carefully trained in the home and at school. When the majority of the people of a community are thoughtful and courteous, it is simply yielding to an unconscious impulse that makes the children conform to the forms and usages of good breeding.

ARITHMETIC.

The work in arithmetic in forty-three per cent. of the schools is characterized by a senseless committing and reciting of rules, and an unreasoning explanation of problems, with little or no attempt to connect this work with the daily experiences of the children. Much of the work consists of puzzles to be guessed, and analyses which were parrot-like recitals of words that would convey as much meaning if their order were reversed.

Too much work is assigned for each lesson. Not enough is done in the way of illustrating, explaining, testing the principles taught. When the lesson is assigned and the words are recited, it is assumed that the work is done. The

children are grossly deficient in their knowledge of the four fundamental rules and common and decimal fractions. They do not understand the principles, they cannot apply them and they are lamentably lacking in the ability to perform the processes.

In most of the schools but little time is given to mental arithmetic. The average child is dependent upon his book, his pencil and his slate in solving the simplest problems. If he is asked to multiply 25 by 5 he laboriously works out the result on his slate. Teachers fail to understand that at least one-third of the time given to this subject should be devoted to mental arithmetic; that the children during this recitation should not be supplied with books; that the teacher should read the problem, the pupils should repeat it, solve it and give a simple, intelligible analysis, and that during all this time he should rely entirely upon his memory for his facts and his mental processes for his results. Such training will develop the memory and power of concentration, and give speed and accuracy in the work.

In many of the schools but little time is spent on the work which gives the child a clear idea of number and of its simple combinations. But few children are so taught that they know what 1, 2, 3 and 4 are. They do not seem to comprehend their values, or what purposes they serve. The Grubé system of developing the idea of number is used in but few schools. The child is left to think of figures as hieroglyphics the meaning of which it is not a part of his business to know. He stumbles through the fundamental rules and is pulled through fractions without knowing much about them, and passes on to work in percentage and square and cube roots, and with these he struggles and flounders for years. The solution of simple, practical examples which are within his comprehension and that have to do with his daily life is a form of work that does not seem to have occurred to the teacher, or come within the experience of the child.

Great changes must be made in this matter of instruction in arithmetic. The work in the four fundamental rules, fractions and the simple application of percentage must be so thoroughly done that the children can add columns of figures as easily as they can read a line of print, perform the combinations as rapidly as they are announced, combine fractions as readily as whole numbers and use percentage as familiarly as they do the addition tables. Parents, teachers and children must come to appreciate the fact that these are the topics in arithmetic for which they will have the greatest use in life and that from the study of these, they can gain as much power as from any part of the subject. When a child has finished arithmetic, he should be able to perform all the combinations with speed and accuracy, he should be able to apply all of the principles learned and formulae given to the ordinary experiences and business of life and he should be able to use what he has learned in an intelligent, intelligible manner.

The objects to be sought in teaching arithmetic are the ability to understand and the power to use. The child must first be taught the significance and value of the symbols which he uses and then he must be so instructed as to be able to combine these readily and accurately.

He should begin to reason as soon as he has acquired a sufficient store of facts and thorough mastery of principles.

READING.

One realizes what a school is not doing when he hears pupils and teachers saying Edinburg for Edinboro', asslum for asylum, Cy-clees for Cyclades, im-pi'-ous for im'-pi-ous, re'-cess (intermission) for re-cess', stip-u-lees for stip-ules, ep-i-tome for e-pit'-o-me es-cen-tric for ec-cen-tric, and so on through a list that might be extended to almost any limit.

Some teachers and most pupils do not know how to use a dictionary. The diacritical marks, the marks of accent and the hyphen are cabalistic symbols which convey no meaning to them. They do not know the names or values of these

characters and therefore do not know how to apply them to a given word. They do not seem to realize that the words in a dictionary are arranged according to their spellings. The ability to use a dictionary efficiently is limited to a comparatively small number of the pupils in the public schools, a much smaller number than many people think.

In forty-five per cent of the schools the recitations in reading were exercises in pronouncing words without an intelligent attempt to discover their meaning, beauty or force. The thought and the skill with which it is expressed are items which did not seem to interest the children and this conception of reading had not yet dawned upon the teacher. They failed to get ideas from the words, the sentences, or paragraphs. They could not see the pictures painted in poems, the portraits sketched in selections and there was no appreciation of the richness of the thought of the author. They failed to feel the warm life that throbbed in his words and burned in his sentences. It was a monotonous, profitless grind. The children did not realize that what they were reading had to do with anything which had been, or anything that existed at the present, or anything that was to exist in the future. They seemed to think, so far as they thought at all, that it was something outside of their relations and interests. It did not touch their lives, or any life at any point. It was unsympathetic, wanting in joy, destitute of human interest. It was dreary, heavy, laborious. It was weariness to the teachers, drudgery to the children and productive of imbecility to both. Some of the masterpieces of English were read in such a way as to give none of the zest, inspiration, breadth of view, range of vision, grasp of thought and inspiring and toning influence which are redolent in these selections.

Children fail to sense things. They do not see the beauty, the force, the impressiveness of the selection studied, or the means used to express it. There are no poems in pictures, no pictures in poems for them. They fail to hear as well as to see.

In some cases children seem to have the power to call words rapidly and easily without being able to grasp the thought expressed. The ability to express in their tones some suggestion of the thought which the selection contains is something which they have not realized can be done.

For a teacher to reveal to a pupil the beauties, wisdom and inspiration of literature, she must have an appreciation of and love for literature. Its force, beauty, richness, strength must appeal to her and not appeal in vain. She must possess the artistic instinct, the ability to see and express and have breadth of vision and power of appreciation. The most the average child needs is simply to be introduced to things, but for an introduction to be of any service, to result in any help to the child, it must be given by one who fathoms the thing introduced.

It is the silent, subtle, immaterial quality of the teacher that is most influential with the child. It is this quality which moulds, guides and controls him long after the teacher has ceased to instruct. These are the things that are hardest to put into words, but are most potent in life.

LANGUAGE.

It is difficult to describe the work done in Language in the schools classed as "poor," or "very poor." As far as could be ascertained the efforts of the teacher were limited to asking the questions found in the book and listening to recitals of the words of the text. The extent of the work was narrower than the book used. There was little or no attempt made to have the children talk about the subjects studied. Incorrect forms of speech used by the children did not attract the attention of the teacher, at least, no attempt was made to correct them and the knowledge of the pupils in this subject did not make it possible for them to tell in what the errors of a faulty construction consisted, nor enable them to give the correct form. The study period was evidently devoted to memorizing definitions and rules.

That this study should assist the pupils in enlarging their vocabularies, or help them in the correct use of language did not seem to be thought of. The pupils were not asked to talk, or write about things of which they had some definite knowledge. No attempt was made to reveal to them the force, beauty, or peculiar meaning of words. As a rule, words were not subjects for study, but symbols, the value of which they sometimes understood, but more frequently did not. Sentences were collections of words the significance and force of which they sometimes realized, but usually failed to apprehend.

The work in grammar failed to assist the children in writing and speaking in continuous sentences with ease, force and propriety. Much of the written and most of the oral work were characterized by elliptical, ungrammatical and meaningless sentences. It was not definite, accurate, helpful, nor did it train the children in the fine choice of words, happy forms of expression and striking sentences which characterize clear thinking, interesting talking and attractive writing. The time was almost entirely devoted to a study about language instead of practice in language. The meagerness of the children's vocabularies was painful to witness. They knew but few words and these they seemed to know more through an act of the memory than through any proper comprehension of their meaning.

This subject can never be taught successfully unless the teacher is able to select the root, prefix and suffix of words and give the meaning of each and combine them in such a way as to express the thought which the word conveys. The children must be so directed and assisted in their observations of and talks about things that they will develop the ability to see, know and express, in the happiest way, the idea which their study has given them. It takes years of training to fit one to select and arrange the words which will clearly describe and forcibly voice the thing seen, heard, or thought by the speaker. In its written form more attention must be given, not only to the construction of the sentence,

but to its mechanical features. Indenting and paragraphing, the use of capital letters and marks of punctuation should be taught by having the children use them properly in all their written work. When pupils are prepared for the high school they should be able to talk and write intelligently about any subject of which they have an accurate knowledge.

The best work in language will be done when it is taught in every grade, in every recitation during the entire course; when all lessons are lessons in language, when the teacher uses correct and vigorous English and is able to train the children to do likewise.

There is, in the common schools, no study which yields so slight a return for the time devoted to it as the subject of grammar. It is often disliked by the pupils, dreaded by the teacher and frequently a mortification to the visitor. If it is ever to be raised to the plane it should occupy, the teacher must fit herself thoroughly for the work and must help the children to such a command of language as comes only from observation, reading, study, practice.

GEOGRAPHY.

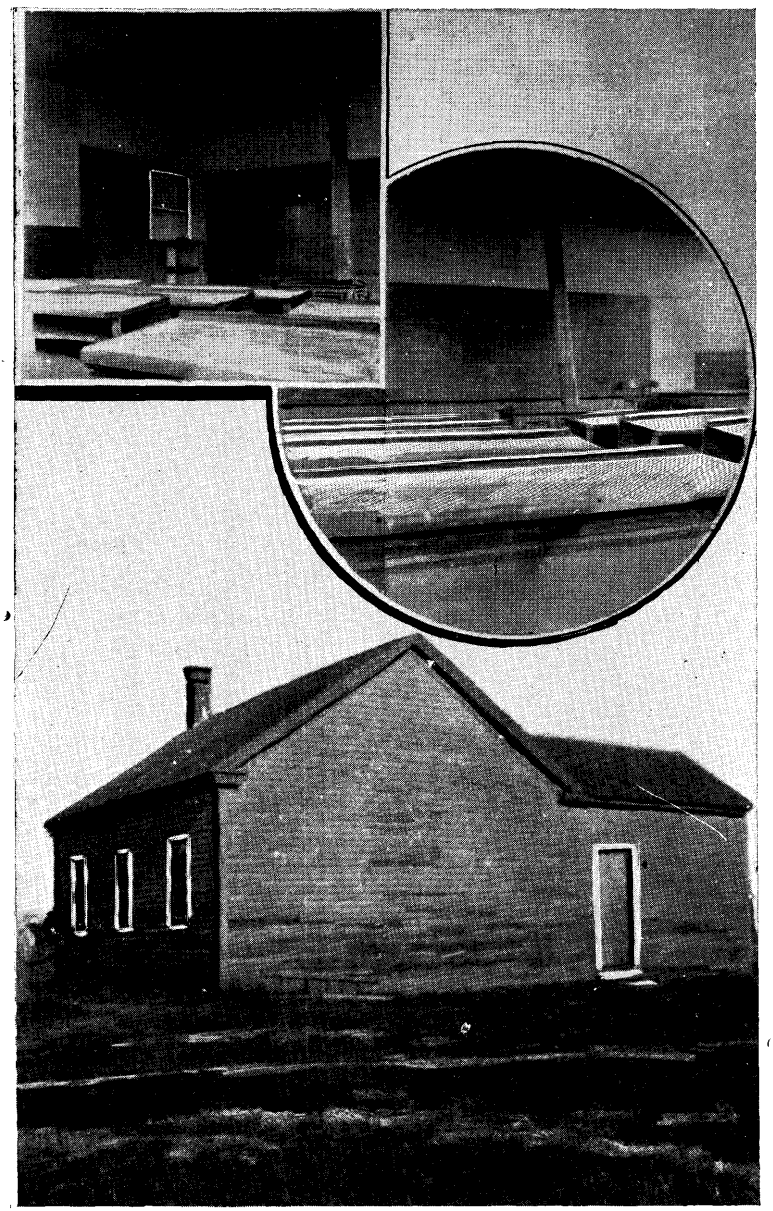
The most of the time devoted to geography is spent in learning the location of small towns, insignificant rivers and unimportant mountains, capes, bays, etc. Much time is given to the geography of Africa and Asia and the Islands of the Sea. But few teachers make any use of the fact that the most of the physical phenomena of the world are found within the immediate vicinity of the school-rooms in which they teach. To make a diagram of the school-room, a picture of the school-house, a map of the school-yard, town and county has not yet occurred to the average teacher. But few teachers make a careful study of the location of the objects in the school-room, school-house and school-yard. Children read, talk and recite about islands, lakes, rivers and mountains, without realizing what these things are, or discovering that they have in their immediate vicinity small islands, tiny rivers and low hills.

A teacher should make a careful study of the boundaries of the town in which she is teaching, its physical features, the industries followed by the people, the places of note or interest, and all of those items which go to make up the history and present condition of the community. The schoolroom is an epitome of the town, the town of the county, the county of the state and the state of the nation. The county and state should be studied in the same general way as the town has been. These should be followed by the United States and Europe, and then something should be learned of the general features of Africa and Asia.

Beginning at home lead the children to learn about things in the vicinity of the school, then aid them in getting adequate ideas of things at a distance. By this plan they will be able to understand and appreciate what they study, because they will have something at hand with which they may compare, contrast and measure the thing studied.

HISTORY.

A large part of the time devoted to the study of history is given to committing to memory unimportant dates and describing and locating unimportant events. History is taught in such a way that children fail to comprehend that it is simply a record of past efforts. They somehow get the idea that the men who have lived, the things that have been done, belong to another and a different world. They do not understand that we are making history in the present, that it is not a thing that has to do entirely with the past. Too much time is given to details; not enough time is given to studying great events, the causes that led to them and the results which have flowed from them. None of the teachers seemed to have made a careful study of the men who have given color to history. Who they were, who their ancestors were, when they were born, where they were born, the schools they attended, the experiences through which they passed, their vocations, their avocations, the influence which they exerted, the things which they have tried to do and failed to



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do, the things which they have succeeded in doing; their quality, character, personality, strength, weaknesses; their talent, genius; the ways in which they have served the world, the ways in which they have injured the world, occupy but little of their time and less of their thought.

If one knows the great events and great men of the past, he is able to stand upon mountains from whose summits he can survey the surrounding country. The details will cluster around these men and these events so that he can see the genesis, the relations, the harmony, the progress of history; he can see where we started, along what roads we have come, what point we have reached and in what direction we are going.

When studied in this way history means something, says something. It becomes an inspiration, an aspiration. It develops, it strengthens, it moulds, it purifies. Taught in the usual way it is dwarfing, benumbing, stupifying; it gives the children false ideas of men, wrong ideas of events and paralyzes where it should inspire. To teach history in this better way the teacher must have a love for, an appreciation of the subject. She must know something more than a list of dates, a catalogue of names, an outline of events. She must know something of the philosophy and range of history; in a word she must be a historian in miniature.

SPELLING AND PENMANSHIP.

It is very gratifying to be able to state that the work in oral and written spelling and penmanship was fairly creditable, when the ages and training of the pupils are taken into consideration. This statement contradicts the accepted theories concerning these two studies.

BOOKS AND MATERIAL FOR SUPPLEMENTARY WORK.

Of the schools visited but a small number were supplied with books for supplementary work in any of the studies. It cannot fairly be said that any of the schools had a sufficient collection of books to justify one in dignifying it by the name

of a library. It is to be regretted that not a single school of all those visited was supplied, or had supplied itself, with papers or magazines for the pupils to read in connection with their regular work.

About ninety per cent. of the schools were supplied with maps, some of them of recent issue, most of them so old as to be practically valueless. About fifty per cent. had some kind of a chart, either the Complete Chart or a language chart. About one-half of these were of an issue that made them of some service to the schools.

Any one who is at all familiar with this work must see that the schools are fatally defective in certain lines because they are not supplied with books and papers for the pupils to read, or charts, maps, globes and simple apparatus for illustrating the regular work.

While it is unwise to spend a large sum of money at any one time for material of this kind, yet it is the highest wisdom to buy some inexpensive helps which will give the schools an opportunity to do something outside and beyond what can be done with text-books alone. No school can do reasonably creditable work unless it is supplied with some of these things. Books are so cheap that at a small expense a few may be furnished for each school, and these may be passed from one school to another, and in this way all of the pupils may have the benefit of all the books purchased by the town. Superintendents would render their schools a great service by purchasing cheap editions of the English classics instead of buying so many fourth, fifth and sixth readers. The expense would be much less to the town if this plan were followed and the opportunities for the pupils would be vastly increased.

It is hoped that this question will be carefully considered, and such steps taken as will remedy the evils which exist in these particulars.

GENERAL ITEMS.

These visits revealed some startling facts. In only two per cent. of the schools is instruction given in book-keeping; in four per cent. civics are studied; in about an equal per cent. instruction in music and drawing is given; in thirty-two per cent. map drawing is used, and in less than five per cent. an intelligent attempt is made to have the children learn something about plants, minerals and animals.

Teachers are required by law to give instruction in civics and physiology with special reference to the evil effects of alcohol and narcotics. It has come to be an accepted fact that instruction in music and drawing is necessary to the best work in the other branches. There are but few successful teachers who try to teach geography without using map-drawing to a greater or less extent; not the elaborate pictures, which were formerly made, consisting of shivering coast lines and delicately tinted political divisions, but an outline showing the boundaries, rivers, mountains and cities of the section studied, all of which may be drawn by the pupil in much less time than he could describe orally what he indicates by his picture.

SUMMARY.

One has not enumerated all the evils found in the schools which are ranked as "poor" or "very poor" when he has reported that the teachers are deficient in education, ignorant of modern methods and lacking in personality. And one has not completed the list, when he has added to these serious charges, the money spent in paying their salaries and the other expenses incident to maintaining the schools. Nor is the catalogue completed, when one has joined to all of these items of expenses and to this list of horrors the fact that the children have wasted the most precious and susceptible years of their lives. The serious charge is found in the false ideas which children get of what a school should be, the bad habits which they form and the dwarfing, and in too many cases, the quenching of the student spirit in the child.

If a child has a teacher in whom he has confidence, for whom he has respect, and in whose presence he rejoices; if she unconsciously moulds and inspires him to do and to be something worthy, then the school makes it possible for the child to make the most of the best in him.

For these things not to be done means a failure more disastrous than many people can realize. For them to be done means a blessing richer than any lifetime of success can measure. These are matters of which the teacher, school officials and parents need to think and think seriously. For any of these parties to be responsible for these evils on the one hand is to be responsible for a crime. For all these parties to bring about the advantages which come from the other conditions is to do a work, the value of which can never be estimated.

The facts stated in connection with these visits to the rural schools of Maine may seem harsh to those who are not familiar with the conditions which exist in other states. But after visiting and studying the rural schools of five states, it is only just to say that these criticisms apply with substantially equal force to those schools as to our own. This fact should not comfort or encourage us, but rather stimulate us to correct the evils which we find in our own communities.

YARDS.

Sixty-five per cent. of the school buildings visited are located so near the road, and the yards are so small that the children are forced to use the public highway for playgrounds. Fifteen per cent. have yards from fifty to sixty feet square; ten per cent. have yards about one hundred feet square; five per cent. have still larger yards, and about five per cent. have no limits to their yards which the visitor could discover.

Not over five per cent. of all the yards are inclosed by suitable fences. In about the same number trees have been planted or flowers cultivated. It is evident to the most casual observer that in most cases the lots, on which school

buildings have been erected, were selected without any special reference to their beauty or healthfulness; that the matter of size did not enter into the calculation in the selection of these lots, and the necessity or desirability of improving them seems to have been a matter of too small consequence to receive attention.

A brief study of this question ought to convince any one of the wisdom of selecting lots for school yards which are sightly, well drained and in every way adapted to the purpose for which they are used. They should be, if possible, two hundred feet square, and in no case less than one hundred twenty-five feet square, and they should be surrounded by fences of as durable a quality as the means of the town will permit. The people who form the community in the vicinity of the school should be urged to beautify them by planting trees and the teachers and children should be induced to adorn them by cultivating flowers and shrubs.

These suggestions are made with the understanding that it will be impossible for many towns to make all these changes in any one year, but if the school officers will take the matter in hand, make the change in one neighborhood this year and another next, in a few years all the grounds will be put in such condition as will make them ornaments in the communities in which they are located, and a credit to the State. All must realize that this matter of making school yards attractive is one of no small importance, and that it may be of great assistance in training the children to love the beautiful in nature.

SCHOOL-HOUSES.

There is every indication that extensive repairs have been made on the school buildings within the last eighteen months. These improvements were seen in newly shingled roofs, freshly painted exteriors and interiors, and desks of a modern pattern. Inquiry developed the fact that many of these changes had been made within the time given above. This would seem to prove that the placing of the school property

in the hands of the town has resulted in a marked improvement in the condition of the school buildings.

Taken as a whole, the school buildings are in fair condition so far as clapboards, shingles, plaster and paint can make them.

All but two of the school-houses visited were built of wood. Twenty-one per cent. were ranked as in poor condition, sixty per cent. as fair, fifteen per cent. as good and four per cent. as excellent. Thirteen per cent. of these buildings were supplied with modern desks. Of those having plank desks forty-seven per cent. were ranked as being in poor condition, thirty-two per cent. as fair and twenty-one per cent. as good. In but two instances were the rooms visited listed as untidy. Sixty per cent. of the rooms were ranked as unattractive. In ninety per cent. of these it was noted that the teacher had done nothing to improve their condition.

But there are some things about these school buildings of which no one can approve. As has been already stated they are located too near the road and are in such a position that the dust sifts through the doors and windows and the noise and confusion incident to travel disturb the school. In one case a building was found situated entirely within the limits of the road, being located between the fence and the traveled portion of the highway. All such conditions are harmful to any school and must prevent it doing the best work.

In only one instance was there evidence that any attempt had been made to place the windows at a proper distance from the floor, or to ventilate the room by any other means than by opening the doors and windows. The number, size and location of the windows, the distance of the bottom of the windows from the floor, the location of the stove, the system of ventilation and the arrangement of the seats are items which should receive intelligent treatment.

One would expect parents to be as careful of the eyes, comfort and health of their children as our best breeders are of their blooded stock. The construction and furnishings found

in the average school-house do not indicate that this is the fact.

One is shocked to see the vandalism that has been committed on so many school-houses. Clapboards have been removed; doors, windows and shutters have been broken, and desks, walls and ceiling have been defaced and mutilated. Everything that could be injured bears evidence of the polluting and destructive hand of the young or old barbarian.

Many of the school buildings are not provided with locks and but few of the windows are fastened, and there is every reason to believe that not a few are used as places of rendezvous by lawless characters.

The improvements which should be made in the condition of the school-houses must be made gradually because of the financial limitations of many of our towns. But it is true that all of the towns can do something in this direction each year, and if this plan is pursued, in a short time all the buildings will be put in good condition. There is no town in which the willful destruction of its property may not be prevented.

Since making these visits it has been decided to prepare for the next report of this Department plans for school-houses, with some suggestions and explanations as to the matters referred to above.

CONDITION OF ROOMS.

In twelve per cent. of the schools visited the teachers had sought to relieve the barrenness of their school-rooms by decorating them with drawings, engravings, charts, maps, leaves, flowers and other simple material which may be collected by any teacher who believes in the educational value of such decorations and has energy enough to prepare them. In some school-houses which were rough board shells, the ceilings and walls were entirely covered with material devised and prepared by the teachers and children and they were among the most attractive rooms visited because of the artistic effects produced by a skillful use of nature and home made

decorations. It is not easy to explain why all teachers do not do something in the line in which some have done so much.

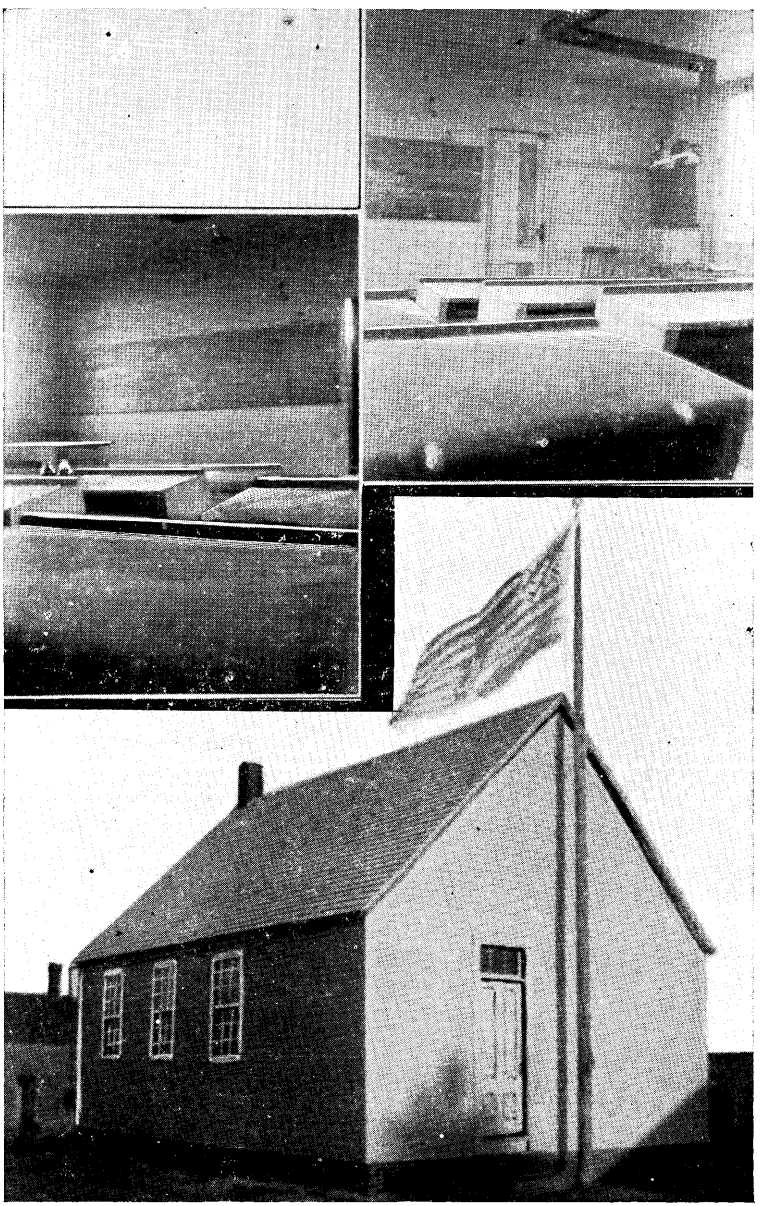
Some of the school-rooms are dingy and barren beyond all possible description. The bare walls, the scarred and battered desks, the creaking and gaping floor, the broken backed stove pipe and the creosote stained chimney make up a combination which must be revolting to any child of ordinary susceptibilities. These masses of ugliness might be concealed by use of the means indicated above.

It is hoped that the time is not distant when the outside and inside of the school buildings will be painted in such tints as will be not only attractive but helpful to the eye. If but one of these things can be done, it is urged that the interior be painted in such a way as to relieve the children of the torture that must come from sitting in rooms which shock every instinct of refinement. The marked improvements which have evidently been made along these lines within a comparatively short time are a sufficient excuse for not pressing this matter further at this time.

OUT-HOUSES.

The out-buildings of the average school-house in the rural sections of the State are a moral and physical menace to those who have to use them. In many of them the windows have been removed, the doors are torn from their hinges, and in quite a number there are no partitions between the sections used by the boys and those assigned to the girls. All of them have the ordinary vaults and in most cases they have not been cleaned for years. The fearful odor which greets a person who is forced to go in the vicinity of one of these shanties, suggests conditions unpleasant to describe. But three out-buildings were found that one would be willing to risk his reputation by calling respectable.

The out-buildings of a school-house should be well built, with separate compartments for the boys and girls. The



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vault should be so arranged that it may be easily cleaned and this should be done at least twice each term. The building should be located in the rear of the lot and if it were surrounded with evergreens it would change a thing of hideous aspect to a comparative bower of beauty.

The condition of these hovels is so shocking that I feel justified in calling special attention, in strong language, to the duties of the towns in this connection.

DESKS.

About one-sixth of the school buildings are supplied with modern desks. The remaining five-sixths have the old-fashioned seats and these are marred and scarred by jack-knives and the experiences incident to the average rural school. It is gratifying to notice that in most school-houses where new desks have been supplied those of an improved pattern have been furnished, and it would seem that in a few years the old plank desk will be a thing of the past and that suitable seats will adorn all of our school-rooms.

BOOKS.

The most of the schools are supplied with the regular text-books, although some were found where the committee had failed to furnish them in sufficient quantities. A few were supplied with books of a very inferior quality, but no general criticisms are called for in this direction.

It was noticed that as a rule the books were not properly cared for by the school authorities, by the teachers, or by the children. They were handled roughly, cut and marked promiscuously and there was practically no effort made to keep them clean, or preserve them from unnecessary wear and tear. But few of the school buildings were provided with cases for the protection of the books while not in use and there was evidence that they were left on, or in the desks during vacations.

Each school building should be supplied with a substantial book-case, with a strong lock, and the books should be placed in this receptacle during vacations. These precautions should be taken as a matter of economy.

PARENTS.

The time has come when parents must rise in their might and demand that qualified teachers shall be employed to take charge of the education of their children. They must not permit the teacher to do the work which should be done by the children. They must insist that she so conduct the work that they will be trained to apply themselves in such a way as to master the subjects studied. The parents must insist upon faithfulness, thoroughness in work done, and regularity in attendance. They must bring such influences to bear as will convince school officials and teachers that they are thoroughly in earnest about these matters, and that no teacher can retain her position with the approval of the patrons of the school until she is familiar with the facts which she is to teach, has some well considered methods of instruction and is capable of compelling such work on the part of the children as will result in their growing in strength, knowledge and ability.

One is astonished at the extent to which parents are willing to remain ignorant of the schools which their children attend. In a large number of cases they seem to know little or nothing about the teacher, the work which their children are doing or the way in which it is being done. One man was discovered who was unable to tell the name of the teacher who had charge of the school which his children attended. About eighty per cent. of the schools report that they have had no visits from parents for the purpose of learning what the work is, or assisting in making it more efficient.

One is at a loss to discover the reason for this apathy. Every intelligent parent must know that it will be a great benefit to his children if he visit the school, know the teacher

and give her the benefit of his counsel. If the parents would take the trouble to visit the school and inform the teachers in a truthful and proper way of the abilities, limitations and peculiarities of their children they would be more than gratified with the results which would come from such conferences. The teacher is obliged to spend the most of the first term in stumbling upon the characteristics of the children whom she has to teach. She finds some shy, some forward; some who appear to be insolent and some who have every symptom of stubbornness. Some are prompt and proficient in their lessons and others are halting, stumbling and unsatisfactory in their work. Unaided, she must study out how much of these varying conditions are due to inheritance, or home training, and how much is caused by timidity, embarrassment, or excitement. All this information must be in the possession of the parents at the beginning of the term. If the teacher could have the benefit of it she could start with her work in a way that it is impossible for her to do under present conditions.

It is hoped that the good time is coming when parents will see the necessity of visiting the school, conferring with the teacher and being frank in their statements as to the abilities and deficiencies of their children. The welfare of the school depends largely on their willingness to impute the best motives to the teacher for the corrections she finds it necessary to administer, and the methods she uses. If parents would invite teachers to their homes, treat them as persons in whom they have a personal interest and for whose work, at least, they entertain a high respect, the efficiency of the schools would be wonderfully increased.

As it is, parents are to a great extent either indifferent or hostile to the schools. Scathing criticisms are pronounced upon the teacher and her work, based often times entirely upon the reports made by children who have been angered, it may be, by wholesome restraint. The favorite child comes home with some complaint that he does not receive the assistance which he imagines he needs, or that he has been corrected for some misdemeanor and at once the family take up the

cudgels for the child against the teacher, all of which means a fatal injury to the school and the child.

It is for the interest of parents to give the teacher that cordial, hearty and unstinted support which will show the child that she has their confidence and respect. Without these helps the teacher is striving against fearful odds; with them she enters upon her work with an almost certain guaranty of success.

It hardly seems credible that parents are willing to allow their children to come under the instruction of a person of whose scholarship, character and training they know nothing. It is still more strange that they are willing that all these things should be true and still make no attempt to change this ignorance into definite information. It is the most strange of all that they cannot see that every interest which they have in their children lies in the direction of making the school the most useful that co-operation can render it. This cannot be accomplished until parents and teachers work in harmony for a common end; until each knows, appreciates, respects and sympathizes with the other; until the teacher has the full benefit of the knowledge and influence of the parent and the parent feels that the teacher is the guide, director and friend of the child. When these conditions exist the common schools will be something vastly different from what we find them to-day.

In this work the responsibility rests largely with the parents. The teacher comes to the neighborhood a stranger, with all the shyness of youth and inexperience. If acquaintances are to be formed, friendships are to be developed and the advantages which come from co-operation are to be enjoyed, the advances must be made by the parents. In many cases the teacher is a pilgrim and too frequently there is no one to take her in.

In the olden time the lawyer, the minister, and the teacher enjoyed a prestige in the community which is not accorded them at the present time. In losing this estimate of these characters we have lost much which would be of infinite bene-

fit to those who accorded it and of vast encouragement to those who received it. The teacher's position is a responsible, dignified and useful one. All who are interested in the advancement and welfare of the community should recognize these facts and yield a cheerful tribute to those who occupy these positions.

It is impossible for one to give his best service if he feels that he has not the confidence and respect of the community for which he labors. One would not think of employing another to serve him and then seek in every possible way to cripple his power to work. This is what is practically done in many schools. It seems strange that parents cannot realize that these are facts. It would be stranger still if the time does not come, and come soon, when they will realize that they must act upon an entirely different line of policy if they are to be faithful guardians and honorable citizens.

SOME THOUGHTS BY THE WAY.

The highest function of the school is character building; not to succeed in this is to fail grievously. The teacher must help her pupils to see that hatred, jealousy, envy, untrustworthiness, and unkind words and acts injure, to an alarming extent, those who indulge in them; that one cannot cherish these feelings or do these things without being made miserable, and in time he must come to be small, mean and ignoble in thought, feeling and life; that he who is generous, kindly, sympathetic, glad in the successes of others, ready to add to their joys and eager to promote their prosperity, will receive a greater blessing than he bestows; that nothing reflects greater credit on one than an unwillingness to think or believe ill of others; that he is the best who believes and says the best of others; that a harsh judgment of others reveals much of malice and little of good in the one guilty of this offense; that gentleness, uprightness and thoughtful sympathy bring to their possessor the sweetest joys known to this life. They should learn that altruism results in happi-

ness as selfishness must end in misery, and that no one can afford to spend in unworthy rivalries the strength which ought to be given to winning honest success. The true teacher will use every influence she commands to bring home to the hearts of her pupils these truths.

More study and effort should be given to developing the conscientiousness of the children. The controlling sentiment of the school should condemn the act of the wrong doer. We must so train the children that we can believe what they say, trust them alone, and have them feel that they are less than honest if their tasks are done for them. There is great danger of permanently injuring children by being consciences for them—by trying to decide all questions for them. We must not allow them to feel that we will direct them to the extent of always pointing out the right, and that by positive restraint we will prevent them from going far wrong. They must not feel justified in thinking that they are safe so long as they do not run against barriers which we have erected. To prevent these calamities we must cultivate in them the desire to decide the questions that arise in their experiences on their merits, and have the decisions and the carrying them into effect their voluntary act.

When the lives of great men are used to interest the children in what has been done in the world and to nurture in them worthy ideals, but little need be said about their having been presidents, or the battles they have fought, or the money they have accumulated, or the public honors they have received. With these things they will become familiar without special effort on the part of the teacher. She should, however, make impressive the struggles, the triumphs over obstacles, the honesty, gentleness, purity, manliness, generosity, dignity and largeness of soul of the men studied. The deeds which these qualities make possible and that truly glorify history, and the thoughts which mirror the genius that gave them expression are most fascinating and helpful to children when properly presented. If the child's interest in these things can be enlisted, his respect, admiration and love

for the pure is assured. If the teacher can make real to him the patience and faith of Columbus, the serenity and fortitude of Washington and the honesty and simplicity of Lincoln, she has accomplished a great work.

Teachers do not appreciate the good they can do by carefully preparing themselves to talk to their pupils on the topics on which they need instruction. Everyone is aware that there is too much talking, but most people are also conscious that there is but little effective talking. Ability to do a thing well comes to the average mortal because of practice and a sincere desire to excel. It is the duty of the teacher to select some subject that needs attention and so prepare herself that she can present to her pupils new ideas or old ideas in a new form. Striking forms of expression, apt illustrations and fresh facts contribute largely to one's success. These talks must not be too frequent, or at stated times or in any sense perfunctory. Do not fail, as you value your influence, to stop when you get through. Remember that brevity is not only the soul of wit, but it is a most effective form of emphasis. For a teacher to be able to say in well selected English and well turned sentences, and with a grace and force peculiarly her own, something that is worth the saying, is to possess a wonderful power for good over children.

The value of what a teacher does depends on what she is; her personality teaches more than her words. Unless she helps to breed in the children worthy motives and ennobling ideals, she is a failure—absolute, ghastly. The desire to be worthy is worth more than glib recitations; the thirst for knowledge is more to be coveted than high ranks; a love for the best in literature and life is more fruitful than class honors, and the wish to do the right because it is right is more blessed than fantastic diplomas. The highest work of the school is to give such instruction, furnish such stimulus and form such habits as will help the child to be prompt to do justice, and alert in responding to the best within him. The motives that move him and the principles which govern him must come spontaneously from an honest heart.

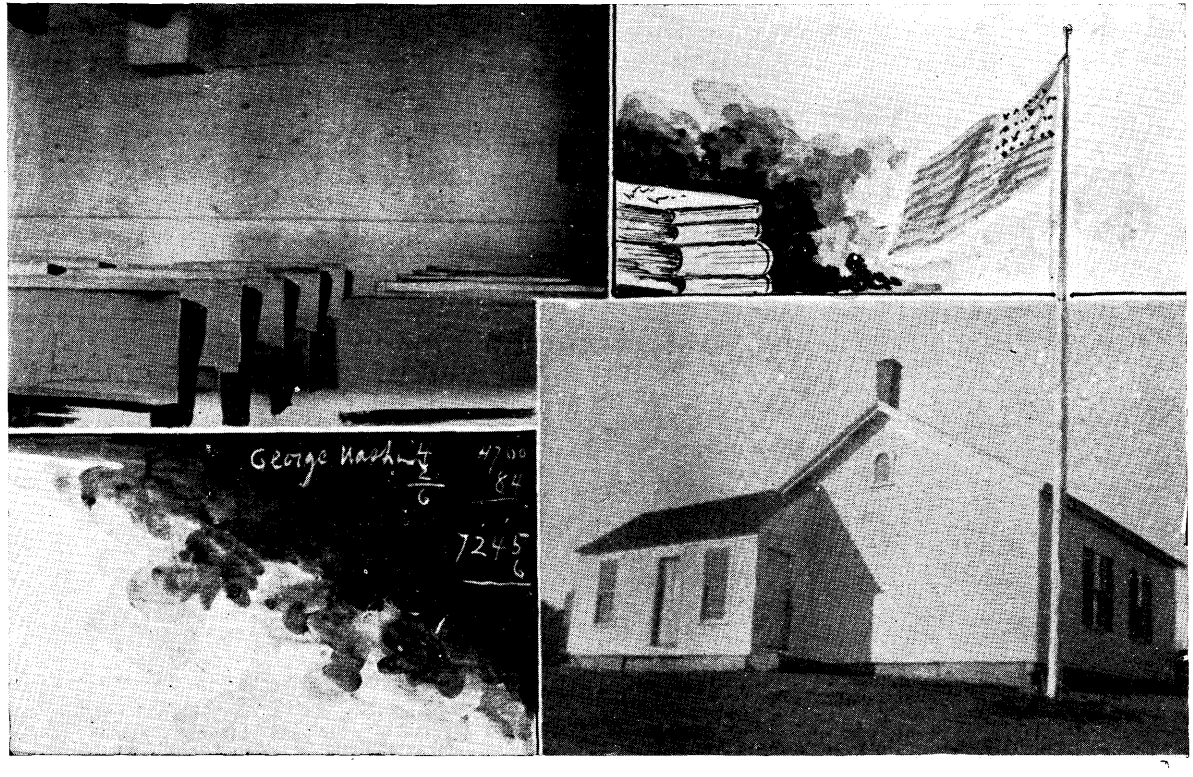
Every lover of children must regret that there are so few teachers who realize that the great writers use language as a mirror in which to reveal the life of the past, the life of the present and the life that is to be; that the great painter uses color and form to place before the vision the same revelations. One who has any interest in knowing life must learn to interpret, to appreciate what the seers have revealed to us.

The historian writes the record of the past. The annalist and journalist write the record of the present. The poet writes the record of the future. We must study, ponder, estimate, the work of the historian. We must read and sift the record of the journalist and the annalist. We must take in, as we take in the breath of life, the prophesies of the poet. It is life's greatest work to appreciate life. What the masters have given us furnishes food for the soul. Using this, life will be enlarged, made abundant. Without it, we are dwarfed, crippled, starved.

There is a larger number of people, than ever before, who have an honest concern for the betterment of the untrained classes of society. They desire to improve their condition socially; they seek to assist them to help themselves financially; they strive to train them intellectually. Their efforts are sometimes futile because of their hot haste to complete the reformation of the world during this year of grace. It has taken the race many centuries to reach its present vantage ground. The best thing it has won during the journey is the strength which comes from experience. If we were made perfect in a minute, we should not have stiffening enough to hold us straight.

There are certain changes which must be made in the scope and character of the work done by the public schools if they are to receive the sympathetic and unstinted support of the public. These reforms are of such a nature that they can be most successfully wrought into the system by personal and local influences.

It ought to satisfy the ambition of any one to be able to breed such a public sentiment in any community as would



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make it impossible for a superintendent or superintending school committee to refuse to furnish the schools with such English classics as will give the children an opportunity to read, and study, and know something of the masters of English undefiled.

If inexpensive reproductions of a few pictures of real merit and value could be placed on the walls of our country schoolrooms, and if the teachers could be so educated in these matters that they would come to enjoy and appreciate these things themselves, and if through this appreciation the children could be led to enjoy, appreciate and appropriate them, a greater work would be done for the children than can be done by any school which pursues the narrow policy of limiting the work of the children to text-books.

I earnestly hope that the time is not distant when some of the good people of the State who believe that visions of life and beauty are means of grace, will take these matters in hand, will give them the study which their merits demand, and will see that such steps are taken as will result in well ordered and beautiful school-yards, well built, well ventilated and well furnished school-houses, and will cause to be placed in the school-rooms such material as will enable the children to have intimate and appreciative acquaintance with some of the best things that the masters have given us in literature and in art. This is a field of labor in which all who seriously desire to do service to the young people of the State have an interest.

STATE SCHOOL FUND.

There was apportioned to the cities, towns and plantations by the State for the year 1895, 518,185 70-100 dollars for the purpose of giving instruction in the public schools maintained by these municipalities. This is a large sum, when we take into consideration the population and valuation of Maine. The State should not shirk the responsibility of seeing that this money is expended in such a way as to do the greatest good. At the present time the State receives the

money for the School Fund, apportions it to the different municipalities and with these perfunctory acts its duties and responsibilities seem to cease. This condition of affairs cannot continue without permitting a great wrong to the children.

The time has come when it is clearly the duty of the State, and one from which it should not shrink, to satisfy itself that this money is expended with a wise economy. It should know to whom it is paid, for what it is expended and should have some definite information as to the quality, character and training of those who have charge of the instruction of the youth who, a generation hence, are to be placed in control of all its interests. All thoughtful citizens realize that this money cannot be wisely spent unless it is used to pay for the services of competent, trained instructors. The State can, with a small expenditure of money, ascertain if her teachers possess these two essential requisites. The time has come when a Board of Examiners should be appointed, whose duty it shall be to provide for the examination of all persons who desire to teach. In some of the counties it would be necessary to hold but one examination each quarter; in others it would be better to hold examinations in two, three or four different towns. These examinations should be held at such times as will give persons who desire to teach an opportunity to demonstrate their fitness to engage in the work. They should not be, at first, of such a nature as to eliminate from the profession a large number of those who are now teaching, but they should be of such a character as to prevent those who are grossly unfit for the work from remaining in the service, and should be of such increasing thoroughness that those who are but partially prepared for their duties will see the wisdom of more thorough preparation, or the necessity of leaving the profession.

The expenses of this Board could be paid many times from the saving which would come to the State in having an eligible list from which school officials shall select their teachers. The lowest estimate that can be fairly made of the incompetence of the teachers is that one-fifth of them are not qualified

to fill the places which they occupy. This means that there are over one thousand teachers in the State whose education is so deficient as to render them failures as instructors. Assuming that these schools are in session only twenty weeks and admitting that they cost the towns only $150 each, for the full year, the aggregate sum paid for "keeping" these schools is $150,000. One needs to consider this question but a moment to realize that it is impossible for the State any longer to neglect, with safety, its duty in this matter. The issue is upon us; we must meet it. We must decide whether we will or will not be true to the trust committed to us.

It is not intended to imply that such examinations would eliminate all incompetent teachers from our schools. It is believed they would make it impossible for a large proportion of those persons who are lacking in scholarship to receive authority to teach.

In the first place the most of the teachers who are not qualified to take charge of a school realize their unfitness and would not volunteer to be candidates for certificates. Some would be dropped because they could not secure certificates. The best would be retained and these would be made better by the study they would be induced to make to prepare themselves for their work.

This law would place in the hands of the State the power to say from what list of persons the teachers shall be selected. If towns desire to make more thorough examination of candidates for positions in their schools, the law should leave them free to do so. It should leave the matter of employing teachers and the management, discipline and everything connected with the general administration of the school in the control of the local authorities.

It must be apparent to all that the possession of a certificate from a State Board of Examiners would help to give the people of a community confidence in the scholarship and ability of the teacher placed over their children. This confidence has much to do with making a school successful. Without it

but few teachers can succeed; with it a much larger number would do credit to themselves and render acceptable service to others.

COURSE OF STUDY.

It was, for a long time, a mooted question, whether it was possible to prepare a course of study which could be used with profit in rural schools. This controversy has been decided in the affirmative by the success with which the courses of study prepared for the cities have been used in their rural schools. Experience has made it clear that it is as easy to grade a rural as a city school. The only danger lies in making the divisions too numerous, and attempting too much in the way of details.

An outline course of study in which is stated simply and plainly the subjects to be taught, the order in which they are to be taken, the topics to be studied in each subject at a given time, cannot be otherwise than helpful to all who are connected with the school.

To have this outline in the hands of the teacher, with some suggestions as to the methods to be used, is to help to give definiteness and symmetry to the work. If these directions are followed with reasonable faithfulness the course must be of great service to the children.

To have a well considered plan of work, with some place at which to begin and some point for which to strive, is to set a goal before the children. These things contribute to systematic and hence to better work. They assist the teacher to ideas of what should be done, when it should be done and how it should be done. A course of study helps to convince teachers and children that they have something specific to do and when it is done, they have accomplished something. It helps to develop the feeling that they are held accountable for accomplishing a certain amount of work within a specified time, and this responsibility gives zest and develops enterprise.

A great many illustrations might be given of the evils resulting from the want of a course of study in our common

schools. Perhaps a single experience will suffice. In one of the schools visited a child was found blundering through a selection in the sixth reader. The teacher was pronouncing about two-thirds of the words and it was evident the child had not the slightest idea of the thought expressed by the sentences she was trying to read. During the visit the same child appeared in the fourth reader class and stumbled through her work in substantially the same way as in the previous recitation. For work in arithmetic she was struggling with the mysteries of the addition tables. In answer to a question it was learned that the child was six years of age. This wretched condition of affairs was probably due to the fact that the child and her parents desired that she read in these books, she and they feeling that the size of the books used indicated the extent of her progress.

There can be no question in any one's mind but that a serious injury was done this child by the lack of intelligent direction of her studies. Had there been a course of study, backed by the authority of the superintending school committee and enforced by the instructions of the superintendent, it would have been impossible for this demoralizing condition of affairs to exist. The parents would not request it, the child would not expect it and the teacher would do what she knew should be done,—give the child such books to study as her advancement fitted her to use.

Perhaps this was the most ridiculous instance observed, still there were a large number of cases so closely approaching it in their general features that it could be substantially duplicated in many schools.

It is not expected that the course of study published in the appendix of this report will be followed literally, at first, in any school. It is hoped that superintendents and teachers will make it the basis of the work done. It is suggested that teachers begin, at once, to arrange their classes in five grades. It will be readily seen that the course is based upon the five readers used in most schools, one reader being assigned to each grade, the other work being so selected as to

harmonize with this division of the studies. While it may not be desirable to limit the children, for the present, to the topics found in any given grade, it is best to commence immediately to work toward that end. If they are in advance in some branches and behind in others, give less attention to those in which they are specially proficient and more to the subjects in which they are deficient. By this plan of increasing the pressure in certain lines and devoting a little less time to other matters, it will be easy in a short time to have our rural schools as well graded as those in the cities.

School officials and teachers should not make the mistake of supposing that it is expected that they will use all of the books given in the list for "supplementary reading" in the several studies. These catalogues are made quite comprehensive with the hope that each teacher may find a few books that will prove peculiarly helpful to her and her pupils.

The teacher must study these books carefully to be able to use them skilfully. Unless she is, or grows to be, a student she cannot help her pupils to become students. The perfunctory reading of books is of little value. The reader must be helped to see, feel and think for his reading to yield the highest return.

The tendency in country schools is to allow children to devote the most of their time to one or two studies. Such a method of work must result in a one-sided development. One child is fond of geography, another of arithmetic, another of history and another of language. This fondness is allowed to give direction and color to all their school work. While it is true that in the higher schools it may be safe to allow students some latitude in selecting their studies, it is not true that in the lower grades this permission should be granted. Children should be trained to read in such a way as to extract the pith from what is read and communicate these thoughts to others; they should have such a mastery of arithmetic as will enable them to use its principles and formulæ with intelligence, promptness and accuracy; they should be able to use

their mother tongue with vigor and facility ; they should know the important facts connected with the geography and history of their own town, state and country ; they should be able to write a legible hand, and should receive such training as will enable them to conduct themselves easily in all the conventional relations of life. They should receive such instruction as will help them to enjoy the beauties of literature, see the wonders of nature and appreciate the personality of the men and women who have made the progress of the world possible. In a word they should do such studying, receive such instruction and have such drill as will enable them to acquit themselves with credit in the social and business relations of life. A mastery of all the subjects required by the best common school courses of study indicates the minimum work that should be done by the boys and girls of a community that believes in rearing self-respecting citizens.

This course will not be of service to the schools of Maine unless it have the cordial and active support of the superintendents and teachers of the State. It will be necessary for them to study it, to understand it, and more than all they must know it well enough to adapt it intelligently to the needs of their particular schools. If these things are done there can be no question but that within five years all the schools of Maine will be doing substantially the same work along all the lines of study required by the statutes of the State. When this is done a pupil who is transferred from one town to another may continue his studies without loss of time.

If this course will help to bring about a fraction of the changes that it makes possible, the results will be of inestimable benefit to the children of the State. It is hoped that this matter will be taken in hand and that all concerned therein will give to it that support which will insure its largest success.

NORMAL SCHOOLS.

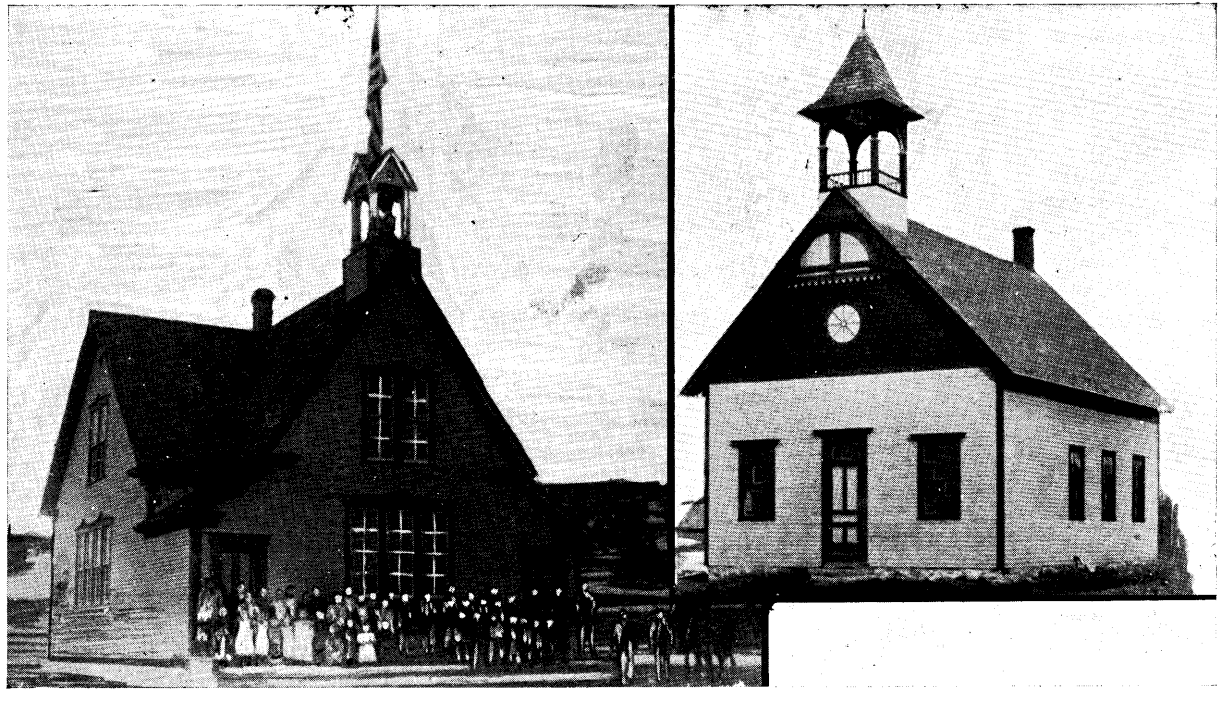
The Trustees of the State Normal Schools saw fit, at their first meeting in March, to arrange for a three years' course of study for these institutions. It was urged that a number of graduates of the Castine and Gorham schools, and other students who were fitted to take this course, desire to do advanced work. This advanced work is helpful to the lower classes in that it establishes a higher standard of admission to the profession of teaching, stimulates students to greater effort, and inspires them not only to finish the full course, but to continue their studies in higher institutions of learning.

There are 67 pupils taking the Advanced Course at Castine and 28 at Gorham. The following tabulation will show the statistics of attendance in the schools at Farmington, Castine, and Gorham for the years 1894 and 1895:

COMPARATIVE SUMMARY.

School.	Year Ending.	Number entering.	Number graduating.	Average attendance per term.	Largest Attendance.	
					Number.	Term.
Farmington	June 14, 1894.	140	47	167	192	Winter.
Castine	June 7, 1894.	119	37	126	138	Spring.
Gorham	June 21, 1894.	74	27	88	110	Winter.
Totals		333	111	381	440	
Farmington	May 29, 1895.	131	44	160	172	Winter.
Castine	June 6, 1895.	87	23	112	124	Winter.
Gorham	June 20, 1895.	73	45	98	101	Winter.
Totals		291	112	370	397	

In the following reports of the principals of the three Normal Schools and of the principal of the Madawaska Train-



THE BEST OF THE PRESENT.

ing School, will be found detailed information as to the attendance in and condition of these institutions.

REPORTS OF PRINCIPALS.

STATE NORMAL SCHOOL,
FARMINGTON, ME., May 29, 1895.

To the Trustees of the State Normal Schools:

GENTLEMEN—I have the honor to present the following as as my twelfth annual report.

The attendance for the year has been as follows:

Number entering	131
Number attending first term	142
Number attending second term	172
Number attending third term	166
Number different pupils for the year	285
Number graduating, regular course	41
Number graduating, advanced course	3

The teachers for the year have been Geo. C. Purington, A. M., principal; assistants Wilbert G. Mallett, A. B., Hortense M. Merrill, Harriet P. Young, Julia W. Swift, Melvin J. West, Nellie A. Skinner, Sadie M. Locke; assis tants in Model Schools, Abbie Mae Robinson, Edith M. Dunning, Caroline N. Waterhouse, and L. Pearl Jenkins.

The Model Schools were much broken up by sickness in the fall term, and as a result we have not accomplished the amount of work we wished to do. The teachers have proved themselves admirably fitted for their places.

The death of Mrs. Waterhouse during the fall term deprived us of a teacher who gave promise of great usefulness. She possessed rare qualities for primary work, with the power to win and direct the work of the pupil teachers. Every pupil and teacher felt her death as a personal loss.

Our system of heating and ventilation has continued to prove all we can desire. Otherwise than the epidemic of

diphtheria in the fall the health of pupils and teachers has been better than usual.

The appropriation made by the last legislature, if wisely expended, will give us a building that sometime will be what the school needs and what the State will be proud of. The work for the next two years, or longer, must be done under serious disadvantages, but is to be hoped that the ultimate benefit to be received will be a sufficient reward to those who are to conduct the school.

We still need large additions to our apparatus. For this we must wait for appropriations from future legislatures. Several valuable additions have been made to our library during the past year, notably the Century and Standard Dictionaries and Larned's History for Ready Reference.

The failure to secure from the last legislature the desired increase for the running expenses of the Normal Schools will compel some excellent teachers to continue to work for beggarly salaries, or go where good and faithful work is better appreciated.

I have the honor to be,

Very respectfully,

GEORGE C. PURINGTON.

STATE NORMAL SCHOOL,
CASTINE, ME., June 6, 1895.

To the Trustees of the State Normal Schools:

GENTLEMEN—I respectfully submit the annual report of this school for year ending June 6, 1895.

ATTENDANCE.

Number of pupils entering during the school year, 87. Number graduating, 23. Attendance by terms: Fall term, 102; winter term, 124; spring term, 111; total 337.

LIBRARY AND APPARATUS.

A few books have been added to the general library, the text-books are in better condition than a year ago, and the books of reference have been increased by the addition of a new encyclopedia. We need more books of reference and additional 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, Kate S. Russell in the Normal School; Mabel F. Simmons in the Model Training School, and Annie E. Luce in the Grammar Department. 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.

An Advanced Course having been established by the Trustees, the greatest need of this school is another teacher, and I recommend the election of Frank K. Lane at a salary of $600. We also need one hundred dollars for text-books, and one hundred for apparatus for the Grammar Department, as that is almost entirely without maps, globe, charts, etc.

THE YEAR'S WORK.

The arrangement made by the Trustees a year ago, giving the students opportunity to teach in the village grammar school, has been very satisfactory, and the work for the year has been well done in that department. There has been a larger demand for teachers, who are graduates of the school, than in any previous year, and greater than we have been able to supply. 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. The attendance has been the largest, with two exceptions, in the history of the school.

Respectfully yours,

ALBERT F. RICHARDSON.

STATE NORMAL SCHOOL,
GORHAM, ME., June 20, 1895.

Gentlemen of the Board of Trustees:

Our numbers during the year just closing have been about the same as for several years.

Number admitted	73
Graduated	45
Highest number	101
Average	93

Some changes in teachers have taken place, Mr. Walter E. Russell coming into place made vacant by resignation of Mr. Charles B. Wilson. Mr. Russell's work is very satisfactory. Miss Kate Halliday takes the place made vacant by the resignation of Miss Mabel Jenkins. Miss Halliday's work is approved by all.

The text-books are substantially as last year.

The teachers have been devoted, united and mutually helpful.

There must be a new ceiling, either plaster or steel, placed in the assembly room very soon. The present condition is a shame to the State.

New blackboards must be put into many of the recitation rooms if good work is to be done.

There is an absolute and imperative need of additional books of reference in all the departments. We lost a large number of text-books by the fire in the dormitory. There is an imperative need of three hundred dollars' worth of text-books to supply the place of the books lost.

I repeat the request so often made by me to you for the rearrangement of the course of study, giving us an advanced course of two years, for those who have completed the regular course of two years, and also giving an optional course of four years.

Work is proceeding on the new dormitory for which partial appropriation was made by the last legislature. An additional appropriation of twenty-five thousand dollars will be needed to give such a building as the best interest of the State and the school demands.

There is need of an addition to the school building, to furnish rooms for classes now established in the Normal School, and also to furnish rooms for the practice work. The practice schools cannot do the best work for the Normal Schools till they are all in the Normal School building, and in rooms fully suited to the work demanded.

Very respectfully,

W. J. CORTHELL.

MADAWASKA TRAINING SCHOOL,
FORT KENT, ME., May 1st, 1895.

To the Trustees of the State Normal Schools:

GENTLEMEN—The following is a report of the above school for the year ending April 25th.

GENERAL FACTS.

The school work was pleasant, harmonious, with increased interest on the part of all attending.

General good health prevailed among teachers and pupils and the regular attendance has never been better.

The work of the teachers has so increased that three teachers have become necessary to do satisfactory work and give justice to every department.

I would therefore recommend that one more teacher be placed in the school at the beginning of the next term.

ATTENDANCE.

Number of different pupils during the year, 91; number attending the first term, 80; number attending the second term, 86.

The teachers were Vetal Cyr, principal and Mary P. Nowland, assistant.

BUILDINGS.

The buildings are in good condition. The boarding-house received a good coat of paint last summer and is all right for a few years, but the school-house needs a second coat.

APPARATUS.

The school has no apparatus of any kind; a supply is greatly needed in the illustration of physical principles. I hope additions may be made each year.

LIBRARY.

The school needs a library with several good works on methods of teaching. The small collection of books now in

the library is not sufficient for the growing demand as the scholars are fast cultivating a taste for reading.

NEEDS.

The great needs of the school may be limited to five.

1. Enlarging the grounds.
2. Finishing and furnishing hall.
3. Finishing and furnishing model room.
4. Furnishing boarding house with supply of water.
5. Furnishing the steward with a small stable.

By the appropriation made at the last legislature several of the above needs will receive attention, but as the amount appropriated is not sufficient to meet them all, I would respectfully recommend that the most pressing needs be attended to first and that the grounds be enlarged at once, as the opportunities to do so are limited, and the future prosperity of the school will depend largely upon it. The hall should come next in your consideration, and last the means of supplying water and model room, but both can wait for another appropriation.

I believe the matter of increasing the salary of the teachers was favorably considered at the last legislative session, so no recommendation is needed on my part.

In concluding, I must say, I believe more firmly than ever that this school has made and is making a great educational stir in this section of the State and will richly pay the State for its fostering care, in giving it good citizens, capable of speaking and transacting business intelligently, both in French and in English.

Most respectfully submitted,

VETAL CYR.

FISCAL STATEMENT.

The resources and expenditures for the Normal and Training Schools for the fiscal year 1895, consist of the regular annual and the special appropriations and expenditures.

These appropriations, with the various items of expenditure, are tabulated in the following

FISCAL SUMMARIES.

RESOURCES, 1895.

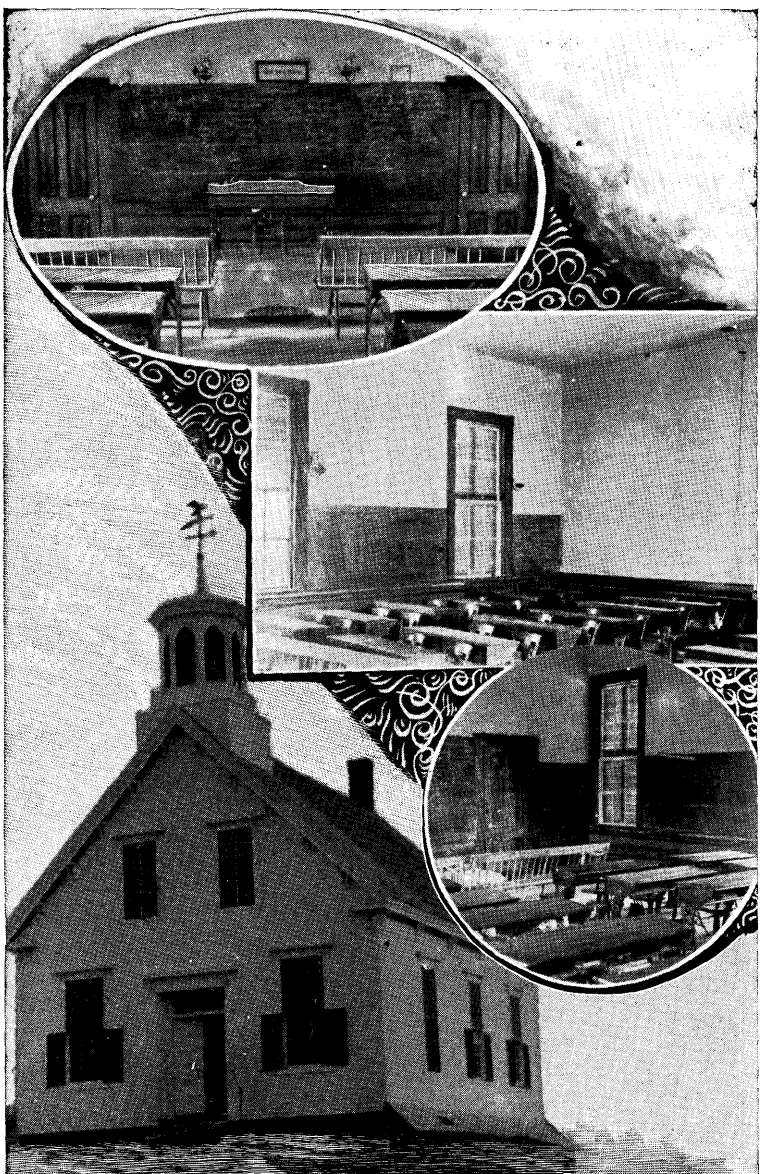
Annual appropriation for Normal Schools.....	$27,000 00
Special " " school building at Farmington	10,000 00
Special appropriation for dormitory at Gorham,	7,500 00
" " " repairs on school building at Castine.....	2,000 00
Special appropriation for repairs on school building at Fort Kent.....	2,000 00
Total resources	$48,500 00

EXPENDITURES, 1895.

For Salaries	$25,071 40
Fuel	1,271 79
General repairs	377 32
Diplomas, appliances, etc.....	279 49
School building at Farmington	10,000 00
Dormitory at Gorham.....	7,500 00
Special repairs at Castine.....	2,000 00
" " Fort Kent.....	2,000 00
Total expenditures	$48,500 00

REPAIRS AND IMPROVEMENTS MADE DURING THE YEAR.

The legislature of 1895 made a special appropriation of $2000 for repairs on the Normal School building at Castine.



THE BEST OF THE PRESENT.

With the funds thus made available the entire building has been painted inside and out and has been thoroughly renovated and put in first class condition. An entire set of double windows has been added, which will contribute very much to the comfort of the rooms during the winter season. Several of the old ceilings have been taken down and replaced with steel ceilings, which is believed to be in the interest of economy. New cases for books, specimens and apparatus have also been supplied.

The building is now pleasant and attractive and is very convenient for the purpose for which it is used.

NEW NORMAL SCHOOL BUILDING AT FARMINGTON.

[Extract from Report of Building Committee.]

"The recommendation of the Board of Trustees for an appropriation for this purpose, had the endorsement of Governor Cleaves in his annual message and also of the committee on education. The amount asked for by the trustees, was thirty thousand dollars, ($30,000) but owing to so many pressing needs from other parts of the State, the legislature appropriated only twenty thousand dollars ($20,000). The committee decided to erect a building that the requirements of the school demanded, trusting to the next legislature to appropriate a sufficient sum to complete the structure.

The old building which was erected in 1864 was taken down, and ground was broken for the foundation of the new on the 8th day of July, 1895. The work was pushed from that time on, until the money was exhausted. The new building is ninety feet by seventy feet. The assembly room which is on the second floor, will seat nearly three hundred students. This room is perfect in its acoustic properties, and well lighted. The recitation rooms are well arranged to accommodate the school. The building is in every way substantial. The side walls of brick and granite are twenty inches thick, covered by a slated roof, supported by heavy trusses of southern pine. Owing to lack of funds to finish

the interior, the committee were obliged to sheath the walls and ceiling with paper. The building was occupied by the school, on the third day of December, 1895, by an attendance of nearly two hundred students.

The only room that can be finished with the present appropriation is the teachers' room, which is now in process of completion.

We trust the expenditure of the money entrusted to the committee will be commended by the next legislature, and that it will grant a sufficient sum to complete the building."

THE NEW DORMITORY AT GORHAM.

[Extract from Report of Building Committee.]

"The appropriation voted for a new dormitory at Gorham was manifestly insufficient for the erection and furnishing of such a building as the present and prospective needs of that school require. Of necessity, therefore, the original plans were abandoned, and new plans were drawn by the architect, F. H. Fassett, of Portland, who was directed to arrange for such a building, that a wing—which should be complete in itself—might be at first erected, and later the main building constructed, the whole when completed to form one harmonious structure. For such a building, a location near the Normal School offered greater advantages than the old dormitory lot where it had been at first proposed to rebuild.

The very generous offer by the Hon. Dana Estes of Boston, a former resident of Gorham, to give the State a parcel of his land on the hill adjoining the Normal School lot, if the trustees would build the dormitory thereon, was therefore most gladly accepted.

The town of Gorham, in the spirit of liberality which it has ever shown to the State Normal School, opened a roadway from School Street across other land of Mr. Estes, also given for the purpose, to the dormitory lot, thus providing another approach to it and rendering the location one of the most sightly in the town, convenient and especially desirable.

The site was definitely marked July 1, 1895, and the work of excavation began a few days thereafter.

Owing to the ledge underlying both the site of the main building and wing, it was decided to excavate the cellar and build the foundation walls of the entire structure under one contract which was awarded to Samuel F. Dolley of Gorham, and has been faithfully completed at a cost of $1,537.22.

The smallness of the appropriation available for 1895, $7,500, rendered impossible the completion of the wing within that year. The contracts, which were considered very favorable to the State, were awarded to Samuel F. Dolley of Gorham, for the masonry; and to Theodore Shackford also of Gorham, for the carpentry, and the close of the year finds the wing, itself an imposing structure, enclosed and slated.

During the year 1896 the inside work will be pushed to completion so far as the appropriation will allow.

There will not be, however, sufficient funds to properly heat or furnish this wing, and for that, as well as for the necessary amount to erect and furnish the main building, also to provide a suitable water supply, the legislature of necessity be asked to vote another, and sufficient appropriation.

The main building is forty-one feet wide by ninety-four feet long. The wing which is at the right is forty-one feet wide by eighty-one feet long. The basement twelve feet in height, will contain the boiler, laundry and ironing rooms, together with the vegetable and other storage rooms.

The first story, ten feet six inches in height, will contain a spacious dining room, thirty-eight by thirty-nine feet—inside measurements—a large kitchen, pantries, together with the hall and staircases for this portion of the building.

The second story, ten feet in height, will contain nine chambers, a linen room, together with a large bath room. At the extreme end of this floor, two connecting chambers—which can be entirely isolated from the rest of the house—will be used for a hospital, if occasion should require. The passage-way on this floor will be six feet in width and from

this to the upper floors there will be—in the wing—two independent stair cases.

The third floor, nine feet in height, is a duplicate of the second, as far as chambers and sanitary arrangements are concerned.

The fourth floor, also nine feet in height, will contain five of the pleasantest rooms in the house, besides three other less desirable ones.

The view from these upper rooms is grand in the extreme, on one side the ocean, on the other the White Mountain range, both being visible in clear weather.

A baggage elevator in the rear hall will run from the cellar to the upper floor, with an opening into the main passage-way on each floor.

Every room will be heated by steam, and suitably ventilated. It is probable also, that the building will be wired for electric lights—which will come ere long to the village of Gorham.

Connecting this wing with the main building there will be built a semi-octagonal tower which will provide a highly ornamental tower to crown the whole.

The main building itself, which will be indispensable for the proper and profitable maintenance of the dormitory, will contain a basement ten feet in height, and the same number of stories, and of the same heights as in the wing.

On the first floor will be the reception room, trustees' or principal's room, together with seven other living rooms, besides a lavatory adjoining the dining room in the wing. The main staircase will lead upward from the centre of this floor, opposite the entrance to the various floors above. This hall will be ten feet wide. The halls running lengthwise of this building will be eight and six feet wide. The second and third floors will contain twelve chambers each; the fourth, nine very desirable chambers and three other rooms good for storage.

When the entire building is provided for and erected, the Gorham State Normal School will have a dormitory admirably adapted to its needs, and the State of Maine another structure of which it may well be proud."

REPAIRS AT FORT KENT.

An appropriation of $2,000 was made by the legislature of 1895 for special repairs upon the buildings of the Madawaska Training School at Fort Kent.

With this amount an additional story has been built upon the original building and one recitation room has been finished. A large, handsome and attractive hall has been finished entire, with wainscoting and substantial finish around doors and windows. A large stage has been added, convenient ante rooms finished and 250 chairs supplied for the hall. This hall is to be used for general exercises of the school and for the accommodation of all entertainments and public meetings connected with the school.

A large unfinished room is used for the purposes of manual training.

NEW LAWS RELATING TO SCHOOLS.

STATE CERTIFICATION OF TEACHERS.

The last legislature rendered a great service to the State by passing a law providing for the State certification of teachers. The law enacted is substantially the same as the one which recently went into effect in the state of Massachusetts. One change was made which added largely to its effectiveness.

A much larger number of teachers have applied for certificates than was anticipated. About eighty candidates have taken the preliminary examination. It is impossible to announce the results of these examinations in this report because they are given so late in the year.

Below will be found a circular explaining the advantages of the law, the conditions upon which certificates will be granted and the blank used in the preliminary examination.

STATE OF MAINE.

EDUCATIONAL DEPARTMENT.

AUGUSTA, September 28, 1895.

The law relating to the certification of teachers by the State Superintendent provides that State certificates may be granted for a term of years or for life; that a list of all persons receiving State certificates shall be kept at the office of the State Superintendent; that copies of the same shall be sent to any school officer on application, and that these certificates authorize the persons holding them to teach in the public schools of the State without examination by school committees or superintendents.

Any person who has taught successfully for six terms of not less than ten weeks each may be a candidate for a State certificate. The certificates will be of two grades, namely: (a) First Grade, and (b) Second Grade.

A first grade certificate will authorize the person holding the same to teach in any public school in the State. A second grade certificate will authorize the person holding the same to teach in any public school in the State, except in free high schools, in which are taught studies not included in the examination for this grade of certificate.

Probationary certificates will be granted for a term of three years, and may be renewed for a term of three years by the State Superintendent indorsing his name on the back of the certificate, with the date of the indorsment affixed thereto.

Life certificates of both grades will be issued to all applicants who attain a satisfactory rank in the subjects in which they are examined, and who show marked skill in instruction and discipline.

A sufficient number of persons having presented themselves as candidates for State certificates, it has been decided to hold examinations on December 30 and 31, 1895, at Portland, Brunswick, Augusta, Houlton and Bangor. These places

have been selected because they can be reached by the applicants with the shortest distances of travel.

The subjects in which the candidates will be examined are grouped as follows:

The first group includes Reading, Orthography, Penmanship, English Grammar and Composition, and American and English Literature.

The second group includes Arithmetic, Geography, United States History and Civil Government.

The third group includes Physiology, Hygiene, Elements of the Natural Sciences, Theory and Practice of Teaching, and the School Laws of Maine.

The fourth group includes Algebra, Geometry, Physics and Astronomy.

The fifth group includes Botany, Zoology, Geology and Chemistry.

The sixth group includes English and Roman History, Rhetoric, Political Economy and Psychology.

The seventh group includes French, German, Greek and Latin.

Candidates for Second Grade certificates will be examined in all the subjects enumerated in the first three groups. Candidates for First Grade certificates will be allowed to omit one subject from the fourth group, two from the fifth, one from the sixth, and two from the seventh.

The work covered by the examination in History and Geography is fairly indicated in the documents inclosed.

The examination in the elements of the Natural Sciences, or "Nature Studies," as they are popularly called, will be of such a character as to test the candidate's knowledge of the subjects, and aid the examiner in determining to what extent he has used his powers of observation, and what are his methods of interesting pupils in the study of Nature. This work will be limited to the common plants, minerals and animals of Maine, together with descriptions of simple experiments, illustrating the properties, composition and uses of liquids and gases, and the phenomena of light and heat.

The work in arithmetic will include the four fundamental rules, common and decimal fractions, denominate numbers and percentage.

The work to be covered in algebra, geometry and the sciences is fairly indicated in the text-books used in our best secondary schools. The examination in geometry will be limited to plane geometry.

The work in literature will include questions in the history and philosophy of literature, together with a more critical examination on Tennyson's "Idyls of the King," Shakespeare's "Julius Cæsar," Longfellow's "Evangeline," or Whittier's "Snow Bound."

The Work in Latin will be limited to Cæsar's Commentaries and Virgil's Æneid, with questions on etymology, syntax, prosody and history; also translating from English into Latin.

The work in Greek will be limited to Xenophon's Anabasis, II, and Homer's Iliad, and questions in Greek grammar.

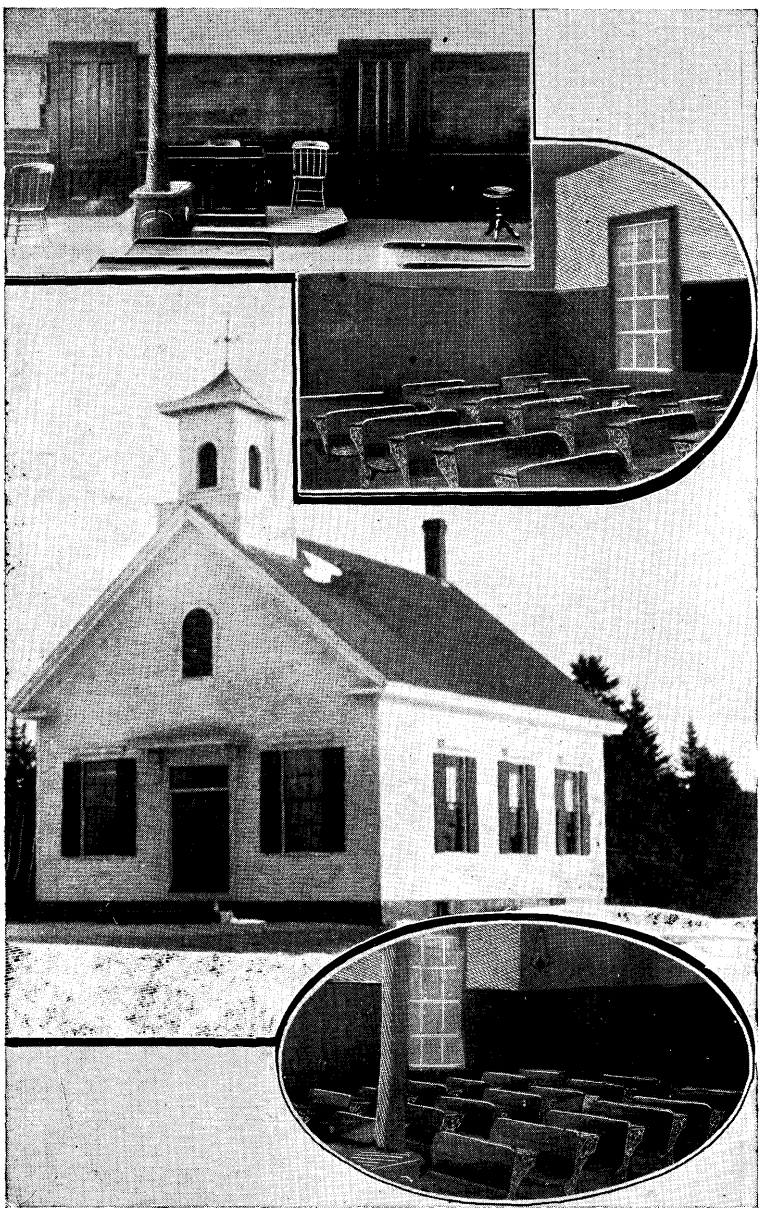
In German, the examination will be limited to Goethe's "Torquato Tasso" and Uhland's Poems, with translations from these works into English and from English into German, and questions on the German grammar.

The work in French will be limited to Voltaire's "La Henriade" and Moliere's "Le Misanthrope," with translations from French into English, and from English into French, and questions on the French grammar.

The examinations will consist principally of written answers to printed questions. Such oral examinations will be given as individual cases may require. The candidate will be required to present a thesis on some educational theme selected by the superintendent.

The candidate may also present any other work that indicates the extent of his reading, study and capacity as a student and a teacher.

The State Superintendent will satisfy himself by correspondence, or personal examination, as to the "successful experience" of the candidate in the school-room as an instructor.



THE BEST OF THE PRESENT.

After a careful study of the whole question it has been decided to grant certificates only to candidates who pass satisfactory examinations.

The names of the buildings in which the examinations are to be held, and the hours when the work will begin will be sent you not later than December 6, 1895.

Will you please fill out the enclosed blank and return the same to this office on or before October 15, 1895.

These certificates will give an added dignity to the profession, set a higher standard of admission to its ranks, make the tenure of office more secure, insure better pay for better service, and form a State list of eligible teachers. The law also provides for making a permanent record of the names of those who receive certificates, and for supplying superintendents and superintending school committees with copies of this list, thus placing the best teachers in direct communication with school officers who are willing to pay for a high grade of work.

Teachers who do not hold certificates from the State Superintendent must be examined by the superintending school committees, as provided in Section 87 of Chapter 11 of the Revised Statutes of Maine, as amended.

Form for Preliminary Examination for State Certificate.
Number Assigned Applicant.

My name is.....Age.....
Permanent P. O. address.....
I am an applicant for a.....grade certificate.
Have attended Common Schools .....terms.
" " Summer " ..... "
" " High " ..... " Graduated.....
" " Academy or Seminary,..... " " .....
" " Normal Schools, ... " " .....
" " College or University,.....years, " .....
" " other schools, ...terms,
Have received the following degrees.....
from .....

Have taught in Rural Schools, ...terms.....
" Primary Schools, ... " .....
" Grammar Schools, ... " .....
" High Schools, ... " .....
" Normal Schools, ... " .....
" Academies or Seminaries, ... " .....
" other schools, ... " .....
Names of other schools,.....
.....
Was superintendent of.....schools for.....years.
" principal of.....schools for.....years.
Have taught in.....
.....years.
Am now teaching at.....
Have held my present position for.....
Have received special training in.....
Have made specialties of.....
Prefer to teach.....
Have read the following books in,
*History .....
.....
*Science.....
.....
*Literature .....
.....
*Pedagogy .....
.....
Have read the following educational papers and magazines.....
.....
Have read regularly the following periodicals.....
.....
Am reading the following books.....
.....
Am reading the following papers and periodicals.....
.....
Am an active member of the following Educational Associations...
.....

*Do not write more than five titles under each subject.

REFERENCES.

NAMES.	P. O. ADDRESSES.
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SUMMER SCHOOLS.

The legislature provided for holding at least three Summer Schools for Teachers during the years 1895 and 1896. The objects sought to be accomplished through these agencies are to give instruction in the branches which are or should be taught in the common schools. Also to give teachers truer ideas of their work, some definite information as to the character and value of modern methods and so far as possible inspire them to better fit themselves for their duties.

During July and August, 1895, schools were held at the Maine State College, Orono; Piscataquis Camp Ground, Foxcroft; Thornton Academy, Saco; Chautauqua Grounds, Fryeburg; Camp Ground, Northport, and the Grange Hall, Turner Center. The attendance was larger than was expected, aggregating 798 in all the schools.

These schools are practically a new institution in Maine and the teachers have not yet come to realize what they are, or to appreciate them at their full value. The attendance is increasing with each year as teachers come to learn of their usefulness. The enrollment this year was more than double that of a year ago. One of the most important services rendered by

these schools is that they are revealing to the teachers of the State the necessity of their making better preparation for their work. They are beginning to feel the need of a more complete mastery of the facts which they are expected to teach, and a better knowledge of the methods to be used in giving instruction in the branches studied in our common schools.

In the school at the Maine State College instruction was given in advanced work in chemistry, physics, botany, geology, literature, natural history, domestic economy and civics. The instructors were President Harris and Professors Aubert, Stevens, Harvey, Jordan, Rogers, Miss Barrows and the State Superintendent. The attendance at this school was very satisfactory, considering the character of the work and the fact that this was its first session. It necessarily appealed to a comparatively small number, because of the advanced work done.

It is expected that next year there will not be so large a number of schools, but the schools which are held will be in session for a longer term. It is also intended to have the work so arranged that those who attended this year may take advanced work next year and that the new members may begin with the work done this year. It is also expected that the subjects will be so grouped that teachers may do the work they feel they need most.

Certificates were issued to all those who attended this year, and arrangements will be made to grant diplomas to those who attend four of these schools and are faithful in their work.

Below will be found synopses which will give a general idea of the scope and character of the work done in all the schools except the one at the Maine State College.

ZOOLOGY.

In this subject a few typical animals were carefully studied —their external features noted and dissections made. Special attention was given to laboratory methods, and the use of apparatus and manuals.

MINERALOGY.

This work began with preliminary lessons on the properties of minerals; laboratory study of common minerals, with special attention to means of recognizing these; collecting of local varieties and discussion of occurrences and uses.

Enough work was done in each subject so that the teacher may continue the study alone.

Instruction was given in the construction of geological maps. The local geological features, such as minerals, ledges, quarries, glacial phenomena, soils, rivers, valleys, etc., were studied. This work was wholly out of doors, and suggestions were given as to how similar studies may be made in any locality.

PHYSICS.

The work in physics was such as could be used in rural schools and schools below the high school in cities. It was wholly experimental, and the apparatus used may be duplicated by any teacher at a trifling expense. Simple illustrations of the fundamental principles in mechanics of solids, hydrostatics, pneumatics and heat were given. Some time was devoted to simple experiments in magnetism and electricity.

BOTANY.

This work was so conducted as to enable teachers to recognize and classify some of the common plants of Maine. Careful attention was given to the parts of the plant, its characteristics, habitat and uses. A thorough study of germination, and the growth of a selected list of plants was made.

LITERATURE.

The work in literature included a discussion of what to read, and instruction in interpretation of a few English classics. This work was so conducted as to assist the student in seeing

the beauties, recognizing the force of expression, understanding the thought, and appreciating the pictures and portraits contained in the selections studied. The teachers were requested to bring with them the following books: Shakespeare's Merchant of Venice, Wordsworth's poems, Longfellow's poems, Addison's Sir Roger De Coverly Papers and Irving's Sketch Book.

CIVICS.

In civics the origin and growth of civil government were considered. The town, the county, the state and the nation were studied, as to their organization and the administration of their civil affairs. The duties and powers of the officers of each and the rights and duties of the citizen were outlined somewhat in detail. Suggestions as to means to be used and methods to be adopted to make this work interesting and valuable in the common schools were given. There were also given in this connection hints on how to study current topics.

CHILD STUDY.

The instructor in "Child Study" sought to help the teachers to know the child physically, intellectually and morally. Directions were given for studying his aptitudes, deficiencies and tendencies. Suggestions were also given for observing the child in the street, on the play-ground and in the class-room; the object of this work being to aid the teacher in discerning what training the child needs to accomplish, in the best way, the work that nature or necessity has decided that he is to do.

PRIMARY METHODS.

The work in primary methods in reading, language, number and geography included an outline of the topics to be taught, together with suggestions, directions and helps in teaching these subjects. This work was of such a nature that the teachers in the common schools may use it in their class-room instruction.

MANUAL TRAINING.

The instructor in manual training devoted the most of his time to explaining and teaching the principles, application and importance of mechanical drawing, including the elements of third angle projection, drawing to scale, and dimensioning.

Teachers had an opportunity to practice elementary bench work in wood, consisting of a series of models systematically and progressively arranged, involving not only the most important mechanical principles, but their application to the educational theory of the age.

KINDERGARTEN.

The most of the time in this subject was devoted to giving the teachers clear conceptions of the methods to be used and the thought that is represented by the material placed in the hands of the children. A careful explanation was given of the principles upon which the work is based. The class work consisted of songs, games, physical exercises, lessons in color, direction and observation. Lessons were given in type-forms, modeling, group work and illustrative building. Some time was devoted to number work, geometric forms and outline drawing with sticks. Talks were also given on Nature Studies and how to use stories.

DRAWING.

The work in drawing embraced illustrative exercises in presentation, teaching, dictation and drill, covering the required work in drawing through the first nine years of school life. Exercises in construction, representation and decoration were taken with the class, with a view of suggesting methods of teaching each, and of showing the necessity of careful distinction between teaching and training. The work also included a study of type-forms with reference to facts, appearance and arrangements; the representation of type-forms developing the foundation principles of perspective; the

decoration of type-forms developing elementary principles of decorative design. Instruction was also given in drawing from objects, paper folding and cutting, stick laying, and lessons in color.

MUSIC.

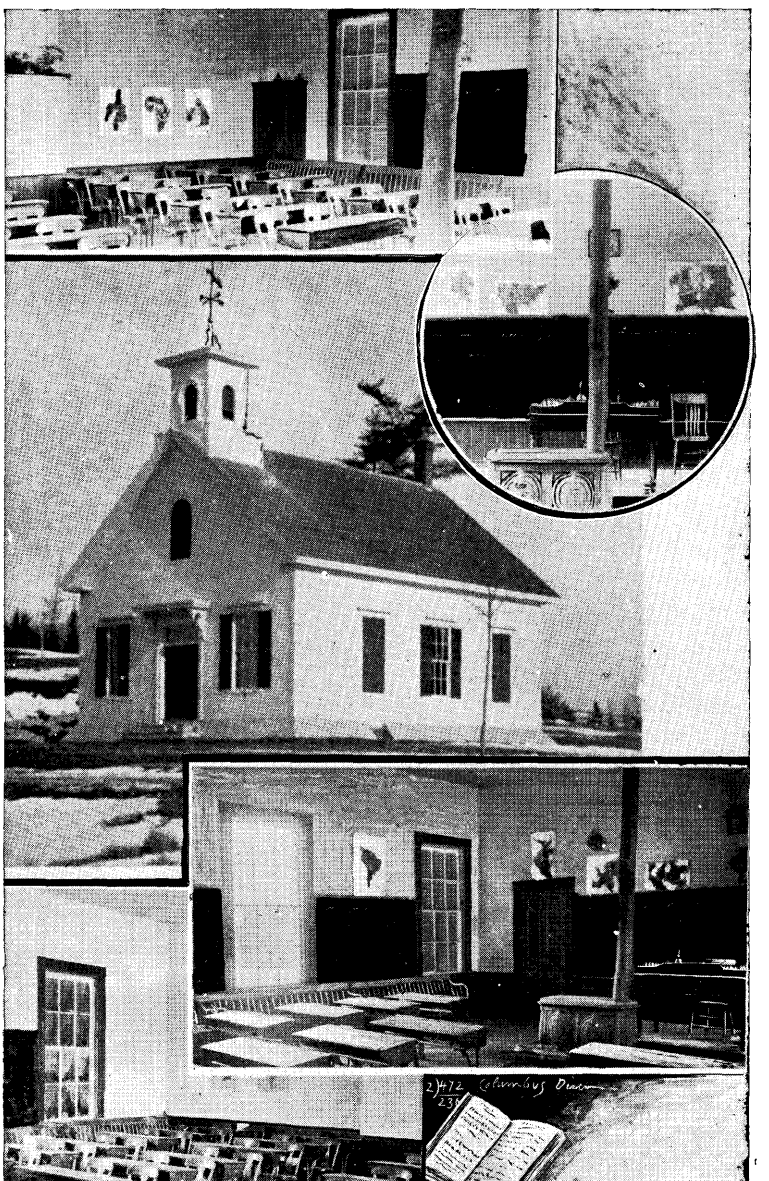
The work in music included methods of teaching this subject in all grades of the common schools, together with a study of music itself and of the characters and symbols used to picture it. The instruction embraced scale practice, rote songs, beating time, time names, chromatic scale, study of intervals, formation of major and minor scales, music in two and three parts, writing of exercises, and instruction in harmony and theory.

VOICE CULTURE AND EXPRESSION.

The work in these subjects was largely in the form of daily drill in the principles of physical culture, voice culture and reading, interspersed with talks on these subjects. In physical culture the exercises consisted of bodily movements without use of apparatus. In voice culture the drill sought to develop harmony and volume of tone. In reading the instruction was confined largely to drill on selections from standard authors.

PHYSIOLOGY, HYGIENE AND TEMPERANCE.

It was the aim of the instructor in these subjects to help the teachers to such facts, and supplement them with such suggestions as to methods of using them, as would enable the teachers to give their pupils intelligent ideas of the functions, care and training of the body, and to develop in them such an aversion for alcohol and narcotics that the use of these poisons will represent to them now and in the future, evils to be condemned and shunned.



THE BEST OF THE PRESENT.

PHYSICAL CULTURE.

The work in this subject was given in the form of class exercises, the teachers serving as members of the class. The work used was based on the Ling System, such exercises being selected as are suitable for use in the common schools.

ADVANCED HISTORY AND GEOGRAPHY.

Carefully prepared topic outlines were furnished for class-room work in history and geography.

REFERENCE BOOKS, DICTIONARIES, ETC.

Some time was devoted to giving instruction in the use of reference books and dictionaries, and what books to read and how to read them.

SPECIAL FEATURES.

The regular exercises were varied by Round Table talks, excursions, socials and concerts. These entertainments and diversions proved attractive and useful.

INSTRUCTORS.

The following named persons served as instructors in the several Summer Schools:

Nature Studies: Prof. W. H. Hartshorn, Bates College; Prin. Harry Landes, Rockland High School; A. L. Lane, Instructor in Science in the Coburn Classical Institute; Daniel E. Owen, Instructor in Science in Thornton Academy, and W. G. Mallett, Instructor in Science in Farmington Normal School.

Civics: Supt. G. A. Stuart, Lewiston.

Literature: Prof. A. J. Roberts, Colby University.

Sanitation and Recognition of Common Minerals: Prof. F. C. Robinson, Bowdoin College.

Primary Methods: Miss Adelaide V. Finch, Principal of Lewiston Training School.

Music: N. L. Mower, Instructor in Music in the Public Schools of Auburn; A. E. Bradford, Instructor in Music in the Public Schools of Everett, Mass., and Miss Emelie L. Phillips, Instructor in Music in the Public Schools of Rockland.

Manual Training: W. C. Holden, Director of School of Manual Training, Portland.

Kindergarten: Miss Lucy Harris Symonds, Boston.

Voice Culture and Expression: F. A. Metcalf, Emerson College of Oratory, Boston.

Drawing: Miss Katherine Halliday, Gorham Normal School, and Miss Cora Greenwood, graduate of Massachusetts Normal Art School.

Physical Culture: Miss Jennis M. Colby, Gorham Normal School, and Miss Edna Trask, graduate of Boston School of Gymnastics.

Physiology, Hygiene and Temperance: Mrs. George F. French, Portland.

Advanced Work in Geography: Dr. E. E. Philbrook, Castine Normal School.

Child Study: State Superintendent of Schools.

LECTURES.

The following named persons delivered lectures.

Dr. George C. Chase, President of Bates College.

Dr. A. W. Harris, President of Maine State College.

Prof. F. C. Robinson, Bowdoin College.

Prof. A. J. Roberts, Colby University.

Prin. W. J. Corthell, Gorham.

Prin. A. F. Richardson, Castine.

Hon. Fred Gowing, State Superintendent of Schools, New Hampshire.

Mr. A. L. Lane, Coburn Classical Institute, Waterville.

The instructors named above are specialists who gave in a few weeks some of the winnowed wisdom the years have

taught them. Such schools must be an inspiration to every earnest teacher. The instruction given will broaden and strengthen every faithful teacher. To be brought in contact with the experts of one's profession, to feel the influence of their personality and to be given an opportunity to study their methods, must be stimulating to the progressive teacher.

There was no charge for tuition for the regular work of these schools. Arrangements were made for instruction in advanced work in the sciences in the school at Orono and a small fee was charged for the use of the laboratory and the materials supplied.

DOCUMENTS FOR TEACHERS.

The Legislature made provision for preparing for distribution suggestions and directions concerning management, discipline and methods to be employed in the public schools, for the purpose of promoting better systems of instruction.

This Resolve authorizes the State Superintendent to place in the hands of superintendents and teachers an approved course of study; to furnish them with lists of books, papers and magazines that give the best and latest discussions of schools and school-room work; to help them to a knowledge of the books that will aid them in interesting their pupils in subjects outside and beyond text-books, and thus help to continue the work of the school in the home and assist in forming habits of reading and study; to furnish them with such information as will enable them to become familiar with the best schools and thus seek to inspire the teachers of Maine with a desire to make their schools powerful agents in promoting our general progress. It is hoped this work will aid in developing in the teachers of the state a greater interest in their profession and a better conception of what they owe their communities and the children.

If a small part of what is outlined above can be done, the wisdom of the Legislature in making provision for the work will be fully vindicated.

NOT "SUPERVISOR" BUT "SUPERINTENDENT."

Tha word "Supervisor" does not appear in the Statutes as they stand at the present time, but the word "Superintendent" is used to designate this officer. The superintendent may or may not be a member of the superintending school committee. The committee is at liberty to elect any person it desires to the office of superintendent, and the person so elected performs the duties, and has the powers formerly granted to and performed by the supervisor, under the act of 1893. The committee need not ask permission of the town to elect a superintendent nor is the town authorized to elect this officer.

Small as this change is, yet it is large enough to permit and encourage towns to unite in employing a trained superintendent, and by so doing, secure competent supervision without additional cost to each town. The extent to which the efficiency of the schools may be increased because of this change was probably not fully appreciated by even the authors of the amendment.

PARENTS MAY FURNISH TEXT-BOOKS.

The Legislature further provided that any parent may procure, at his own expense and for the exclusive use of his child, the text-books he is required to use in the public schools.

Some parents are unwilling that their children should study from the books which have been used by other children. They prefer to furnish the necessary books at their own expense. This law permits them to do so without receiving permission from the school committee.

A WORD OF COMMENT.

The last Legislature of Maine easily leads those of the thirty odd commonwealths of the Union that have been making laws during the past winter, in the wisdom of its legislation on school matters. The members of our present law-making body have demonstrated the fact that they are not wanting in

public spirit, an intelligent grasp of the situation, and the ability to devise the ways and means to begin to place the schools of the State on the broad basis upon which they should stand. The session of 1895 will be distinguished for the rare intelligence and judgment of its legislators, and the far-reaching results of its legislation in the interests of the Common Schools.

TEACHERS' INSTITUTES.

A large number of institutes were held in the different counties of the State during the spring and fall of 1895. These meetings have been so largely attended that in only one instance was the room used large enough to accommodate comfortably those who were in attendance.

The questions discussed have been of unusual merit and interest. The papers and discussions were of marked excellence. The speakers seemed to realize that the day had come when it was best to omit formal introductions at the opening and still more formal exhortations at the close of their papers or talks. They said what they had to say in a plain, straightforward, intelligible way. Elaborations were left to the imagination of the listener. The papers were largely based upon the study, thinking and experience of the speakers. They were peculiarly rich in suggestions and inspiration.

At most of the meetings there was a fair attendance of the patrons of the schools and several of the laymen discussed questions of special interest to teachers from the stand-point of an outsider. These discussions led to larger and better views as to the merits of perplexing relations, as well as to a better understanding between teachers and parents.

The meetings were not only of great interest, but of great profit. They called together a large number of teachers, furnished opportunities for the presentation and advocacy of modern methods, and through them a new impetus was given to the work. The teachers returned to their labors with a strengthened determination to do something more, something better than they have been doing.

The State is to be congratulated upon the revival of interest in these Institutes. They are peculiarly fitted to be of service to the schools. That they are beginning to do this work is clear from the fact that they are so largely attended, that the teachers are eager to learn the latest thought and the best methods, and that by study, reading and conferences they are growing into better teachers day by day.

There is no money spent by the State which yields a larger return then the fund which is used for these Institutes and the Summer Schools. The results of this work must show itself in the lives of the children.

While it is true that the most of the work in these meetings is done by the teachers living in the county in which the session is held, yet it is peculiarly gratifying to note that some of the college professors of the State are beginning to take an active interest in these gatherings and it is a pleasure to the Superintendent to make record of the fact that they have added greatly to the value of the work which has been done. Their point of view is quite different from that of the common school teacher and being different their suggestions are more suggestive than they could otherwise be. The State is to be congratulated that our college men are awakening to the fact that they owe the common schools something, and that this obligation is being met.

The following circular was prepared to aid those having charge of these meetings in preparing their programs.

EDUCATIONAL DEPARTMENT, STATE OF MAINE,
AUGUSTA, August 29, 1895.

I think it is of the first importance that the patrons of the schools be invited to attend the meetings of the Teachers' Institute to be held in your county.

I trust that in preparing your program you will arrange for at least one speaker who is not directly connected with school work, but who looks at matters in which they and we are interested, from the standpoint of an outsider. I

think that this can be easily done, if a little thought is given the matter.

I wish that a special effort might be made to induce all of the teachers in the county to attend; especially those who are teaching in schools where they can get but very little help from others. A little extra advertising and urging, and, so far as possible, a personal appeal will do much toward securing this most desirable result.

I hope that your program will also include a query box and at least one class exercise.

Below you will find some topics which may prove of service to you in preparing your program.

Nature Studies:
- (a) Value of.
- (b) What to study.
- (c) How to teach them.

Supplementary Reading:
- (a) Value of.
- (b) Best books for.
- (c) How to use them.

Supplementary Work in Geography:
- (a) What shall it be?
- (b) Best books for.
- (c) How to use them.

Supplementary Work in History:
- (a) Extent and character of.
- (b) Best books for.
- (c) How to use them.

Reviews:
- (a) Value of.
- (b) When and how often.
- (c) How to conduct.

How much and when should mental arithmetic be taught? How can we assist our pupils in improving their vocabularies? What should we teach besides text-books? What preparation should a teacher make for her work? Why do teachers need teachers' meetings? The value of physical culture in rural schools? What should a teacher do outside of her school work? Methods of teaching penmanship in the lower grades. Should we have written examinations in rural schools? How can the study of history and geography be combined? The value of silent reading, and how to interest children in the same. Do we need a course of study for our rural schools? Is it desirable that our rural schools be graded? How can we best combine small schools? What are the advantages of such combination? What are the disadvantages? How can a teacher interest her pupils in the best literature? How can a teacher

interest her pupils in the works of art? How can a teacher help her pupils to be students after they leave school? How can we interest parents in the work of the school?

I have found those meetings most interesting and profitable where there are a number of short papers or talks, instead of a few long papers or talks.

W. W. STETSON,

State Superintendent of Schools,

DECISIONS AND EXPLANATIONS.

A careful perusal of the following decisions will, in many cases, prevent school officers from committing errors and will render unnecessary much of the present correspondence with this department.

The following expenses may be paid from the Common School Fund, viz:

1. Teacher's wages and board.
2. Janitor's services.
3. Transporting scholars to and from school when ordered by superintending school committee.
4. Fuel.
5. Necessary apparatus and appliances (not text-books) for the use of schools.
6. Money raised for the support of common schools cannot be used for the maintenance of free high schools, nor can money voted for free high schools be applied to paying expenses of common schools.
7. The expense of school supervision cannot be paid out of the Common School Fund.

The powers and duties which primarily inhere in the Board of Superintending School Committee, the exercise and performance of which it may properly impose upon the superintendent, either absolutely or under such conditions and limitations as it may prescribe, and which powers and duties the superintendent can not exercise and perform except when directed by the board, are as follows:

1. To examine, certificate, and employ teachers.

2. To select and purchase text-books and appliances, and to have care of the same.

3. To provide fuel and utensils for the schools.

4. To have custody and care of school-houses and superintend authorized repairs.

5. To direct truant officers in the performance of their duties.

6. To determine what description of scholars shall attend each school, classify them, and transfer them from school to school.

The powers and duties inhering in the board which it can not properly exercise and perform through the superintendent, are:

1. To suspend the operation of schools when the scholars to attend are too few for its profitable maintenance and to authorize the transportation of those scholars to other schools at the public expense.

2. To determine the number, beginning and length of school terms.

3. To dismiss teachers who prove unfit, or whose services they deem unprofitable.

4. To expel from school obstinately disobedient pupils.

5. To recommend the abolition or change in the location of schools.

6. To approve plans for new school-houses.

7. To fill vacancies.

When a vacancy is filled as provided in Section 86 of the school laws, the person so appointed shall be entitled to serve for the remainder of the term for which the member of the board was elected whose place he is elected to fill.

ACKNOWLEDGEMENTS.

The Superintendent desires to make an official record of his indebtedness to the instructors and lecturers in the Summer Schools and Institutes for the helpful and inspiring services

rendered the teachers and schools of the state; to Mr. A. L. Lane, of the Coburn Classical Institute, for the very valuable list of questions on Elementary Science that are given in the "Suggestions and Explanations" that accompany the Course of Study; to Mr. N. L. Mower, instructor in music in the Auburn Public Schools for outlines of work in music; to Miss Katherine Halliday, teacher in the Gorham State Normal School, for outlines of work in Drawing; to the press for the generous and discriminating reports of the work of the Summer Schools and Institutes, and to public spirited citizens for their attendance upon these meetings and for their intelligent criticisms and wise counsels.

CONCLUSION.

The present incumbent has been State Superintendent of Schools less than a year. While a careful study has been made of one phase of the school question in Maine yet the time has not been sufficient to cover the whole field. Arrangements are being made for investigation in two other departments of the work. Until these labors are completed it is not possible to present such an array of facts as should accompany recommendations on a subject so important as the welfare of the public schools.

The report of this department for 1896 will be issued before the next session of the legislature is held. This fact, together with the one stated above, furnishes the justification for postponing until next year any recommendations which the Superintendent has to make.

APPENDIX.

COURSE OF STUDY FOR RURAL, PRIMARY, GRAMMAR AND HIGH SCHOOLS.

For detailed explanations of the Course of Study the reader is referred to the article on that subject in the body of this report.

It will be noticed that the titles of a large number of books have been printed in connection with each grade. This has been done with the hope that the teachers in the rural, primary, grammar and high schools may find in these lists some books that will be of special service to them and their pupils. It is suggested that the teachers make a careful examination of these lists, select the books which they think will be most useful, write the publishers for copies, asking the privilege of returning them if they are not found to be suitable for the purposes for which they are to be used. In most cases local dealers will furnish books at substantially the same prices that are demanded by publishers.

The children will derive greater benefit from their regular work, and the teachers will do much for themselves if both do some reading outside of text-books. This reading must be along professional and general lines on the part of the teacher, and on a variety of subjects on the part of children. For these reasons the best known books in the various departments have been included in these lists.

It is not expected that any one school will be able to provide itself with more than a small fraction of the books given in the several lists, but it is believed that those books will prove most helpful that are selected and studied by the teacher.

FIRST GRADE.

READING—List of words prepared by teacher, Primer and First Reader.

SUPPLEMENTARY READING—Little Flower People, Hale; Mara L. Pratt's Æsop's Fables, No. 2; Seaside and Wayside, No. 1.

SPELLING—Words selected by teacher and words from text-books used.

PENMANSHIP—Small and capital letters; words and sentences selected by the teacher and tracing book No. 1.

LANGUAGE—Teach the use of "a" and "an," nouns to denote one or more than one, correct form of verbs with singular and plural nouns, "this" and "that" with plural forms and such descriptive adjectives as can be understood. Simple homonyms and synonyms should be taught. Oral reproduction of stories and lessons given by the teacher should be begun. Have the children copy short paragraphs from their readers to accustom them to correct spelling, punctuation and capitalization. The use of capitals at the beginning of sentences and proper nouns may be taught with the use of the period and interrogation point. The words "I" and "O" should be learned and common abbreviations such as Mr., Mrs., St.. etc. Devote a few minutes daily to dictation work.

ARITHMETIC—Combinations in addition, subtraction, multiplication and division to 30, and tables to include the 3's; writing and reading of numbers to include 300; Roman numerals to include 50. Teach the fractions 1-2, 1-3, 1-4; teach pint, quart, cent, dime, days in the week. In slate work the sum, minuend, product or dividend is not to exceed 200. Drill to obtain rapid work in combinations. Devote one-fourth of the time to written, and three-fourths to oral work.

MISCELLANEOUS—For outlines of work in music, nature studies, drawing, physical culture, physiology and hygiene, morals and manners, preliminary work in United States history, civics and general exercises see "Suggestions and Explanations."

SECOND GRADE.

READING—Complete Second Reader.

SUPPLEMENTARY READING—Seven Little Sisters; Little Folks in Other Lands; Fairy Tales, Grimm; First Book in American History, Eggleston; Stories Mother Nature Told Her Children.

SPELLING—Words selected by teacher and words from text-books used.

PENMANSHIP—Tracing book No. 2 and copy book No. 1, and words and sentences selected by the teacher.

LANGUAGE—Teach nominative form of personal pronouns after "is" and "was;" use and spelling of possessive singular of nouns. Continue instruction in synonyms and homonyms. Devote a few minutes each day to pronunciation, adding a few new words as fast as they are learned. Familiar adverbs should be learned and common errors in spoken language corrected. Begin written reproduction of stories and simple exercises in letter writing. Pupil should learn to write his name, postoffice address and the days of the week. For practice in the correct use of irregular verbs see Bright's Graded Instruction in English. Review work of preceding grade.

ARITHMETIC—Combinations in addition, subtraction, multiplication and division to 150, and tables to include the 12's; writing and reading of numbers to include three periods; Roman numerals to include 1,000. Teach seconds, minutes, hours in a day, months in a year; inches in a foot, feet in a yard. Complete primary book through division; simple analysis; drill to obtain rapid work in combinations, particularly in addition. Devote one-third of the time to written, and two-thirds to oral work.

MISCELLANEOUS—Same as previous grade.

THIRD GRADE.

READING—Complete Third Reader.

SUPPLEMENTARY READING—Natural History, Third Reader. Leaves from Nature's Story Book; Stories of American History, Pratt; The Fairy Land of Flowers, Pratt; The Children's Hour, Longfellow.

SPELLING—Words selected by teacher and first third of spelling book.

PENMANSHIP—Copybooks Nos. 2 and 3, and simple conventional and business forms.

LANGUAGE—Teach common, proper, singular, plural and possessive nouns. Increase number of irregular verbs learned. Introduce relatives "who" and "which" into this grade, teach when to use them and their objective forms. Quotation marks should be taught. Dictation exercises should be given daily.

Some rules for the use of capitals and the formation of the plural of nouns should be taught. Continue drill in synonyms, homonyms and pronunciation. Add to the list of abbreviations already learned. Increase the written work in this grade and add to the reproduction of stories, the description of pictures and stories told by them. Teach pupils to recognize subject and predicate. Complete primary book. Review the work of preceding grades.

ARITHMETIC—Greatest common divisor, least common multiple, common and decimal fractions, and percentage, using primary book. Give review exercises of one or more of the fundamental rules daily, to secure accuracy and rapidity. Require an intelligent analysis of problems solved. Continue this work throughout the Course. Devote two-thirds of the time to written, and one-third to oral work.

GEOGRAPHY—School building and yard, town, county and State; complete and review primary geography. See "Geography Topics."

HISTORY—Short sketches of some of the "Leaders," selected by the teacher from "History Topics," using the outline given under topic, "Sketches of ....."

MISCELLANEOUS—Same as previous grades.

FOURTH GRADE.

READING—Complete Fourth Reader.

SUPPLEMENTARY READING—Grandfather's Chair, Hawthorne; Black Beauty, Sewall; Historic Boys, Brooks; Ten Boys who Lived on the Road from Long Ago till Now, Andrews; In the Boyhood of Lincoln; Being a Boy, Warner; Snow Bound, Whittier; Fairyland of Science, Buckley.

SPELLING—Words selected by teacher and second third of spellingbook.

PENMANSHIP—Copy books Nos. 4 and 5 and conventional and business forms.

LANGUAGE—Extend the work in synonyms, homonyms and abbreviations. Teach the use of the dictionary for pronunciation and definitions of words. Give advanced work in composition and letter writing so that pupils may be able to write a business or a friendly letter in correct form. Learn definitions of all the parts of speech with the parsing of nouns, pronouns and adjectives and the analysis of simple sentences. Written exercises for composition should be given as often as twice a week and dictation lessons

should be given frequently. In all instruction pay constant attention to the correction of common errors in conversation. Complete text-book used to conjugation of verbs. Review work of preceding grades.

ARITHMETIC—Addition, subtraction, multiplication and division, factoring, greatest common divisor, least common multiple, common and decimal fractions, denominate numbers, longitude and time, and practical examples in plastering, papering, measurement of surfaces, solids, etc., using "Complete" book. Review some of the essential principles of preceding work daily. Devote two-thirds of the time to written, and one-third to oral work.

GEOGRAPHY—Complete and review large geography. Review and extend the work on the town, county, Maine and United States. See "Geography Topics."

HISTORY—Same as third grade.

MISCELLANEOUS—Same as previous grades.

FIFTH GRADE.

READING—Complete Fifth Reader.

SUPPLEMENTARY READING—Historical Readers, 1, 2 and 3, Philips; Ethics of Success, Thayer; Makers of Our Country, Ellis; From Log Cabin to the White House, Thayer; Poor Boys Who Became Famous, Bolton; Poor Girls Who Became Famous, Bolton; Boys' King Arthur; Age of Fable, Bulfinch; Heroic Ballads, Montgomery; Evangeline, Longfellow; Wake Robin, Burroughs.

SPELLING—Words selected by teacher and last third of spelling-book.

PENMANSHIP—Copybooks Nos. 6 and 7 and all conventional and business forms.

LANGUAGE—Teach all common business forms, the writing and answering of advertisements, notes of invitation etc. Analyze simple, complex and compound sentences and parse all the parts of speech. Commit to memory choice passages with reproduction of the same. Complete and review the text-book used, and devote as much time as possible to studying masterpieces of literature.

ARITHMETIC—Complete and review book used, devoting the most of the time to the practical topics. Devote two-thirds of the time to written, and one-third to oral work.

GEOGRAPHY—Review during the last term of this grade essential principles and principal facts. See "Geography Topics."

HISTORY—Complete and review the book used. Make a careful study of the "Leaders." See "History Topics."

MISCELLANEOUS—Same as previous grades.

SUGGESTIONS AND EXPLANATIONS.

READING.

FIRST GRADE.

The great object in reading is to get the thought of the author, and to do this the child must first become familiar with words; hence much of the time during the first years of school life should be devoted to the drudgery of acquiring a vocabulary. At least half the time given to reading each day should be spent in word study, in which the thought and attention of the child are concentrated upon the word itself, its form, sound and meaning, so that he may readily associate the three. To aid in securing this result the blackboard, slates, charts and cards should be freely used. Begin with one or two words and add to them slowly and review frequently. Introduce words learned into new and interesting sentences and stories. Do not allow a sentence to be read aloud until the pupil is so familiar with the words that he can call them readily at sight and thoroughly comprehend their meaning. Insist on natural, conversational tones.

The teaching of phonetics should have for its object such training as will enable the child to recognize sounds and develop the organs of speech so that he may utter these sounds. This drill will be of great service to him in the pronunciation of new words.

After the first three months the primer and first reader may be used, and a few pieces of standard poetry, and quotations should be committed to memory. Some part of the time given to reading should be devoted to reading aloud by the teacher. Select nothing but the best, using great care in adapting it to the capacity of the children.

Have new words in the lesson written on the board and studied till pupils are familiar with them before attempting to read the lesson. Use the blackboard freely. Accustom the children to look there for something new each day, and reward them with an interesting or attractive short story, a question, some bit of information or a quotation. Seek constantly to arouse an interest in the discovery of new words.

As the pupils advance spend more time on the thought. Question pupils about their lessons to be sure that they are getting something more than words. Let them tell the stories read in their own language, and try to instill into their minds the idea that reading aloud is simply telling another's thoughts in another's words. Allow pupils to read frequently without criticism, and encourage by judicious praise any effort to improve.

Do not drill on a piece too long. When the words can be recognized and their meaning fairly understood, it will stimulate interest to go on to a new selection, returning frequently to former lessons for review and for practice in sight reading.

Work constantly to secure natural tones. Avoid the high, harsh tones, as well as the drawling, sing-song style. Too much attention can hardly be given to this feature of oral reading during the first years of school life, in order that incorrect habits may not follow the children through all succeeding years.

Insist upon correct pronunciation. Drill frequently upon words often mispronounced, using them for review work in new sentences or stories.

Read some of the following poems to the children and have a few of them committed to memory. Copy some of the poems on the blackboard; read them to the children; talk to them about the thoughts expressed; encourage them to express the thoughts and feelings suggested to them by the poems and talks.

The Village Blacksmith, Longfellow; Minnie and Winnie, Tennyson; May, Nora Perry; The Rock-a-By Lady; The Sugar-Plum Tree; Little Blue Pigeon, Eugene Field; The Wind Flower, Martha Burr Banks; Five Little Brothers, Ella Wheeler Wilcox; Things to Discover, Annie Hamilton Donnell; The Thanksgiving Tree, Harriet Prescott Spofford; Buttercup, Poppy and Forget-me-Not, Eugene Field; Wynken, Blynken and Nod, Eugene Field; With Trumpet and Drum, Eugene Field; The Shut-Eye Train, Eugene Field; Seven Times One, Jean Ingelow; How it Hap-

pened, Mary Chase Thurlow; Easter Song, Laura Richards; Good Night and Good Morning, Lord Houghton; Lady Moon, Lord Houghton; Christmas Song, Margaret Bradford Morton; The Difficult Seed, St. Nicholas 1894; The Song of the Corn-Popper, Laura Richards; Bed Time, Susan Coolidge; Song of the Cricket, Grace Denio Litchfield; Cause for Complaint, Josephine Pollard.

SECOND GRADE.

Spend some time in sight reading from books of the grade of first readers. Some silent reading should be done, and the pupils required to tell in their own words the story read. Begin with the thought of a single sentence, and advance as rapidly as the attainments of the children will permit.

Continue the practice of teaching selections from standard poets and authors, with a few entire poems. These may be copied into blank books and kept through the entire year. Take nothing but the best. Children can appreciate Longfellow, Whittier and Lowell quite as readily as older pupils, if care is taken in the selection, and they become interested in the men themselves through talks or selections read aloud by the teacher.

Notice quotation marks, capitals, the hyphen and apostrophe, and explain their use; also the contractions and abbreviations found in the lessons.

Continue the phonic drill and teach pupils to recognize and mark properly the long and short sounds of the vowels.

Special attention should be paid to distinct articulation and natural expression, so that the reading may be pleasing to the listener. This can be more readily secured if the teacher is herself a model, both in the tones used in reading aloud, and in her general conversation. Train children to discriminate between harsh, discordant sounds and those that are pleasing and harmonious.

Supplementary readers should be used to cultivate a taste for good reading as well as to aid in the instruction in nature studies and history.

The best results can never be obtained unless the pupils are interested and anxious to learn. This can only be done when the teacher is enthusiastic, and is constantly bringing new methods and ideas to bear upon her work.

Read selections aloud from good authors to serve as models of good reading and good literature, and then refuse to receive from your pupils anything but the best they can do. Lifeless, indifferent reading should not be tolerated. Make sure that the meaning is understood, then insist upon an intelligent rendering of the text.

For directions for using the following list of works see First Grade.

Hiawatha's Childhood, last half, Longfellow; also Hiawatha's Fishing and Hiawatha's Sailing, The Children's Hour, Children, From My Arm Chair, To the Children of Cambridge, Longfellow; The Barefoot-Boy, In School Days, and Red Riding Hood, Whittier; A Mortifying Mistake, Anna M. Pratt; The May Queen, First part, Tennyson; Mark With-the-Net, Elizabeth Cavazza; Pitty-pat and Tippi-toe, Grandfather's Gift, Intry-Mintry, Eugene Field; My Shadow, Robert Louis Stevenson; A Legend of the North Land, Pheobe Cary; The Boy and the Brook, Rain in Summer, Longfellow; The Common Question, The Poet and the Children, Whittier; Easter Carol, Phillips Brooks.

THIRD GRADE.

Pupils should begin the intelligent use of the dictionary in this grade and should be helped to understand its value in getting new meanings for words used and as an aid in pronunciation.

The pupil may enlarge his vocabulary by giving the substance of a selection read in which he substitutes as many of his own words as possible.

Synonyms may be taught in this way and the use of blank books in which a list of such synonyms is kept will be of value in review work and as a help in spelling.

A considerable portion of the time in this grade should be devoted to sight reading and, for this purpose, magazines and papers may be used in addition to the regular supplementary readers.

All the exercises of the previous grade should be continued.

Particular attention should be given to careful enunciation and pleasing modulation. Any hesitancy in speech, or the habit of omitting or slurring consonants should be corrected.

More time should be spent in memorizing choice selections. The pupils in this grade should begin to appreciate the matter

read while less time need be spent on the mechanical part of the work.

Make such selections from the following list as will be attractive and helpful to your pupils. Have them study critically the narrative and thought contained in the selection used and then write out the salient points in their own language: My Lost Youth, A Psalm of Life, The Old Clock on the Stairs, Paul Revere's Ride, Longfellow; The Pumpkin, Skipper Ireson's Ride, Barbara Frietchie, Whittier; The Brook, Charge of the Light Brigade, The Lady of Shalot, Tennyson; Parts of Snow Bound, Whittier; Children, Charles Dickens; The Gladness of Nature, To a Fringed Gentian, The Yellow Violet, Wm. Cullen Bryant; The Dinkey Bird, Eugene Field; The Fire Hang Bird's Nest, To A Little Brook, Cobbler and Stork, The Hawthorne Children, Eugene Field; My Window Ivy, Mary Mapes Dodge; Abou Ben Adhem, Leigh Hunt; The Dumb Soldiers, Robert Louis Stevenson; Landing of the Pilgrims, Mrs. Hemens; My Kingdom, Hymn, Louise M. Alcott; Judge Not, Adelaide Proctor; Shuffle, Shoon and Amber Locks, Eugene Field.

FOURTH GRADE.

Increase the use of supplementary reading. Encourage the home reading of good books. It may stimulate an interest in outside reading if the teacher occasionally reads extracts from books which she would like her pupils to read. Many children get their only incentive to peruse good literature from a teacher whom they have learned to respect. More use may be made of the dictionary and the list of new words with their synonyms, antonyms and homonyms may be increased and used in original exercises.

Give only a few lessons for study in reading. The most of the time should be spent in getting something of the author's conception of his subject. Review the work of the previous grade. Insist always upon a reasonable comprehension of the selection read.

Encourage pupils to tell in clear, concise language something they have read at home that has especially interested them.

Write lists of books on the board to be used in connection with history or elementary science, and devote an occasional half hour to the discussion of their merits.

FIFTH GRADE.

Before pupils have reached this grade the most of the mechanical part of learning to read should have been completed, and the time can now be profitably used by the children in becoming familiar with standard authors and good literature.

It is in this grade more than any other that the literary instincts of the teacher manifest themselves. Unless she reads and loves to read the best in literature, she cannot inspire her pupils to do so. Special preparation for the reading lesson is imperative. All allusions in the matter read should be understood by the teacher, so that she may intelligently question the pupils, and correct misconceptions, and thus lead them to form the habit of thoughtful reading.

Much may be done to cultivate a love for the artistic in literature by often calling attention to choice thoughts or beautifully expressed ideas. Call upon pupils for their conception of striking passages. Encourage pupils to see pictures in poems, and with closed books paint word pictures for the class.

Continue the practice of memorizing beautiful quotations and writing short sketches of the authors. The habit thus formed will be of great value long after the school is forgotten.

Do not allow pupils to be satisfied with understanding the author's words. Urge constantly the value of mastering the thought and of following out the ideas suggested.

While one great aim in reading is to acquire the ability to express readily the written thought in pleasant tones with natural expression, clear enunciation and correct pronunciation, still the work has been but poorly done if a pupil leave school feeling that this is all. Unless he has acquired the habit of reading, and has learned to extract the pith of books read; unless his reading has taught him to realize how little he already knows, and furnishes him with a stimulus to continue his reading and study after he leaves school, what he has done in learning to read will profit him little.

BOOKS FOR TEACHERS.

Helps in Teaching Reading, Hussey; Literature in School, Scudder; The Use of Shakespeare as a Text-Book, Hudson; Literary Land Marks, Burt; Preparing to Read, Spear.

LANGUAGE.

The object of all study in language should be to enable the children to speak and write correct English. Every lesson should be a lesson in language. Constant attention to common errors of expression used on the play ground, or in the home may do much to correct in the rising generation the mistakes of the previous and less favored ones.

Something must be radically wrong when a child can attend school till he is fifteen years old, receiving instruction in language and grammar during every year of his school life, and yet go out into the world as ignorant of the simplest forms of good English as if he had never seen the inside of a schoolhouse.

Much depends on the enthusiasm of the teacher and her ability to inspire the pupils with a *desire* to use the best forms of speech. To secure this result the subject must be put before the children in such a manner as will awaken interest.

FIRST GRADE.

No technical work should be done in this grade. The children should be encouraged to talk freely, then their attention may be called to the incorrect expressions used, for which correct ones should be substituted by the pupils. It rarely happens that no one in the class can give the correct form. Too much attention can hardly be given to this part of language study in the beginning. Improve every occasion to train the child's ear till the expressions, "I done it," "He hadn't ought to," etc., will be as offensive to him as they are to you.

Simple homonyns may be used in oral sentences and their meaning and orthography carefully studied.

The oral reproduction of stories read by the children or teacher, or the description of objects in the room may be made of value. These should include also lessons given on morals and manners, on plants and such lessons on the human body as have been taken.

The children may begin to copy short paragraphs or sentences from their readers, taking great care that the work be accurately done. Accept no sentences that are not correctly written.

Give frequent lessons on the use of "see" and "saw," "come" and "came," "sit" and "sat," "did" and "done," "was" and "were,"

till the pupils become accustomed to the correct form. Do not discontinue this part of the instruction until you find that they choose the correct words instinctively.

As soon as possible begin dictation work and devote a few minutes each day to this exercise. It may include matter previously copied from the reader and short sentences from lessons in nature studies.

During this year pupils may be taught to write the correct form for the heading of papers. Use the same form always and insist upon its correct use after it is thoroughly understood.

SECOND GRADE.

Review briefly the topics of the previous grade and continue exercises in training the ear of the child to distinguish between correct and incorrect forms of expression.

Continue the use of homonyms and synomyms in sentences. Review descriptive adjectives explaining the use of comparative and superlative degrees.

A few minutes each day should be given to pronunciation, taking only a few new words at any one lesson. Lists of words may be written on the board or prepared charts and frequently reviewed. In this way nearly all the words used in a year about which there is any difficulty may be so thoroughly mastered that they will never be forgotten.

The use of familiar adverbs such as *slowly*, *quickly*, *neatly* etc. should be taught and the correct use of the words doesn't for don't, as for like, well for good etc., carefully inculcated.

Pupils may begin the written reproduction of stories read aloud by the teacher or written on the board, as well as the oral lessons given by the teacher on plants, animals, morals, manners etc. Some of these written stories should always be read aloud and by judicious praise for creditable rendering and for careful correction of errors the pupils should be stimulated to more earnest endeavor.

An exercise may be made interesting as well as helpful in the correct use of irregular verbs as outlined in Bright's Graded Instruction in English.

In all written exercises careful and detailed instruction should be given on the following points: neatness, indenting, punctuation, paragraphing, capital letters and construction of sentences.

THIRD GRADE.

Review the work done in previous grades.

The relatives "who" and "which" may be introduced in this grade and the children taught to know when to use them; also when to use the objective of "who." Much valuable time may be saved in the higher grades if these points are carefully taught in the lower grades.

The use of quotation marks in direct quotations should be taught and sentences changed from direct to indirect quotations; later the broken or divided quotation may be introduced.

Daily exercises in dictation will be found of great help in teaching the use of punctuation marks as well as the possessive form which is so often a stumbling-block to children.

Letter writing should be continued and a lesson in geography, or the sketch of some noted man, often made the basis of the letter.

Some preparatory instruction in the use of the dictionary may be begun by teaching vowels and consonants and the short and long sounds of vowels.

Review the homonyms and synonyms learned in previous grades and increase the number used, paying attention always to the orthography of the words.

The work in pronunciation should be continued, paying more attention to this topic each year. Spend some time on the correct pronunciation of such words as "can't you," "won't you" etc.

Add to the list of abbreviations already learned selecting such as may be used by the children.

More time should be given to written exercises in this grade, and beside the reproduction of stories read, it may be well to write the story told by a picture which has been the subject of a conversation lesson. It will aid in strengthening the memory if the stories are sometimes written the day after they have been related.

The pupils may begin to use and recognize the terms subject and predicate and to analyze simple sentences.

FOURTH GRADE.

In every grade the work begun in homonyms, synonyms, pronunciation and abbreviations should be reviewed and extended so that no farther mention need be made of these points. They should be included in review work.

In connection with the work in pronunciation, the use of the dictionary should be further taught, new sounds of vowels learned, and pupils taught to find words readily and to determine their correct pronunciation as well as their definitions. It is worth much to be able to find words in the dictionary easily and quickly.

Compositions and letters should be written frequently so that during this year a child may be able to write and direct a letter that shall not only be correct in form but of some value as to the matter contained.

The work in language can be used in connection with almost every other study. and the work in composition made to reproduce other lessons learned thus serving to fix them in the minds of the pupils as well as to increase their ability to express their thoughts.

Persistent attention should be paid to the correction of common errors in conversation.

There should be written exercises as often as twice a week, including either the reproduction of a story, a lesson in geography or in history, or the reproduction of a poem, or some of the quotations learned.

Dictation work should be given frequently, calling special attention to plurals, possessives, quotation marks etc.

In all instruction in language great stress should be laid upon neatness, correct spelling and the application of all rules learned thus far, while only the best efforts of which the child is capable should be accepted.

FIFTH GRADE.

The work in analysis should cover simple, complex and compound sentences and as soon as pupils are familiar with the rules in grammar, the parsing may be confined to giving simply the construction so that more time may be given to composition.

The instruction in reading and spelling is so closely associated with language study that much that is said on one topic applies equally to the others.

The committing to memory of choice passages and the study and reproduction of the same may be used to great advantage in connection with the reading lesson; while the attention given to the orthography of the words may have formed a spelling lesson.

There is perhaps no study in which there is so much need of review, of eternal vigilance and of persistent effort to counteract

the outside influences which surround so many of the children as in the study of grammar. There must also be a continuity of purpose if anything is to be accomplished, so that each year shall hold and add to the result of previous years. It should be one of the aims of the teacher to avoid non-essentials and to this end she must see more than the work required in any one grade.

Before completing this grade the entire text-book should be carefully reviewed, spending the most of the time on the points which the children find it difficult to understand. If the work in previous grades has been faithfully and intelligently done and to the course laid out has been added the brains and enthusiasm of the genuine teacher, the last year's course in language may include much beside the text-book.

While that is valuable and we must not ignore it, yet added to this technical part is a vast field which we cannot afford to neglect.

Pupils may profitably spend this year in becoming familiar with good literature, in acquiring a clear and concise style of expression, in increasing and enriching their vocabularies and in learning to use choice and vigorous English instead of the cheap imitation to which we so often listen.

In using the outline given below it is important that the teacher have all the terms accurately defined, and after the definition is given by the pupil have him give a sentence which conveys some information or expresses an idea of some merit as an illustration of the statement made. In too many cases the sentences given by pupils to illustrate principles are so trite as to be harmful to the children in the direction of injuriously affecting their vocabularies or thoughtfulness. If the term "proper noun" is defined it is quite as essential that the pupil give a sentence containing a proper noun that says something, as that he give the correct definition. After having defined the term, he may say "I live in Troy." The sentence is correct and the proper noun has been used, but he has said nothing that either conveys information of any value or an idea that is of any importance. If he had said, "Maine was admitted as a state in 1820," or "Hannibal Hamlin was elected Vice-President of the United States in 1860," or "William King was the first governor of Maine," he would have said something that was worth while.

When a pupil is giving the properties of words in parsing, it is an excellent idea to have each property of the word parsed, defined.

For example, if he says "made" is a transitive verb, have him tell that it is transitive because it requires an object to complete its meaning; if he says it is in the active voice, have him state that it is active because it represents the subject acting; if he says it is in the indicative mode, have him explain that it is indicative because it asserts a fact, and in this way have all the properties of the several parts of speech defined, until the children are thoroughly familiar with the ideas expressed by the terms used; so familiar that they know them without stopping to think what they are. If this work is thoroughly done they will soon be able to understand why one verb is transitive and another is intransitive, etc.

It is hoped that the teachers will find this outline helpful in reviews. If a certain number of topics are assigned for a review, and the children are held responsible for giving accurate definitions and original sentences illustrating them, the teacher will be able to decide as to how much of the work has been mastered by the children, and how much of it needs further attention.

GRAMMAR TOPICS.

- English Grammar:
  - Orthography,
  - Etymology,
  - Syntax,
  - Prosody.
- Orthography:
  - Letters,
  - Syllables,
  - Words,
  - Spelling.
- Letters:
  - Roman,
  - Italic,
  - Script,
  - Old English:
  - Vowels:
    - Long,
    - Short,
    - Occasional,
    - Diphthongal,
    - Triphthongal.
  - Consonants:
    - Sub-vocals,
    - Aspirates.
- Syllables:
  - Monosyllable,
  - Dissyllable,
  - Trisyllable,
  - Polysyllable.
- Etymology:
  - Classification and Modification of Words.
- Words:
  - As to form:
    - Primative:
      - Separable,
      - Inseparable.
    - Derivative:
      - Prefix,
      - Suffix.
    - Simple,
    - Compound:
      - Basis,
      - Adjunct.
  - As to use:
    - Nouns,
    - Pronouns,
    - Adjectives,
    - Verbs,
    - Adverbs,
    - Prepositions,
    - Conjunctions,
    - Exclamations.

- **Nouns:**
  - Proper,
  - Common:
    - Collective,
    - Abstract,
    - Verbal.
- **Pronouns:**
  - Personal,
  - Relative,
  - Interrogative.
- **Properties of Nouns and Pronouns:**
  - Gender:
    - Masculine,
    - Feminine,
    - Neuter.
  - Person:
    - First,
    - Second,
    - Third.
  - Number:
    - Singular,
    - Plural.
  - Case:
    - Nominative,
    - Possessive,
    - Objective,
    - Independent.
- **Adjectives:**
  - Qualifying:
    - Positive,
    - Comparative,
    - Superlative,
    - Diminutive.
  - Specifying:
    - Pure,
    - Numeral,
    - Possessive.
  - Verbal:
    - Transitive,
    - Intransitive.
- **Verbs:**
  - As to form:
    - Regular,
    - Irregular,
    - Redundant,
    - Defective.
  - As to significance:
    - Transitive:
      - Active,
      - Passive.
    - Intransitive:
      - Active,
      - Neuter.
- **Properties of Verbs:**
  - Indicative:
    - Present,
    - Imperfect,
    - Past,
    - Past perfect,
    - Future,
    - Future perfect.

    — Singular and plural numbers, and first, second, third persons.
  - Potential:
    - Present,
    - Imperfect,
    - Past,
    - Past perfect.

    — Singular and plural numbers, and first, second, third persons.
  - Subjunctive:
    - Present,
    - Imperfect,
    - Past,
    - Past perfect,
    - Future,
    - Future perfect.

    — Singular and plural numbers, and first, second, third persons.
  - Imperative:
    - Present.

    — Singular and plural numbers [and second person.
  - Infinitive:
    - Present,
    - Perfect.
  - Participles:
    - Present,
    - Past,
    - Past perfect.
- **Adverbs:**
  - Time,
  - Place,
  - Degree,
  - Manner.
- **Conjunctions:**
  - Copulative.
  - Disjunctive.

Prepositions.
Interjections.

Syntax treats of
- Relation:
  - Rules for Adjectives,
  - Rules for Adverbs,
  - Rules for Participles,
  - Rules for Prepositions.
- Agreement:
  - Rules for Nominatives,
  - Rules for Oppositives,
  - Rules for Verbs and Subjects,
  - Rules for Pronouns and Antecedents.
- Government:
  - Rules for Possessives,
  - Rules for Objectives.
- Arrangement of words in sentences.

Sentences:
- According to
  - Use:
    - Declarative.
    - Interrogative,
    - Imperative,
    - Exclamatory.
  - Nature:
    - Simple.
    - Complex.
    - Compound.
  - Rank:
    - Principal,
    - Subordinate.
- Elements
  - Necessary:
    - Subject,
    - Predicate.
  - Possible according to
    - Use:
      - Adjective,
      - Adverbial,
      - Objective,
      - Complement,
      - Independent,
      - Subject and Predicate.
    - Form:
      - First Class,
      - Second Class,
      - Third Class.
    - Nature:
      - Simple,
      - Complex,
      - Compound.
    - Rank:
      - Principal,
      - Subordinate.

Punctuation.

Prosody:
- Utterance:
  - Pronunciation.
  - Elocution.
    - Emphasis,
    - Pauses,
    - Inflection,
    - Tones.

Figures in Grammar;
- Orthography:
  - Mimesis,
  - Archaism.
- Etymology:
  - Aphæresis,
  - Prosthesis,
  - Syncope,
  - Apocope,
  - Paragoge,
  - Diæresis,
  - Synæresis,
  - Tmesis.
- Syntax:
  - Ellipsis,
  - Pleonasm,
  - Syllepsis,
  - Enallage,
  - Hyperbaton.

Figures of Rhetoric:
- Simile,
- Metaphor,
- Allegory,
- Metonymy,
- Synecdoche,
- Hyperbole,
- Vision,
- Apostrophe,
- Personification,
- Erotesis,
- Ecphonesis,
- Antithesis,
- Climax,
- Irony.

BOOKS FOR TEACHERS.

Graded Instruction in English, Bright; Practical Language Book, Pratt; Our Language, Southworth and Goddard; How to Teach Language, Metcalf; English Composition by Practice, Shaw; Our English, Hill; Suggestive Lessons in Language and Reading, Badlum; Grammar Land, Nesbitt; How to Write Clearly, Abbott; Treatise on Punctuation, Wilson; Verbal Pitfalls, Bardeen.

ARITHMETIC.

FIRST GRADE.

Little can be done in this grade without the use of objects. Many simple and inexpensive articles may be used in illustrating lessons given, such as leaves, marbles, beans, pegs, blocks etc.

Pupils should be taught to recognize numbers in groups and be able to count by ones, twos, threes etc., also to form even and uneven groups from the whole group.

The names and uses of the signs +, —, ×, ÷, =, should be taught and drilled upon till pupils are perfectly familiar with them.

Much time should be given to adding columns of figures. Pupils should be taught to divide an object into halves, thirds, and fourths and to combine them to form a whole again.

The one-cent and two-cents pieces, nickle and dime should be learned and some practice given by means of toy money. The number of cents in a dime and dimes in a dollar should follow later in the year.

Some work in simple denominate numbers may be accomplished, such as number of pints in a quart, days in a week, months in a year, units in a dozen &c.

The exercises may be made interesting and helpful by the use of number stories which call for rapid mental work.

Pupils should be taught to make the figures and all work should be neatly and carefully done.

SECOND GRADE.

Review first year's work rapidly. Columns of three figures should be added and much work done in rapid addition.

In subtraction the processes of borrowing and carrying should be carefully explained. The "tables" should be mastered.

Long division with a divisor of not more than two figures should be taught together with simple exercises in fractions. Review denominate numbers and extend the work, using objects to illustrate tables learned, whenever possible. A foot rule divided into inches, a yard stick, a quart and other measures may be easily found. Practice in making examples should be continued and mental work should be increased.

In all number practice, accuracy, neatness and rapidity should be insisted on and in this as in other branches refuse to receive anything but the best the pupil can do.

THIRD GRADE.

Review the work of preceding grades, both written and mental. Some time should be devoted daily to one or more of the fundamental rules to secure accuracy and rapidity. Try to get an answer from every pupil, the dull as well as the alert.

All the processes of fractions and decimals with greatest common divisor and least common multiple should be included in this grade.

Some practice in problems requiring thought should be given, and simple but clear explanations and analyses should be required.

Additional tables should be learned and those previously studied reviewed.

FOURTH GRADE.

Review fractions and decimals and take addition, subtraction, multiplication and division of compound numbers.

Practical examples in plastering, papering and carpeting rooms may be given with others relating to the measurement of bins, boards, walls, areas and solids.

It will be of much value to the pupil to be able to prepare and solve original problems.

More difficult work in mental problems and oral analysis should be required.

FIFTH GRADE.

Some time should be spent each day on the written or oral analysis of examples.

All the terms used in arithmetic should be accurately defined. These definitions should be illustrated by examples that are easily within the comprehension of the children until they know them so thoroughly that they have no question about how to apply or to use them. A definition is of no value unless it expresses a thought that is comprehended. It is better that the teacher err in doing too much rather than too little in this direction.

The following outline may be of service in reviews. If the topics are taken up in the order in which they are given, and the pupils are called upon to define the terms used and furnish original problems as illustrations of the definitions recited, the teacher will be able to discover in what particulars they are proficient and in what they are lacking.

ARITHMETIC TOPICS.

- **Abstract Arithmetic:**
  - Notation,
  - Numeration.
- **Fundamental Principles:**
  - Addition: Sum.
  - Subtraction:
    - Subtrahend.
    - Minuend.
    - Remainder.
  - Multiplication:
    - Multiplicand,
    - Multiplier,
    - Product.
  - Division:
    - Dividend,
    - Divisor,
    - Quotient,
    - Remainder.
- **Measures of Numbers:**
  - Prime,
  - Composite,
  - Common,
  - Least Common,
  - Greater Common,
  - Square Root,
  - Cube Root.
- **Multiples of Numbers:**
  - Common,
  - Least Common.

Cancellation.

- **Fraction:**
  - How Expressed,
  - Numerator,
  - Denominator,
  - Value,
  - Fractional Unit.
  - Reciprocal.

- **Fractions**
  - Common: Proper, Improper, Simple, Compound, Complex, Mixed.
    - Reduction, Addition, Subtraction, Multiplication, Division.
  - Decimal: Pure, Mixed, Complex.
    - Reduction, Addition, Subtraction, Multiplication, Division.
- **Compound Numbers**
  - Measures: Linear, Square, Cubic, Wood, Board, Liquid, Dry, Time, Circular, Money.
  - Weights: Avoirdupois, Troy, Apothecaries.
- **Measurements**: Rectangle, Parallelogram, Circle, Rectangular Volumes, Cylinder, Rightangled-triangle: Hypothenuse, Base, Perpendicular, Arc.
- **Ratio and Proportion**: Simple, Compound.
- **Percentage**: Per cent, Rate, Base.
  - Profit and Loss, Trade Discounts, Insurance, Commission and Brokerage, Taxes and Duties.
- **Interest**: Simple, Compound, Partial Payments, Promissory Notes, Commercial Discount, Stocks and Bonds.

BOOKS FOR TEACHERS.

Grubé Method of Teaching Arithmetic, Seeley; Philosophy of Arithmetic, Brooks; Methods in Written Arithmetic, Cook; Number Stories, Woodward; Teachers' Manual in Arithmetic, Fisher; Number Cards, Winship; Teachers' Card Companion, Winship; Grant's Arithmetic for Young Children, Small.

GEOGRAPHY.

In this study omit all minor details as to physical features and political divisions. No time should be spent in learning the names or locations of small towns, capes, bays, islands, mountains, straits, lakes, etc., etc. Combine sections that present the same conditions, and treat together those parts of the earth of which the same state-

ments are true. By means of maps, pictures and books of history and travel pupils should take journeys through the countries studied.

Master the salient facts relating to our own country even if you devote but little time to foreign lands.

The study of geography, if rightly pursued should develop the imagination, train the reason, cultivate the powers of expression, nurture the sentiment of patriotism and help to gather a fund of useful information.

THIRD GRADE.

Begin with a diagram of the room. Learn the points of the compass, the location of objects in the building, in the yard and in the town. Make a map of the school yard, and extend the work of map drawing until it includes the town, county, State and United States.

To illustrate the form, size and motions of the earth, use globes, maps and clay. Simple devices may be used to give the children adequate ideas of the hemispheres, divisions of land and water, climate and temperature. In all these outlines consider the important items only. Fix these firmly in the minds of the children, but do not load them with material which is of no value but will serve simply to crowd from their minds the essential facts.

For detailed directions for studying Maine, groups of States, United States, North and South America, Europe, Asia, and Africa, see "Geography Topics."

Make a careful study of the government, natural resources, occupations, manners, customs and education of the people, and the cities of each country. Take journeys through the countries studied, giving special attention to routes and means of travel. Use such diagrams and objects as will give children clear ideas of direction and distance. Help the children to discover why cities are located where they are.

BOOKS FOR SUPPLEMENTARY WORK.

Home Geography, Long; Our World, Miss Hall; Zigzag Journeys, Butterworth; Geographical Readers, King; The Great West, Mara Pratt; The Bodley Family, Scudder; Miss West's Class in Geography; Geographical Readers, Philips; A Winter in Central America, Helen Sanborn.

FOURTH GRADE.

The same general plan may be used for all states and countries studied. In taking separate countries, study cities as centers of art, learning, commerce or manufactures. Also make a special study of cities of historic interest. The places of interest in the countries studied will furnish ample opportunities for work in supplementary reading and study. Encourage the children to bring in articles, pictures and bits of information bearing upon the subjects under consideration. Make scrap-books for reference and study. Have poems read and quotations learned that refer to places studied. Such practice will serve to fix important facts in the minds of the children as nothing else can.

The practice of writing compositions on the life, habits, manners, etc., of different peoples will do much to stimulate an interest in general reading and to make the work seem something more than memorizing dry and uninteresting facts.

Seek always to awaken interest and enthusiasm in your pupils by exhibiting these qualities yourself.

GEOGRAPHY TOPICS.

1. School Building:
   - Diagram of room,
   - Points of compass,
   - Location of objects in building,
   - Location of building in yard,
   - Location of building in town,
   - Map of school yard.

2. Town, County, State and United States:
   - Map,
   - Size,
   - Divisions,
   - Soil,
   - Physical features,
   - Natural resources,
   - Industries,
   - Productions,
   - Population and people,
   - History,
   - For what noted,
   - Places of interest.

Locate Town in County; County in State; State in United States, and United States in Continent. Take journeys through State and United States.

3. Earth:
   - Form,
   - Size,
   - Motions,
   - Effect of rotation and revolution,
   - Latitude, longitude and zones,
   - Great Circles and Poles,
   - Land and Water Hemispheres,
   - Eastern and Western Hemispheres,
   - Northern and Southern Hemispheres,
   - Divisions of land and Water,
   - Other physical features,
   - Climate, temperature and moisture with causes,
   - Productions, industries and commerce,
   - Routes of travel,
   - Ocean currents,
   - Journeys.

Teach important items only, using maps, globes, clay, etc.

- Continent, Country and State:
  - Position:
    - In hemispheres,
    - In zones,
    - In latitude and longitude,
    - In relation to other continents or countries.
  - Size:
    - Absolute,
    - Relative.
  - Outline:
    - General shape.
    - Projections:
      - Peninsulars,
      - Capes,
      - Isthmuses.
    - Indentations:
      - Seas,
      - Gulfs,
      - Bays.
    - Bordering oceans,
    - Adjacent islands.
  - Surfaces:
    - Highlands:
      - Mountains:
        - Systems,
        - Ranges,
        - Direction,
        - Peaks,
        - Volcanoes.
      - Plateaus.
    - Lowlands:
      - Plains:
        - Interior,
        - Coast,
        - Extent,
        - Character.
      - Valleys:
        - Extent,
        - Character.
  - Drainage:
    - Rivers:
      - Source,
      - Direction,
      - Size,
      - Branches,
      - Uses.
    - Lakes:
      - Size,
      - Location,
      - Uses.
  - Climate:
    - How affected by
      - Latitude,
      - Elevation,
      - Mountains,
      - Winds,
      - Currents.
    - Temperature,
    - Moisture,
    - Healthfulness,
    - Peculiarities.
  - Soil:
    - Fertile,
    - Sterile,
    - Causes.
  - Productions:
    - Animal,
    - Vegetable,
    - Mineral,
    - Manufactured,
    - Reasons.
  - People:
    - Races,
    - Intelligence,
    - Occupations,
    - Commerce:
      - Routes,
      - Exports, where sent?
      - Imports, from where?
    - Government,
    - Manners, customs, religion, schools,
    - For what noted? Excel in what?
  - Political Divisions:
    - Name in order of size.
    - Name divisions about the same size.
    - Compare with countries in other continents.
    - Capital and largest city in each division.
    - Name largest cities of the continent.
    - Journeys.
  - History of State:
    - By whom settled? When?
    - Decisive battles and other noted events.
    - Birthplace of what
      - Statesmen,
      - Presidents,
      - Poets,
      - Soldiers,
      - Inventors, etc.
  - Name of State:
    - Spell it,
    - Give abbreviation,
    - Origin,
    - Nicknames—origin of.

BOOKS FOR SUPPLEMENTARY WORK.

Boy Travelers, Knox; Down the Rhine, Optic; Up the Baltic, Optic; Due West, Ballou; Family Flights, E. E. Hale; All Aboard for Sunrise Lands, E. Rand; The Log Schoolhouse on the Columbia, Our Fatherland, Little People of Asia, When I Was a Boy in China, Story of Our Continent, Shaler; The World by the Fireside, Kirby.

BOOKS FOR TEACHERS.

Methods and Aids in Geography, King; Methods in Geography, Frye; How to Study Geography, Parker; Special Method, Geography, McMurry; The Essentials of Geography, Fisher; Practical Work in Geography, McCormick; Geographical Recreations, Geography for Young Children, Grant; How to Teach Geography, Carver; Methods of Teaching Geography, Crocker.

UNITED STATES HISTORY.

Before studing United States History from a text-book the subject should have been taken up incidentally in the supplementary reading, composition and language work and in general exercises.

In studying history do not confine pupils to the words of the book, or to any one text-book. Seek to cultivate a desire on the part of the pupil to know more about a subject than is found in the prescribed book.

The topic method should be followed largely, and at the close of the study of a period the class should be able to summarize the subject studied, dropping the unimportant details and bringing out and retaining the facts of vital importance.

History should not be studied merely as a record of so many isolated facts, but should be considered in all its relations and bearings upon life. Try to make the great men living characters and their achievements and failures actual occurrences.

The following named topics should be studied somewhat in detail:

The discovery and early exploration of America. Life of Columbus. Causes which led different nations to explore and settle this country. Character of settlers, and their manner of life. Difficulties with French and Indians. Conflicting claims of Euro-

pean nations and final struggle for supremacy. Colonization of America. Character of colonists. Contrast Puritan and Cavalier.

Make maps illustrating the routes of Columbus on his different voyages and trace the travels of the most important early discoverers and explorers.

Urge the children to extend their reading on the following topics:

The troubles with England and causes of the Revolution. The Navigation Acts. Writs of Assistance. Stamp Act. Boston Port Bill. Continental Congresses. The leaders of the Revolution and their peculiar work and characteristics. The principal campaigns and decisive battles. The elements of strength and weakness. The results and consequences of the war. Condition of the people and country after the war. Growth from 1775 to 1787, and political changes. The formation and adoption of the Constitution. Its supporters and opponents. Its influence in building our Nation.

Encourage the children to bring in pictures and sketches relating to the different periods and persons studied.

Make scrap-books in which all items shall be arranged in periods. Collect pictures illustrating the vessels in which the early explorers sailed, the costumes of the people and the implements used. Use these books for reference.

Have reading lessons occasionally in relation to some man whose life you are studying. Write sketches about him. Lead the children to talk about the causes that led to great results. Do not encourage a partisan spirit, but seek to inculcate a desire for fairness and justice in all decisions.

Review principal events often and refuse to admit any but important dates.

Lead the pupils to see that the people make history and group important results around the leaders.

Cultivate in the children the habit of independent study and research by inspiring them to make a careful study of some of the following topics.

Condition of the country in 1789. Washington's influence upon the Nation. Different political parties. Their principles. The leaders. Principal events and progress made in each administration. The Mexican War and War of 1812. Do not spend much time on unimportant battles, but look for the causes and results. The Civil War: The causes that led to it. The introduction of slavery. Missouri Compromise. Fugitive Slave Law. Nullification Acts.

Dred Scott Decision. Omnibus Bill. Kansas-Nebraska Bill. The campaigns. Principal battles and their results. The commanders. The principal events of the war. Its duration and influence upon the people and the country. The Reconstruction Acts. The progress our country has made.

Do not teach history as if it were entirely a thing of the past. Let the children see that we are making history every day and that the motives that inspire men to-day are the same as those which influenced people in the past.

It is of the utmost importance that much work in biography should accompany the study of history in order to render it profitable. Only as children become interested in the lives of the men who have made our country, can they make history seem anything but a collection of dry and uninteresting facts.

Continue the work of map drawing to illustrate the accession of territory, the scenes of the wars and to fix important events in the minds of the pupils.

Study the geography of the country to discover the reason for its growth and development.

Review important events and their results frequently.

If pupils leave this study with some knowledge of the history and growth of their country and a desire to know more of the men who have made its progress possible, the teacher may feel that her work has met with some measure of success.

HISTORY TOPICS.

Norse Explorations: { Where? / Extent. / Results.

Mound Builders: { Where they lived. / What they did.

Indians: { Where found? / Number. / Personal appearance. / Intelligence. / Customs. / Habits. / Homes. / Traits. / Industries.

Columbus: { Parents. / Education. / Voyages before '92. / Courts visited. / Failures. Successes. / Beliefs. Motives. / Voyage of 1492. / Subsequent voyages. / Last years. / Misfortunes. / Characteristics. / Results of his work.

- 1492:
  - Theories of shape of earth.
  - Regular routes to India.
  - New interest in geography and navigation.
  - Spirit of adventure.

- Spanish, English, French, Dutch: Name and describe briefly their most important discoveries explorations and early settlements.

- English Colonies:
  - By whom settled?
  - Where?
  - When?
  - Cause.
  - Permanent settlements.
  - Governments.
  - Occupations.
  - Customs.
  - Habits.
  - Homes.
  - Intelligence.
  - Character of people.
  - Contrast Puritans and Cavaliers.
  - Leaders.

- Revolution:
  - Continental Congresses and their work.
  - Population. Where?
  - Troubles with England.
  - Remote causes.
  - Direct causes.
  - Elements of strength. Weakness.
  - Leaders in colonies.

- Campaigns of Revolution:
  - Objective points. Location.
  - When?
  - Forces. Commanders.
  - Advantages. Difficulties.
  - Decisive battles.
  - Results. Consequences.

- Confederation:
  - 1 Formation.
  - 2 Features.
  - 3 Defects.
  - 4 Principal events.
  - Leaders.

- 1783–7:
  - Condition at close of war.
  - New troubles. How met.
  - Growth.
  - Political changes.

- Constitution of United States:
  - Formation and adoption.
  - Features.
  - Objections.
  - Amendments.
  - Who favored? Why?
  - Who opposed? Why?

- Presidential Administrations:
  - Party. Its principles.
  - Term of office.
  - Principal events.
  - Progress made.
  - Leaders.

- Wars:
  - Causes.
  - Leaders.
  - Duration.
  - Principal events.
  - Results.

- Civil War:
  - Causes.
  - Leaders.
  - Campaigns:
    - Objective points.
    - Principal battles.
    - Commanders.
    - Results.
  - Principal events.
  - Duration.
  - Results.
  - Political, social and industrial consequences.

People:
- Schools.
- Homes.
- Intelligence.
- Characteristics.
- Occupations.
- In what excel.
- Extent and character of progress made.
- Rank and influence as a Nation.

Special Topics for Outside Reading and Extended Discussion:
- Navigation Act.
- Stamp Act.
- Boston Port Bill.
- Fugitive Slave Law.
- Nullification Ordinance.
- Writs of assistance.
- Dred Scott Decision.
- Toleration Acts.
- Mason and Dixon's Line.
- Reconstruction Acts.
- Negro Suffrage.
- Civil Service Reform Bill.
- State Sovereignty.
- Omnibus Bill.
- Kansas-Nebraska Bill.
- Alien and Sedition Laws.
- Missouri Compromise.
- Monroe Doctrine.
- Trent Affair.
- Tenure of Office Bill.
- Electoral Commission.
- Legal Tender Act.
- Articles of 1787.
- Tariff Legislation.

REVIEWS.

Colonies:
- Territory explored by each nation.
- Territory claimed by each nation.
- Territory settled by each nation.
- Territory lost or gained by each nation.
- Territory claimed by each in 1775.
- Territory claimed by United States in 1787.
- Maps and charts indicating above data.
- Manners and customs of colonists.
- Industries.
- Education.
- Elements of strength.

United States:
- Territory—When and how acquired.
- Population—Increase.
- Industries—Development.
- Resources—Kinds and value.
- Inventions—Kinds and importance.
- Learning—Extent and character.
- Literature—Extent and quality.
- Leaders—Work and influence.
- Maps and graphic charts indicating above data.

LEADERS.

Discoverers:
- Columbus.
- Cabot.
- Cartier.

Explorers:
- DeSoto.
- Magellan.
- Drake.

Colonizers:
- Raleigh.
- John Smith.
- Carver.
- Winthrop.
- Penn.

Revolution:
- Washington.
- S. Adams.
- Henry.
- Franklin.

Forming Government:	Washington. Hamilton. Jefferson.
Development:	Webster. Clay. Calhoun.
Defenders of Nation:	Lincoln, Grant, Douglas.
Poets:	Longfellow, Whittier, Lowell, Bryant.
Artists:	Stuart, West.
Writers:	Emerson, Hawthorne, Irving.
Historians:	Motley, Bancroft, Prescott.
Inventors:	Morse, Fulton, Edison.
Scientists:	Agassiz, Franklin, Audubon.
Educators:	Mann, Hopkins, Barnard.
Sketch of	Ancestors, Home, School life, Positions held, By whom or what influenced, Work, Methods of work, Traits, Manners, Quality, Strong points, Rank, Influence.

Reference books for use in the study of United States history, and for supplementary reading:

History of United States, Ridpath; Story of the American Indian, Brooks; Building of Our Nation; Old Times in the Colonies, Coffin; Brief History of Maine, Varney; History of Our Country, Abby S. Richardson; War of Independence, Fiske; Heroes of History, 6 volumes, Towle; Young Folks United States History, Higginson; Stories from American History, Dodge; Noble Deeds of Our Fathers, Watson; Life of Columbus; Life of Raleigh; Life of Magellan; Life of Pizarro; Nation in a Nutshell, Towle; New England Legends and Folk Lore, Drake; Life of Washington, Irving; Life of Samuel Adams, Hosmer; Life of

Thomas Jefferson; Life of Benjamin Franklin; True Stories from New England History, Parkman; The Making of New England, Drake; Young Folks' Book of American Explorers, Higginson; Life of Abraham Lincoln, Holland; Stories of the Civil War, Blaisdell; Battle of Gettysburg, The Making of the Great West, Drake; Sea Kings and Naval Heroes, J. G. Edgar; English Kings in a Nutshell, Gail Hamilton; Chivalric Days, E. S. Brooks; American History Stories, Pratt.

BOOKS FOR TEACHERS.

How to Study and Teach History, Hinsdale; Recreation Queries in United States History; History Topics, Allen; Methods of Teaching History, Hall; Teachers' Manuals in History, Sheldon; Aids to the Teaching of General History, Sheldon; Methods in History, G. Stanley Hall; Analytical Questions in United States History, Chase; The Land We Live In, Chase; Outline in United States History, Darling; General History Cards, Freeman; Hints in Teaching History, Rolfe; Topics in American History, Williams.

CIVICS.

The study of civics should embrace a detailed outline of the government of the town, county, State and Nation.

Beginning with the town, children should learn what a town is, and what are the duties of selectmen, clerk, treasurer, collector, superintending school committee, superintendent of schools, constables and justices of the peace. A careful study should be made of the origin and importance of the town meeting.

If the school is located in a city a careful study should be made of what constitutes a city; how the mayor, aldermen, common council are elected and what their duties are; points of comparison and difference between city and town; charter and how obtained.

Under aldermen let them learn how many in each ward, how elected and the presiding officer. The same should be learned in reference to common council, the necessity and use of a joint convention; who presides at such a convention, the election and duties of treasurer, city clerk, assessor, collector of taxes, truant officer, etc.; how many constitute the school board and how elected;

president, secretary, sub-committees; what are their duties; length of term of office; the election and duties of superintendent of schools and teachers.

The necessity for a Board of Health and how chosen; of how many members does it consist and what are their duties.

The duties of a municipal court; where held and when; judge, clerk; by whom appointed, term of office etc.

Police and fire department. The necessity of such departments. What officers in each; how chosen and what are their duties. Locate engine houses and describe the fire apparatus of your city or town.

What public buildings in your vicinity; their use and advantage to the community. Name the officers of your county and tell how elected or appointed. Where are the county buildings? What is meant by a shire town?

What constitutes a State? Explain the powers of the different departments; legislative, executive, judicial.

Under legislative: Consider Senate and House of Representatives; duties and powers of each; members and their qualifications; salaries; term of office.

Executive: Supreme power vested in whom; qualifications for office; how elected and term of office; salary.

Executive council: Composed of how many members; how elected; duties; salaries.

Superintendent of Schools: how appointed; term of office; duties.

Judicial: Supreme judicial court, one chief justice; how many associates justices; appointment; term of office; salaries. Different courts; number of sessions in each county. Superior court; judges; appointment; term of office; salaries.

Name and locate the State institutions and give their importance and uses.

In this connection it would be well to take up population of town or city, county and State; taxes and rate of taxation; methods of voting, etc.

Nation: What constitutes a nation; different departments; constitution of United States.

Under legislative, consider Congress: of what made up; powers and duties of members; method of election; qualification of members; term of office; salaries.

Under executive: President and cabinet; qualifications; method of election; term of office; salaries.

Under judicial: Supreme court; judges; how appointed and term of office; salaries. Same of Circuit and District Courts.

Books of reference in the study of civics.

Civil Government, Fiske; Civil Government, Mowry; Civil Government, Martin; American Citizen, Dole; How We are Governed, Dawes; Civil Government, Townsend; Civil Government, Young; Young American Citizen, Northend; School Laws of Maine; State Register.

NATURE STUDIES.

Pestalozzi says that observation is the basis of all knowledge.

The habit of observation does not come from the study of text-books. We must find other material to inspire the child with a desire to see the beauties and the wonders that are in the world.

The habit of accurate observation acquired in youth will be worth more to the man or woman than whole pages of carefully learned facts or correctly performed examples.

Perhaps in no way may this habit be more successfully encouraged or stimulated than by the study of nature in some of her varied forms. The plant, the flower, the leaf, the seed may help to bring into activity the observation of the child, while the birds, the insects and the rocks call for careful investigation and a skilful use of the eyes.

This work should be begun in the first grades and continued through the entire course. It should not consist of talks and pictures simply, but the specimens should be studied and investigated personally by each pupil.

Do not allow the child to study a leaf or a flower as something apart from the whole plant. Consider it in its relations to its surroundings, and thus bring out its uses and the general plan.

Do not tell the child facts that he can find out. Lead him by wise questioning to see things for himself and then have him describe what he sees in clear and well chosen English. In this way he will add to his vocabulary and thus increase his ability to express his ideas clearly.

Lead the child to observe first the most common objects near him; the trees he sees on his way to school, their leaves, bark and

form. Let him find out the differences that exist and learn to be alert in discovering new facts.

The plants in the home or schoolroom; their form, structure, buds and blossoms; the insects and birds, their habits and uses may form the basis for oral language lessons and will help to awaken the interest and curiosity of the pupils.

Memory gems and selections of poetry may be learned in connection with this work and will be of the greatest value, not only for the benefit derived from the act of memorizing but from the habit formed of associating choice thoughts of great writers with the world of nature.

Let the children plant seeds in bottles in the schoolroom where the process of germination may be noted, and the roots, stem, leaves, bud and blossoms studied.

Observe how the flowers grow on stalk or stem, in clusters or singly. Notice the parts of the flower; calyx, corolla, sepals, etc. Of what use are they? Stories on the subject may be told or read by both teacher and pupils and reproduced by the class.

In the study of twigs notice the parts; the stem, its bark, color, use; the leaf-scars; the buds; where found? the wood; its color, value, use. Scales are covered with what?

Children may become greatly interested in the trees. Lead them to recognize all the different species in their neighborhood and in the town. Have them describe the different parts of the tree; roots, trunk, branches, leaves, their structure and uses, also the varieties they like best and why.

In giving a lesson on the leaf let each child bring in a specimen; examine it closely. Make as accurate a drawing of it as possible. Describe its size, form, color and surface. Name the parts; stem, blade. Parts of blade; base, apex, margin, veins and veinlets; its colors in summer and autumn; its uses, beauty, fragrance, shade, medicinal value etc.

Continue the practice of learning selections and quotations and encourage the children to look for poems on nature. Much of this work may take the form of compositions and as the children advance many will be interested to preserve the leaves and flowers studied, and they may be encouraged to make books in which the written lessons and the poems learned may accompany the leaves or flowers. Much interest and enthusiasm may be aroused in this way.

In connection with plant life some elementary work may be done in the study of the soil; its formation, kinds, composition, value, the crops it will produce, etc.

The most common minerals, such as mica, quartz, feldspar and granite, may be studied so that pupils can recognize them easily and be able to tell their color, degree of hardness and structure; also whether transparent, translucent or opaque; elastic, flexible or brittle; where the specimen may be found; its uses and its name.

Lessons on the birds found in the vicinity of the school should be given. Their color, song, habits, time of departure and return, name, etc., may be learned.

Common insects like the ant, fly, bee and many others afford endless material for lessons both oral and written, and will often prove of inestimable value to the child in leading him to realize the wonders of animal life that he has passed by as too insignificant to notice.

In all this work the great aim of the teacher should be to lead the child to use his eyes to see, his ears to hear and his mind to grasp the little things about him; to be quick to discern what is really wonderful; to contrast and compare rapidly and to realize that he lives in a world of beauty and that he has an interest in learning to appreciate it.

One of the principles of modern pedagogy is that wherever possible there should be direct study of the object itself instead of indirect study through the language of the text-book. Certain departments of nature study lend themselves with special facility to this method. Natural history and mineralogy are among the subjects that train to accuracy of observation. A prominent Massachusetts lawyer said that he felt indignant whenever he thought of the complete failure of his teachers to open his eyes to the attractions of nature.

Many teachers would gladly meet the new demands made on them, but they feel in doubt as to the best methods. The following questions are designed to assist in the solution of the problem. They are intended to be suggestive merely, and are by no means to be copied or used as a whole. Do not go too rapidly; a single question may suggest several others; a little farm well tilled will be more productive than many acres lying waste. It takes time to

acquire and digest knowledge. By the principle of apperception the new truth is gradually assimilated with previous knowledge.

The answers to these questions will be found in books, in conversation with parents and teachers; but, above all, in direct observation of the objects themselves. The questions are largely the result of direct study of nature and they fail of their purpose unless they stimulate to personal research. The teacher who catches the spirit of such works as White's Natural History of Selborne, Agassiz's Geological Sketches, Thoreau's Walden, Burrough's Wake-Robin, Torrey's Birds in the Bush, Bolles' Land of the Lingering Snow, will not go far astray. The excellent text-books now published in the different branches; such books as "Wild Flowers and Where They Grow;" "Our Common Birds and How to Know Them;" "Thirty-six Observation Lessons on Common Minerals," "Seaside and Wayside," will also be found helpful. Above all, however, teacher and pupil must be brought into direct, sympathetic, loving contact with nature. If the eyes are once opened materials for interesting and profitable study will never be lacking. Each recurring season will bring with it new friends and new pleasures.

The value of this work is not to be measured by or found in the answers, but will be dependent upon the power and appreciation that come from the searching, questioning and studying of nature and books and the habits that are formed and the love that is engendered.

ONE HUNDRED QUESTIONS ON THE APPLE.

1. How do apples differ in color, size and shape?

2. Is it any advantage to the apple to be bright colored?

3. Do birds ever eat apples? 4. Do they scatter the seed? 5. Describe the two depressions on the surface of the apple? 6. How many projecting parts on the edge of the depression on the end opposite to the stem? 7. What part of the blossom did they form? 8. What is there at the centre of this hollow? 9. What part of the blossom were they?

10. Describe each layer from the outside to the centre of the apple. 11. How many seed cells in the centre of the apple? 12. Does this number have any relation to the parts of the flower? 13.

Name the parts of the flower from the outer whorl to the centre. 14. What are the separate divisions of each part called?

15. How many parts in each whorl?

16. How many seeds in each cell? 17. Describe the position, shape and structure of these cells. 18. What is the shape of the seed? 19. How many coats to each seed? 20. Name and describe each of them? 21. By what processes do the seed escape from the apple? 22. In what direction does the smaller end of the seed point.

23. How many lobes has the seed? 24. What is the scientific name of these lobes? 25. Are the seeds loose in the cell or attached to it? 26. What is the use of the seed lobes? 27. What can you find between them? 28. From which end does the rootlet proceed? 29. How many leaves has the young plant at first? 30. What are such plants called? 31. Name other plants that have the same number of first leaves? 32. Are these leaves of the same shape as the later leaves? 33. Name some plants that have but a single seed leaf? 34. What are such plants called? 35. From what part of the blossom is the apple formed? 36. Name other plants which have blossoms similar to the apple. 37. Do any of these produce edible fruits? 38. Is the rose apple ever used for food? 39. To what great family do all these plants belong? 40. What is the use of the skin of the apple? 41. What happens if the skin is bruised or cut? 42. How are choice apples gathered? 43. What is the best way to keep them? 44. What are apples used for? 45. How many varieties of apples are there? 46. Name some early apples. 47. How early are they ripe? 48. Name some later varieties. 49. How long will these keep? 50. What causes different varieties of apple? 51. Describe some of the apples you like best. 52. Do apples grow true from seed? 53. How can choice varieties be propagated? 54. Describe the process of budding. 55. How is grafting done?

56. Why does the bud or scion determine the character of the fruit? 57. What are dwarf trees? 58. What soil is most favorable to the apple? 59. What climate? 60. Where are the best apples raised? 61. Which way should an orchard slope? 62. Tell how the trees should be planted, also when, and how near together? 63. How and when should the trees be pruned? 64. Name some of the enemies of the apple. 65. How can these be guarded

against? 66. What animals eat apples? 67. What insects are seen on the apple blossoms? 68. What birds are most often seen in orchard? 69. What good do they do? What harm? 70. How early can the flower buds be seen? 71. Do they ever open in the fall? 72. In what way are the blossoms arranged? 73. When can flowers be picked from the tree without harm? 74. Why do they sometimes thin out the apples when partly grown? 75. What determines the length of stem left on an apple when it falls?

76. What advantage in this definite place of separation? 77. Do the leaves have a similar arrangement for leaving the stem? 78. How are the leaves placed on the stem with reference to each other? 79. How are the branches placed? 80. If you pass a thread from the foot of one leaf to the one next above it on a branch, and so on, how many times will the thread go around the branch before you reach a leaf directly over the first? 81. How many leaves will you pass, counting the first but not the last? 82. Describe the leaf in shape, size and margin? 83. How can you tell the age of the different parts of a branch? 84. How do the two surfaces of the leaf differ? 85. What effect does freezing have on an apple? 86. What part of the apple's weight is water? 87. What are dried apples? Desiccated apples? 88. What are cider apples? Sweet cider? Hard cider? 89. How is cider vinegar made? 90. What fruits most resemble the apple? 91. What kind of wood does the apple tree make?

92. Describe a cross section from the outside to the centre. 93. At what point is the new growth made? 94. What is the color of the bark? Of the new wood? Of the old wood? 95. Describe the root and tell its uses. 96. How does a cross section of a tree tell its age? 97. How old must an apple tree be to bear? How long will it continue bearing? 98. Through what changes does an apple tree pass each year? 99. What is the place of the apple in literature? 100. What did Newton learn from a falling apple?

These questions are intended to be suggestive merely. Similar questions can easily be asked about other fruits. Nature study should open the eyes of the pupils to read the many lessons found everywhere around us.

QUESTIONS ON PLANT LIFE.

I. QUESTIONS FOR FALL STUDY.

1. How many kinds of goldenrod can you distinguish? By what differences do you know them apart? Is there one among them of a creamy-white color? What is the prevailing color of flowers of the later summer? Taking the year through is the same color the most common? 2. When is the cardinal flower in full bloom? In what localities is it found? What color is the fringed gentian? What poem describes this flower? Is the closed gentian found in your vicinity? 3. How many species of Indian pipe are there? What color is it as growing? To what color does it turn after being picked? Where are fall asters most abundant? Collect several species and notice how they differ? Why are they sometimes called frost flowers? 4. What peculiarity in the leaves of the thoroughwort? What kind of honey-suckle has the same characteristic? What are such leaves called? Do you know the Joe-Bye weed or Queen of the Meadow? What color is its blossom? How do its leaves differ from the leaves of the common thoroughwort?

5. What color is the flower of the chicory? What are flowers called that consist of many little flowers standing on the same disc? Does the dandelion belong to this class? Does the dandelion ever bloom late in the fall? What spring flowers can you name that sometimes open in the fall?

6. When does the witch-hazel bloom? When are its seeds ripe? How are they thrown to some distance? How does the jewel-weed or touch-me-not scatter its seed? The pansy? The burdock? The tick-trefoil? The bur-marigold? 7. Describe two or more kinds of evening primrose. How are the stamens arranged in the common evening primrose? Why is an opening left between them on one side?

8. How many kinds of nuts grow in this town? When is the hazelnut ripe? How does its covering differ from that of the butternut? How do white oak acorns differ from red oak? Which one of these matures from the blossom the same year? Which the second year? Does the oak tree have one kind of blossom or two kinds? How long are the catkins of the butternut? Why do they drop off

so early? How are beech nuts protected until ripe? How do squirrels get at the meat of nuts?

9. What are the most valuable wild berries in this State? Make a list of them in the order of their ripening. Is this statement correct in regard to New England: "Edible wild fruits thrive everywhere. The huckleberry, blackberry, and wintergreen are the most valuable." What is meant by the wintergreen? What is its common name in Maine? Do you know more than one kind of wild strawberry? Is the elderberry used as food? 10. How many kinds of wild cherries have we? Which one has its leaves turn to a flaming red in autumn? What maple has its autumn color a bright red? Do you remember the color of its flowers? To what color do the leaves of the red oak turn? of the beech? elm? hobblebush? sumac? Why do the leaves turn? What leaves are earliest in turning? How late is the foliage of the wild rose beautiful? of the low blackberry? 11. What are some of the ways in which the autumn prepares for the coming spring? What plants blossom one year and produce fruit the next? How fully are alder tags developed in the fall? willow catkins? Mayflower buds? In what stage of growth does the hepatica pass the winter? How do trees and shrubs prepare for the winter and the spring? perennial herbs? grasses?

12. Name some of the seeds that are self-sown and that spring up the following spring. What kinds of grain may be planted in the fall and allowed to spring up before winter? What wild plants spring from bulbs that send out new growth from year to year? What bulbs may be planted in the fall for spring blooming? Name some plants that remain green and fresh all winter. What berries are under the snow? 13. How many kinds of grasses can you identify? How many kinds of grain in the ear? How many as separate kernels? How many trees can you identify from a single leaf? (Let this be tried by different persons at an evening gathering or at school by distributing twenty or more different leaves to each.) What is the shape of the seed samara or keys of the maple? ash? elm? 14. How many of our wild flowers can you name by their fruits or seed capsules? What is the appearance of the fruit of the wake-robin? of the clintonia? the baneberry? the jack-in-the-pulpit? the twist foot? What red berries on bushes might be used for ornamentation? what on trees? on a climbing vine? on a trailing vine? What poisonous leaves must you avoid

in gathering autumn leaves? Is it the three-fingered or five-fingered ivy that you can handle safely? How can you tell the poisonous sumac from the harmless?

II. QUESTIONS FOR WINTER STUDY.

1. What are some of the trees that shed their leaves? What are such trees called? If you cut a branch from a tree after its leaves have fallen, how can you tell how many years old its different parts are? how many leaves it had the previous year? how many buds for the next year? how its leaves were placed on the stem? in what winter wrappings the buds are protected? What other points about trees can be studied just as well without the leaves? How many of these trees can you name in their winter form? 2. What are evergreen trees? What evergreen trees are common in Maine? Do these trees ever shed their leaves? With what is the ground covered under pines? What office do leaves serve on the tree? What after falling? How many leaves in each cluster of the white pine? in the red pine? in the scrub pine? Compare the cones on several kinds of trees and see if the shape of the cone has any relation to the shape of the tree. How are the seeds placed in the cones? How are the bills of crossbills fitted to get at these seeds? Are there any cones of which men use the seed for food? What trees have the trunk running continuously to the top? What are the tallest trees in the world? What trees give the greatest extent of shade? 3. What is snow? What is its office with respect to plants? Where does it tend to accumulate? What are some of the weeds whose seeds furnish food for birds? What are the most important kinds of wood for building purposes? for making furniture? for fuel? Why is lumbering carried on chiefly in the winter? Name the kinds of wood in a wood-pile and describe the trees from which they were cut. What kinds are soft wood? hard? Which make the quickest fire? The most lasting? What is charcoal? How prepared? What are its uses? 4. What is the sap of the rock maple used for? Describe the whole process from tapping the trees to the final products. How many kinds of birch trees have we? What uses have been made of birch bark? What kinds of bark are used for tanning? What is the effect on fruit trees if they are girdled by mice or other rodents? Where is the new growth made in the trunks of trees? When will the bark

peel most easily? What trees are most valuable for shade trees? 5. What kinds of fruit grow in this State? Describe each kind so as to distinguish it from all of the others. What are the chief garden vegetables? How are these kept through the winter? When do they produce seed? What bulbs are most suitable for winter blooming in the house? What trees are usually chosen for Christmas trees? What trailing evergreens are also used for Christmas decorations?

III. QUESTIONS FOR SPRING STUDY.

1. What signs are there in the fall of preparation for the coming year? As spring approaches what are some of the earliest tokens of its coming? Where is green grass first seen? Where does the snow linger longest? How early does the skunk-cabbage bloom? Have you ever seen its flower? Where do you find the earliest hepaticas? Which blooms earlier, the hepatica or mayflower? Where do you find the first bluets or houstonias? How are the leaves of the early saxifrage arranged on the stem? Why is the bloodroot so named? 2. What species of violet come earliest into bloom? How many kinds of violets do you know? Make a list of at least five varieties. What garden flower resembles the violet? Does the spring-beauty grow in this locality? What sort of root has the dog-tooth violet or adder's tongue? Is it a violet or a lily? 3. How early does the elm blossom? Which appear earlier, the blossoms or the leaves? When are its seeds ripe? Why are some willow catkins yellow while others are greener in color? Do you find both kinds on the same bush or tree? What are the yellow ones for? the greener ones? When the seeds of the willow are ripe, how are they scattered? What do the alder tags produce? What are the alder cones for? Which remain longer on the bushes? Are both kinds found on the same bush? Name other trees and plants that have two kinds of blossoms. When is the red maple in bloom? Are its blossoms of two kinds?

4. What is the earliest species of buttercups? How many different kinds can you distinguish? What is the tallest kind? What one has the largest flower? What one produces tiny flowers close by the edge of water? What one is white? 5. Examine seeds of morning glories, peas, beans, squashes and describe their coatings, cotyledons, embryos. Plant these seeds and carefully

examine the results at different stages of growth. Describe the seed-leaves or first leaves of maples, beeches, apple trees. Plant corn, wheat, oats, and make a similar study. Do the first leaves from such bulbs as crocuses, snowdrops, tulips resemble plants which have two cotyledons or one? 6. How do the leaves of dicotyledons differ from those of monocotyledons? In which division do you find three-parted flowers? How many kinds of trilliums can you find? Which one has an offensive odor? Which one has delicate purple tracings on its petals? How many parts in each whorl of the flower?

7. What are the four whorls or parts of a complete flower? Name the divisions of each part. What is the office of the two outer whorls? Why are the petals bright colored? What do the stamens produce? the pistils? What are the two parts of each petal? the three of each stamen? the three of each pistil?

8. Study the stages in the life of a dandelion blossom. How long is the stem when its florets first open? What is the condition of the flower just before its seeds have ripened? What changes in the stem and in the stipe of the pappus when the silvery globe is fully formed? What changes have occurred in the involucre in the different stages? What is the form of the corolla in the separate florets? To what great family does the dandelion belong? How does the orange hawk-weed resemble the dandelion? How do the white-weed and cone-flower or yellow daisy differ from it?

10. What is the use of the lip of the lady's slipper? When an insect gets into it, how does he get out? Which lady's slipper has only radical leaves? which stem leaves? Which cypripedium is the most beautiful? where does it grow? when does it open its flowers? Where is the calypso found? Can you name any other orchids?

11. Under what trees is the fringed polygala specially abundant? do you know where the pure white variety is found? Where do you find the twistfoot? clintonia? yellow root? Indian cucumber root? chickweed, wintergreen or star flower? the wild columbine? pitcher plants? the arethusa? rhodora?

12. What month is the month of apple blossoms? of roses? How many sepals, petals, stamens, and pistils have each? In which one of these do the numbers differ? What is the shape of the petals of the shadflower? How many petals has the strawberry blossom? How does it resemble the apple blossom? What part of the blossom becomes the fruit? Can you find the young fruit

in the apple blossom? What parts of the blossom fall off? What parts can be found in the fruit? How are currant blossoms arranged on the stem? Can you find any trace of the blossom in the fruit? How many flowers does it take to produce one partridge berry? Does the berry show this? 13. Are the petals of the sweet pea blossom alike or different in form and size? What is the upper one called? the two sides ones? the two lower ones? Name other blossoms of similar structure. How many kinds of clover can you distinguish? Which of them are of little value in agriculture? 14. Are the petals of the morning glory separate or united? What other flowers resemble morning glories in this respect? What trailing vine has its blossoms in twin hanging bells that are very fragrant? Where do the hare-bells grow? Describe the flowers of the bush-honeysuckle. In the high cranberry how do the outer flowers differ from the inner? Which of these do the flowers of the snowball resemble? Do the flowers of cultivated hydrangeas produce seed? How does the hobble bush compare with each of these? 15. What is meant by cross-fertilization? How are many plants dependent upon insects to accomplish this? How are the anthers of the common sage adapted to this purpose? of the barberry? Study the flower of the iris and tell why the stigma is more likely to receive pollen from a different flower. Can you find any other traces of similar contrivance?

16. Describe two species of wild lilies. Is the water-lily a lily? In what localities is the wild calla found? Where are the real flowers in the Jack-in-the-pulpit? What part of the flower are the four white petal-like leaves of the bunchberry or dwarf cornel? 17. What are feather-veined leaves? radiate-veined? parallel-veined? Name and describe typical leaves of each kind. What are stipules? What are compound leaves? What are the separate parts of a compound leaf called? Name some plants with round stems; triangular; square. 18. From what are flowerless plants produced? Name three or four kinds of equiseta or rushes and shake out the spores from the fertile plants. How large did similar plants grow in the carboniferous period? What are mosses? lichens? fungi? moulds? algae? 19. What three kinds of ferns are called flowering ferns? which of them has the spore-bearing parts only at the ends of the fronds? which for a short space in the middle? which on a separate, smaller, cinnamon-colored frond? Where are the spores in the maiden-hair? in the wood or Christmas

fern? in the common brake? in the spleenworts? in the ostrich fern? in the frost fern?

AN APPLE CENTURY.

ONE HUNDRED QUESTIONS ON THE APPLE.

1. How do apples differ in color, shape, size, taste? 2. Is it any advantage to the apple to be bright colored? 3. Do birds ever eat apples? 4. Do squirrels eat apples? 5. Do these animals scatter the seeds? 6. What coats or substances are there from the outside to the centre of the apple? 7. Describe each of these layers. 8. What is the depression on the end opposite the stem called? 9. How many projecting parts on the edge of this depression? 10. What part of the blossom did they form? 11. Can you find any other part of the blossom in this hollow? 12. How many seed cells in the centre of the apple? 13. Does this number have any relation to the parts of the flower? 14. Describe these cells in position, shape, and structure.

15. Name the parts of the flower from the outer whorl to the centre. 16. Name the separate divisions of each part. 17. How many parts are there in each whorl? 18. How many seeds in each cell? 19. How many coats has each seed? 20. Name and describe each of them. 21. By what natural process would the seed escape from the apple? 22. How many lobes has each seed? 23. What is their botanical name? 24. What is their use? 25. What is the shape of the seed? 26. In what direction does the smaller end point? 27. Are the seeds loose in the cell or attached to it? 28. Is there anything between the lobes of the seed? 29. From which end does the rootlet proceed? 30. How many leaves has the young plant? 31. What are such plants called? 32. Name other plants which have the same number of seed leaves. 33. Name some plants which have but a single seed leaf. 34. What are such plants called?

35. How do the first leaves of the apple tree differ from the later leaves? 36. From what part of the blossom is the fruit formed? 37. Name other plants which have similar blossoms? 38. Do any of these produce edible fruits? 39. Is the rose-apple ever used for food? 40. To what great family do all these plants belong? 41. What is the use of the skin of the apple? 42. What happens

if this is bruised or cut? 43. How should apples be gathered? 44. What are some of their uses? 45. How many varieties of apples are there? 46. How early are the first apples ripe? 47. Name some of the earlier varieties. 48. Describe some of the later varieties. 49. How long will some of these keep? 50. What is the best way of keeping them? 51. How do different varieties originate? 52. Do apples grow true from seed? 53. How can choice varieties be propagated? 54. Describe the process of budding. 55. Describe the process of grafting. 56. Why does the bud or scion determine the kind of fruit? 57. How are dwarf trees produced? 58. What soil is most favorable to the apple? 59. What climate? 60. Name some states and countries where apples are raised. 61. Which way should an orchard slope? 62. How near together should the trees stand? 63. How and when should the trees be pruned?

64. What are some of the enemies of the apple? 65. How can these be guarded against? 66. How early can the flower buds be seen upon the branches? 67. Do they ever open in the fall? 68. How are the blossoms arranged with reference to one another? 69. Under what circumstances can blossoms be picked from a tree without doing harm? 70. Why do growers sometimes thin out the fruit when partly grown? 71. Of what use are the petals? 72. What insect friends has the apple blossom? 73. What birds frequent orchards? 74. What good do they do? 75. What determines the length of stem left on an apple? 76. Is there any advantage in this definite place of separation? 77. How are the leaves arranged on the stem? 78. What connection is there between the arrangement of the leaves and of the branches? 79. If you pass a thread on a leafy branch from the foot of one leaf stalk to the one next above it, and so on, how many times will the thread go around the branch before you reach a leaf directly over the first? 80. How many leaves do you pass, counting the first but not the last? 81. What is the general shape of the leaf? 82. Describe the margin of the leaf. 83. How can you tell the age of the different parts of a branch? 84. What effect does freezing have on an apple and why? 85. What part of the apple's weight is water? 86. What is the difference between dried apples and desiccated apples? 87. What kind of apples are used for making cider? 88. How is cider vinegar made?

89. What fruits most nearly resemble the apple? 90. What kind of wood does the apple tree make? 91. What parts would be found in a cross section from the outer bark to the centre? 92. At what point is the new growth made? 93. What are plants that grow in this way called? 94. What is color of the new wood? 95. What is the color of the older growth? 96. How does a cross section tell the age of the tree? 97. What is the office of the root? of the trunk? of the leaves? 98. What part does the sunlight bear in the growth of any plant? 99. What is the place of the apple in literature? 100. What did Newton learn from a falling apple?

QUESTIONS ABOUT ANIMALS.

1. What is Natural History? What two branches has it? What is the difference between a plant and an animal? Is it easy to tell the difference in the lower forms? Why? 2. In what respect is man an animal? What are some of the varieties of men? How do men differ from all other animals? Name some of the parts of the human skeleton. Name some of the bones of the head; of the trunk; of the limbs. What is the column of bones called which extends from the head through the trunk? Do any other animals have such a column? What are such animals called? What does invertebrate mean? Name some animals that have no backbone. 3. What are milk-giving animals called? What animals have feathers and wings? To what class does the bat belong? What animals have the body covered with scales and creep upon the ground? What changes take place in frogs and toads? What animals have fins, breathe by gills, and live in the water? Name five classes of vertebrates. 4. What animals most nearly resemble man? Describe the gorilla. What can you tell about the sacred monkey of India? Where does the Barbary ape live? Where are the howling monkeys found? How large are the marmosets? How do monkeys sometimes cross a river? In what climate do they live? What are some of the countries where they are found? What is their food? Why are they called quadrumana?

5. What are four-footed animals called? What is the difference between claws and hoofs? What are canine teeth? What are cutting teeth? Grinding teeth? What are animals called that live on flesh? 6. What do seals live on? Where is the fur seal found? How does the walrus differ from the seal? 7. How do the feet of

a cat differ from those of a dog? Name other beasts of prey that resemble the cat. Where do the tigers live? Is it any advantage to them to be striped? Describe the tongue of a cat. Where are lions found? Is their tawny color of any service to them? Tell what you can about the leopard; the puma; the jaguar. How does the wild cat differ from the domestic cat? 8. What animal is most completely the companion of man? Why are there more varieties of domestic animals than of wild? Name different varieties of dogs. In what ways are they useful? What is the meaning of the line, "Like the hare before the beagle?" Where are wolves still found? What wolf story can you tell? Is the fox more like a dog or a cat? Where does the jackal abound? What good does the hyena do?

9. Why does a weasel change its color? Name other animals with long, slender bodies and similar habits to the weasel. Do any of these furnish valuable fur? What animal has a specially offensive odor.

10. Why is the polar bear white? What bear is found in this state? How large is the grizzly bear? How do bears walk? How does the raccoon resemble a bear?

11. What are animals called that chew the cud? How many kinds of camels are there? What good does the hump do? Where is the giraffe found? How many kinds of deer are there in this State? What is the law in regard to killing them? How have the American bisons changed in number? Of what service are the reindeer? How do antelopes differ from deer? What do sheep furnish us?

12. What animals resemble the horse in appearance? Describe the hippopotamus; the rhinoceros. How many species of elephants are there? What do they use the trunk for? Where is the tapir found?

13. Is the whale a fish? Name and distinguish two kinds of whales. What is the largest living mammal?

14. What is the only flying mammal? Describe its wings. Of what service are moles? How many species of squirrels in this State? What are animals called whose teeth are formed especially for gnawing? Name and describe some of these. Why does our northern hare change its color?

15. How do birds differ from mammals? How do they agree with them? How do they differ from and agree with reptiles? Why

are some birds called land birds and others water birds? What are birds of prey? Name two kinds of eagles. Which one is "the American eagle?" Name several kinds of hawks. How many kinds of owls are there in this State? What good do vultures do? Are hawks and owls useful or injurious? Describe the bills and claws of birds of prey.

16. Why are the toes of perching birds long and slender? Why are they placed on the same level? Name some birds that are sweet singers. Name some in which the males are the more highly colored.

17. Name some of the groups or families belonging to the perching birds. Name the birds of the crow family. Why is it difficult to approach crows? How do the blue jay and the Canada jay differ? 18. What are the habits of the fly-catchers? Why is the kingbird an appropriate name for one of them? 19. Name some of the thrush family. Which one is most familiar about our houses? Which one has the sweetest song? Which one returns earliest in spring? 20. What birds belong to the warblers? Describe the summer yellow-bird, the oven-bird, the Maryland yellow-throat, the redstart. How many species of swallows have we in Maine? Describe the nests of each species? 22. What are some of the birds of the finch family? Describe one species, at least, of grosbeaks, sparrows, buntings, goldfinchs.

23. Describe the nest of the Baltimore oriole. At what time in spring does the crow-blackbird return? Where can the red-winged blackbird be found? Tell the story of the bobolink's life. 24. What are the climbing birds? How many kinds of woodpeckers can you describe? Where do they build their nests? Describe the nest of the chimney-swift; of the humming-bird. What color is the cuckoo? How large? What is its note? Where are parrots found? What time of day do you see the night-hawk? When do you hear the whippoorwill?

25. What birds are called scratching birds? In our common fowl how is the hind toe placed with reference to the other three? Where are turkeys found wild? How do the ruffed grouse and the Canada grouse differ? What change of color in the ptarmigan?

26. Do we have any running birds in this country? What is the largest living bird? Is it right to wear feathers on hats? Is it right to use small birds in this way?

27. What water birds may be called swimming birds? What wading birds? Describe the bill and feet of the duck. Name other birds of similar structure. Describe the wing of the gull? How are the feet of the loon and of the grebe placed? How large are their wings? What do they use them for? 28. How long are the legs of the great blue heron? What birds run along the shores of ponds and rivers? What use do the snipe and woodcock make of their long bills? How are their eyes placed? 29. How are turtles protected from their enemies? Where is the vertebral column in these animals? Where are crocodiles found? Where alligators? For what are chameleons noted? Describe the feet of the gecko. How do our snakes pass the winter? Are there any poisonous serpents in this State? When are frogs heard most prominently? What is the water-newt often mistaken for?

30. How are the vertebræ joined in the backbone of a fish? How do fishes breathe? What are some of the most valuable fishes for food? Which of these are found in our lakes and along our coast? 31. What is an insect? Why so named? What does metamorphosis mean? What changes take place in the potato-beetle? Name and describe the three stages in the life of a butterfly, mosquito, moth, and harvest-fly or cicade. How many kinds of bees are there in the same hive? Is the dragon-fly ever harmful? What good do flies do? How was the gypsy moth introduced into this country? How do crickets produce their music? How are the leaf-butterflies protected by coloration? What kind of eyes has the house-fly? What proof do ants give of intelligence? What do walking sticks resemble? What are centipedes? Are spiders ever large enough to entrap birds?

32. What animals are called crustaceans? By what means do lobsters move their claws? How does the acorn-barnacle get its food? What kind of a house does the hermit-crab live in? 33. What are mollusks? How does the clam shell grow? Describe the shell of the chambered nautilus? Who wrote a poem about this shell? How do snails walk? 34. Is the earth-worm useful? For what are leeches sometimes used? 35. Describe the starfish; sea-urchin; coral polyp. How are coral reefs formed? What animals can be seen only with the microscope? What are some of the advantages to be gained by the study of Natural History?

QUESTIONS ABOUT MINERALS AND ROCKS.

1 What is soil? how is it formed? what are the chief parts that compose it? How can you separate the clay and loam from the sand? Do plants if allowed to remain where they grow enrich or impoverish the soil? if removed by harvesting? Where do plants get the greater part of their carbon? What do they take from the soil? Do all plants take the same substances from the earth? What advantage in the rotation of crops? If ground lies fallow does it grow richer or poorer? What should be the effect of cultition on the soil? 2. What is meant by a freshet? At what time of year is one most likely to occur? How does a river at such a time differ from its usual condition in width, swiftness, color? What causes the change in color? Where will the matter thus carried be deposited? Will the coarser and finer materials settle together? What will be formed where the finer materials accumulate for successive years? what where the coarser? Would the sand or clay be carried the farther? What does consolidated sand form? clay? a mixture of the two? What do we call a rock composed of rounded pebbles imbedded in sand or clay?

3. What happens if you stir thoroughly together in a jar of water some clay, sand, pebbles, and allow the whole to stand at rest? Which settles first? next? last? Can you see the different layers through the glass? What do we call layers deposited from water? If a layer consists of several, very thin, successive deposits, what are these parts of a layer called?

4. How are the toys called marbles made? If broken pieces of rock are carried along by water what action takes place upon them? Where can you find pebbles and rocks that show the effects of this action? What is a gravel pit? Where they have been taking away the gravel can you see the materials arranged in layers? Are there collections of finer materials and others of the coarser? 5. How many kinds of minerals can you find in a piece of coarse granite? Do you find one with irregular, broken surfaces, a glassy lustre and harder than the others? Can you scratch it easily with a knife? Will it scratch glass? Do you find another white or flesh color with smooth surfaces in some places? How will you describe the third? Name the three minerals in granite in the order of their hardness. Which constitutes a larger part of its

mass than either of the others? Which one varies most in color? On a knob of granite exposed to rain, snow, and sand blown by the winds, ridges of mica stood up higher than the other materials. How can you explain this fact? How is the sand-blast used for cutting glass? Are softer or harder substances cut most readily by the sharp sand? What are the uses of granite? What state leads in granite quarrying? What is binary granite?

6. What is a crystal? What is the shape of quartz? crystals? What is rose-quartz? smoky-quartz? milky? What color is amethyst? What is the appearance of agates? moss-agates? jasper? onyxes? What are cameos? How was flint used for arrowheads? gun-flints? What are the uses of quartz? What materials are used for making glass? How is window-glass made? plate glass?

7. What are the uses of feldspar? Where in this State is it quarried? What is formed when feldspar is decomposed? From what is porcelain made? the common clay pipes? Why are bricks red? What is the sunstone? the moonstone?

8. What are some of the different colors of mica? Is there any difference in hardness? What is the white or silvery mica called? the black? Which one has a commercial value? Where is it quarried? For what purposes is it used?

9. What rock has the same composition as granite, but has a stratified structure? What is mica schist? What is syenitic granite? What mineral is combined with feldspar to make the rock properly called syenite? What different colors may the feldspar have in syenite? What colors may hornblende have? What is the name of the light-colored fibrous variety that may be woven into cloth? What peculiar property has the cloth made from it? What are some of the uses of asbestus? Where is it found? 10. What is lime used for? What is the difference between quick-lime and slacked-lime? between mortar and plaster? What is limestone? Where in this State is it quarried? How is it changed to lime? What is chalk? Where is chalk obtained? How do letters look through a piece of Iceland spar? How are stalactites formed? stalagmites? Where is marbled quarried in New England? What are its uses? What is the chief constituent of shells and corals? How can limestone be known by the acid test? What is coquina? 11. Is gypsum harder or softer than limestone? Name three varieties of it? What is plaster of Paris? What are its uses? What is the "plaster" used as a fertilizer? Will gypsum effervesce with

an acid? Is talc harder or softer than gypsum? What color is the streak made by it? What different colors has talc itself? What is soapstone? Where is it quarried? What are its uses?

13. What color are garnets? What is their shape? In what rocks are they found? What are they sometimes used for? What is the usual color of tourmalines? How many sided are its crystals and how are they shaped at their ends? What other colors sometimes occur? Where in Maine are choice specimens found? 14. What are the precious metals? Where is gold found? in what different forms? By what simple test with the knife can gold be told from any substance looking like it? Will any acid act upon gold? How can it be dissolved? What are its uses? What color is silver? What acid will dissolve it? What are its uses? Why is not pure silver used for coins?

15. What is aluminum? From what source is it obtained? What is its color, weight, strength, cost, use? Describe lead, copper, tin, zinc in color, source, hardness, weight, use. How does platinum occur in nature and what properties give it special value?

16. What are the three chief ores of iron? What is the color of the streak of each? Which one is strongly magnetic? How is iron obtained from its ores? What states produce large quantities of iron? What are the uses of iron? How does steel differ from iron?

17. What are the uses of coal? What is the source of the energy stored up in it? Where are the great coal beds of this country? What are the two chief kinds of coal? Which is harder? Which burns with a smoky flame? Which kind is most used in our stoves and furnaces? How was coal formed? What plants contributed most largely to its formation? How large are our modern ferns? rushes? club-mosses? How large were those that make up the coal? What is the diamond? graphite? their uses? How do these differ from the various forms of coal? What is charcoal? How is it prepared?

18. What is the origin of slate? its uses? Where in Maine is slate quarried? How does slate differ in hardness? What is clayey shale?

19. What proofs have we of great heat in the interior of the earth? What is a volcano? What are some of the most noted recent eruptions? What is lava? What is pumice stone? how is

it formed? what are its uses? Where are hot springs found? What do many of them deposit? Why?

20. Did plants or animals appear on the earth first? How do the rocks preserve the record of the world's life? What cases can you name to illustrate the preservation of the original substance of plant or animal? of its petrified form and structure? of its cast? of footprints or other traces? What were some of the earlier forms of plant life? of animal life? How do we judge the relative age of different rock? What four divisions are made of geological time? What was the earliest form of North America? What can you tell of its gradual growth?

21. What is snow? ice? a glacier? Where are glaciers now found? How fast do they move? How do they transport rocks? How do they mark the rocks under them? What proofs have we that Maine was covered with ice at the last glacial period? How far south does the glacial drift extend? What traces of glacial action are found on bare ledges? What are moraines? bowlders? horse-backs or kames? Of what are these kames composed? How were the materials composing them transported to their present position? Why are our common bowlders rounded in form? Why is the top of Mount Washington covered with rocks with sharp angular edges?

LIST OF BOOKS FOR USE IN NATURE STUDIES.

Forms of Water, J. Tyndall; In Search of Minerals, T. D. Ansted; About Pebbles, Alpheus Hyatt; First Book in Geology, N. S. Shaler; First Book in Botany, Miss Youman; Story Book of Science, A. B. Buckley; Lessons on Common Minerals, MacLeod; Steps in Scientific Knowledge, P. Bert; Common Minerals and Rocks, W. O. Crosby; Observation Lessons in Common Minerals, H. L. Clapp; My Back Yard Zoo, J. G. Wood; My Land and Water Friends, Mary E. Bamford; Morse's First Book of Zoology; Moths and Butterflies, Ballard; Animal Life in Sea and Land; Little Folks in Feathers and Fur, Olive T. Miller; Butterflies, Scudder; Seaside and Wayside Series; Pictures and Stories of Animals, Tenney.

Birds and Bees and Sharp Eyes, Locusts and Wild Honey, Wake Robin, J. Burroughs; Bird Ways, Olive T. Miller; Little Flower People, Hale; Glimpses at Plant World, Bergin; Leaves and Flowers, Spear; Madam How and Lady Why, C. Kingsley;

Look about Club, Mary E. Bamford; Children of the Cold, F. Schwalka; Child's Catechism of Common Things, J. D. Champlin; Eyes Right, J. Richardson; Commercial Products of the Sea, P. L. Limmonds; Young Folks' Ideas, Uncle Lawrence; Rollo's Philosophy—Sky, Rollo's Philosophy—Air, J. Abbott; Nature Study; The Child's Book of Nature, W. Hooker, M. D.; Sharp Eyes, W. H. Gibson; Nature Stories for Young Readers, Boss; Open Sesame; Nature Myths and Stories, Cook; Flower People, Mrs. Horace Mann; All the Year Round, Strong; Botany Readers, Newell.

BOOKS FOR TEACHERS.

Natural History Object Lessons, Ricks; Object Lessons and How to Teach Them, Ricks; Child in Nature, Frye; Common Things, Allen; Animal Memoirs, Lockwood; Object Lessons in Elementary Science, Murche; Nature Study for Common Schools, Jackman; Natural History Lessons, Black & Carter; Primary Methods in Zoology Teaching, Manton; Lessons in Zoology, Gilman; Native Trees, Russell; All the Year Round, Strong; Guides for Science Teaching; Thirty-six Object Lessons, Clapp.

VOCAL MUSIC.

The major scale, (one, two, three, four, five, six, seven, eight,) is to be sung with the syllables do, re, mi, fa, sol, la, si, do.

Sing easy songs by rote.

Scale practice and songs in the key of C, without skips, by note should be given.

Scale practice, songs and exercises with and without skips, in two and three part measures, introducing quarter and half notes and rests, are to be sung and vocalized.

Names of lines and spaces, pitch names of the scale in nine keys and signatures of the different keys are to be learned.

One and two part exercises and songs in various keys and different kinds of measure, introducing one, two, three and four beat notes and rests, are to be sung and vocalized.

Give exercises and songs introducing sharp four, flat seven, the once divided beat, the twice divided beat and various fractional divisions of the beat.

Use two, three and four part songs and exercises, introducing the different chromatic tones and the bass clef.

Natural, harmonic and melodic minor scales with songs in the various minor keys, are to be sung and vocalized.

Musical characters indicating varieties of time and tone and all marks of expression are to be explained as they occur in the songs and exercises. Constant attention should be given to the quality of the tones.

BOOKS FOR TEACHERS.

Voices of Children, Liebe; Pestalozzian Music Teacher; Quincy Course of Study in Music, Wade.

DRAWING.

Outlines I, II, III, should be followed together. New movements should be taught only when, in teaching II and III, pupils have reached the point at which they are ready to use these movements in their work with the pencil. Take a few minutes for movements each day, just before work with the pencil.

Have pupils use the objects, observe the objects, talk about the objects, draw from the objects. Lead pupils to see, rather than telling them what you see.

I. MOVEMENT EXERCISES.

1. Objects.
   (1) To develop muscles used in drawing and to bring the muscles under the control of the will, thus securing *ease* and *rapidity* of action.
   (2) To secure in the child the power of obeying *exactly* directions.
   (3) To secure exact *class* movement.
2. Position.
   (1) Sit as tall as possible, not resting back. Feet rest easily on floor. Hands rest in lap. Let the word "Position," given as a command, always include these three points.
   When the command "At rest" is given, rest the back against the back of the chair.
3. Movements.
   (1) Position.—At rest.—Position. At rest.—Position.—At rest.
   (2) Position. Right arm extended forward, back of hand up. Fingers separated as far as possible. Hand closed tightly. Fingers separated. Hand closed. Fingers separated. Hand closed. Position. At rest.
   (3) Left hand as in (2).

(4) Both hands as in (2).

[Note 1. Bend the fingers of the right hand so that the nails will rest easily on the desk, no flesh touching. Wrist and arm free. Place the hand in this position at the middle of the left edge of the desk, so placed that if a pencil were held it would be at right angles to a line from the middle of left to middle of right edge. Call this "Position for horizontal line." At the direction "One," carry the hand from this position, in a straight line, to the middle of the right edge.

At the direction "Back," slide the hand to the first position.

At the right edge of the desk, see that the hand is still in such a position that if a pencil were held it would be at right angles to the line. Observe the position of the hand at several points between the first and the last position. Few children are inclined to keep the pencil at right angles to the line drawn, throughout the extent of the line. The object of this exercise is to secure the correct position and movement *before* the pencil is placed in the hand for use.]

(5) Position.—Position for horizontal line.—Position.—Position for horizontal line.—Position.—At rest.

(Repeated only so many times as is necessary for the teacher to be sure that all pupils understand the distinction between the two directions.)

(6) Position.—Position for horizontal line.—One. Back.—Two. Back.—Three. Back.—Position.—At rest.

[Note 2. Support the hand by the *nail* of the fourth finger. Fingers point toward the left. Place the hand in this position at the middle of the far edge of the desk, so placed that if a pencil were held it would be at right angles to a line drawn from the middle of the far edge to the middle of the near edge of the desk. Call this "Position for vertical line." Directions and observations as in Note 1.]

Test pupils by directions similar to (5).

(7) Position.—Position for vertical line.—One. Back.—Two. Back.—Three. Back.—Position.—At rest.

[Note 3. Place hand in position for vertical line at far left corner of desk. Rotate hand on nail of fourth finger toward far edge of desk till in such a position that if a pencil were held it would be at right angles to line drawn from far left to near right corner. Call this "Position for oblique line far left to near right."]

Test pupils by directions similar to (5).

(8) Position.—Position for oblique line far left to near right.—One. Back.—Two. Back.—Three. Back.—Position.—At rest.

[Note 4. Place the hand in position for horizontal line at near left corner. Rotate hand toward the right till in such a position that if a pencil were held it would be at right angles to line from near left to far right corner. Call this "Position for oblique line near left to far right.] Test as in (5).

(9) Position.—Position for oblique line near left to far right.—One. Back.—Two. Back.—Three. Back.—Position.—At rest.

[Note 5. Place the hand in position for horizontal line at middle of right edge of desk. From this position make a curve *toward* near edge *to* middle of left edge. Call this "curve one." Place the hand in position for horizontal line at middle of left edge of desk. From this position curve *toward* far edge *to* middle of right edge. Call this "curve two."] Test as in (5).

In (10) the direction "Three. Back," leaves the hand at the middle of the right edge of desk. At the direction "curve two," pass the hand quickly to position for curve two.

(10) Position.—Position for horizontal line curve one.—One. Back.—Two. Back.—Three. Back.—Curve two.—One. Back.—Two. Back.—Three. Back.—Position.—At rest.

[Note 6. Place the hand in position for vertical line at middle of *near* edge of desk. From this position, curve *toward* left edge *to* middle of far edge. Call this "curve one." Place the hand in position for vertical line at middle of far edge. From this position curve *toward* right edge *to* middle of near edge. Call this "curve two."] Test as in (5).

(11) Position.—Position for vertical line, curve one.—One. Back.—Two Back.—Three. Back.—Curve two.—One. Back.—Two. Back.—Three. Back.—Position.—At rest.

[Note 7. Place the hand at the near right corner in the position described in Note 3. Curve *toward* near left corner *to* far left. Call this "curve one." Place the hand at far left corner in position described in Note 3. Curve *toward* far right corner *to* near right. Call this "curve two."] Test as in (5).

(12) Position.—Position for oblique line near right to far left, curve one.—One. Back.—Two. Back.—Three. Back.—Curve two.—One. Back.—Two. Back.—Three—Position. At rest.

[Note 8. In (13) "curve one" is *toward* far left *to* far right. "Curve two" is *toward* near right *to* near left.]

(13) Position.—Position for oblique line near left to far right, curve one.—One. Back.—Two. Back.—Three. Back. Curve two.—One. Back.—Two. Back.—Three. Back. Position.—At rest.

[Note 9. Position for vertical line at near end of imaginary vertical diameter. Throughout the movement keep fingers pointing toward the left. At direction "One" make movement for entire circle; "Two," second circle; "Three," third circle. Make this a continuous movement.]

(14) Position. — Position for circle.—One. — Two. — Three.— Position.—At rest.

[Note 10. Think line from middle of left edge to middle of right edge. Think the middle point of this line. Think a vertical line through this point equal to one-third of horizontal line and bisected by horizontal line. Use these two lines as major and minor axes of horizontal ellipse. Place hand in position for horizontal line at near end of minor axis, move toward left through left end of major axis, far end of minor axis, right end of major axis, to near end of minor axis. Take this entire movement at count one, repeat at count two, repeat at count three. Make the movement continuous through the three counts.]

(15) Position.—Position for horizontal ellipse. — One.—Two.— Three.—Position.—At rest.

[Note 11. As in (15) fix the four points for the ends of major and minor axes. Counts similar to (15). Hand throughout movement in the position for vertical line.

(16) Position.—Position for vertical ellipse.—One.—Two.—Three. —Position.—At rest.

(17) and (18) Movements similar to (15) and (16) based on the oblique lines represented in (8) and (9).

[Note 12. After movements have been thoroughly taught, several exercises may be combined by omitting the last direction "At rest," and in the following exercise the first direction "Position."]

All explanation to, and criticism of, the class should follow the direction "At rest."

All counts should be given quite rapidly and in exact time.

II. Form Study and Drawing.

1. Objects.—Sphere, cube, cylinder.

(1) Studied as wholes.

1. Moulded in clay.
2. Named.
3. Observation and language exercises.

[Note. Children observe objects and state in their own language facts observed. Ill. The sphere rolls, the cube does not roll. The sphere is round, the cube has flat surfaces.]

4. Moulding of objects based on the type forms.

(2) Studied in parts.

From the objects teach:

1. Surface.—Curved, plane.

[Note. Lead pupils to distinguish the surfaces, but do not teach definitions.]

2. Line.

(1) Kinds.—Straight, curved.

(2) Names of a *line* from its position.

Vertical, horizontal, oblique.

(3) Names of *lines* from their *relative* position.

Parallel, perpendicular, inclined.

3. Angle.—Right.
4. Square.—Sides, corners, diagonals, diameters.
5. Circle.—Lines of, parts of.
6. Cylinder.—Form, number, relative position of basis.
7. Cube.—Form, number, relative position of faces; number and kind of edges; number of corners.

(3) Drawing by Pupils.

1. Materials.—Paper, long pencil, objects.
2. Teach method of drawing square freehand.

(1) Square without diagonals.

(2) Square constructed on diagonals.

(3) Square on equal lines as diameters.

(4) Compare size of squares in (2) and (3).

3. Drill.—Rapid class work on square and circle.

[Note. Object of all drill is to hold the mind to right activity till the correct mental habit is formed. Be sure that each point covered by the drill has been taught, then insist on rapid, exact, class movement.]

4. Round bodies seen on the level of the eye.
5. Circle viewed obliquely in different positions.

(1) Using the circle teach:

1. Appearance of horizontal circle on level of eye—horizontal straight line.
2. Appearance of vertical circle in front of eye—vertical straight line.
3. Appearance of horizontal circle above or below eye—horizontal ellipse.
4. Appearance of vertical circle at the right or left—vertical ellipse.
5. Long and short diameters of ellipse.
6. Method of drawing ellipse with pins and string.
7. Method of drawing ellipse freehand.

(2) Drill.—Freehand ellipse in different positions.

2. Objects.—Hemisphere, plinth, square prism, right-angled triangular prism, equilateral triangular prism, scalene triangular prism.
   (1) Studied as wholes.
   (2) (Other paper.)
   (3) Studied in parts.
   From the objects teach:
   1. Angles.
      (1) Acute. } Oblique.
      (2) Obtuse. }
   2. Triangles.
      (1) Name and distinguish.
      (2) Kinds.

      From size of angles { Right-angled. / Acute-angled. / Obtuse-angled.

      From relative length of sides { Equilateral. / Isosceles. / Scalene.

   3. Rectangle.
   (4) Drawing by pupils.—Different faces of prisms and plinth.
3. Cone.
   (1) Using the object teach idea of cone, base, apex, axis; relative position of axis, base, apex.
   (2) Drawing by pupils from the object.
      1. Facts or working views—freehand.
      2. Axis vertical, base below eye.
      3. Axis vertical, base above eye.
      4. Some objects based on cone.
4. Cylinder.
   (1) Drawings by pupils from the object.
      1. Facts or working views—freehand.
      2. Upright cylinder, upper base below eye.
      3. Upright cylinder, lower base above eye.
      4. Resting on its side, right base left of observer.
      5. Resting on its side, left base right of observer.
      6. Some objects based on cylinder.
5. Oval.—Egg.
6. Spiral.—Shells.
7. Vases.
8. Common objects,—barrel, bucket, etc.
9. Vessels with handles.
10. Objects not symmetrical.
11. Cube in different positions.
12. Objects based on cube.
13. Groups of two objects,—cube with cone upon it, etc.

III. DESIGN.

1. Materials.—Tooth-picks, colored triangles, kite forms.
2. Busy work.
   (1) Arrangement of tooth-picks on desk to form borders.
   (2) Drawings of arrangements made.
3. Class work.
   (1) Divisions.
      1. Marking off equal lengths.
      2. Divisions into halves—fourths.
      3. Divisions into thirds—sixths.
      4. Divisions into fifths—sevenths.
   (2) Drill in rapid freehand drawing.
      1. Horizontal lines, parallel.
      2. Vertical lines, parallel.
      3. Oblique lines, parallel.
   (3) Dictation.—Arrangement of straight lines to form a border.
   (4) Colors.—Teach primary, secondary, complementary.
   (5) Arrangement of colored triangles to cover surfaces.
   (6) Arrangement of kite-forms in form of square.
   (7) Drawings from (5) and (6).
   (8) Dictation.—Arrangement of straight lines in square.
   (9) Memory exercise.—Arrangement of straight lines in rectangle.
      [Note. Place on board very carefully when pupils are not present. Mark it reserved. Call attention of pupils to it, telling them to observe it closely, but give them no directions concerning measurements. Speak of it but once. A few days later, distribute paper, erase the drawing and give 5 to 10 minutes to make a drawing of the one erased.]
4. Materials.—Colored circles and half circles.
5. Busy work.
   (1) Arrangement of circles and half-circles to form borders.
   (2) Drawings of arrangements made.
6. Class work.
   (1) Teach method of drawing a circle freehand.
      1. On blackboard.
      2. On paper.
   (2) Drill in rapid freehand drawing.
      1. Horizontal lines, parallel.
      2. Vertical lines, parallel.
      3. Oblique lines, parallel.
      4. Circle.
   (3) Dictation.—Arrangement of arcs to form borders.
   (4) Memory exercise.—Arrangement of arcs in geometrical figure.
   (5) Teach method of constructing regular hexagon.
7. Busy work.
   (1) Original Design.—Arrangement of circles and arcs in a regular hexagon.
8. Class work.

(1) Teach meaning of repetition, alteration, symmetry.
[Note. Teach symmetry about an axis and about a center.]

9. Busy work.
   (1) Original Design.—Arrangement about an axis.
10. Class work.
   (1) Teach conventionalism.
11. Busy work.
   (1) Materials.—Blank drawing book. Natural leaves.
   (2) Copy in the drawing books the natural leaves. Pupils make their own arrangement of leaves, number and name the leaves drawn.
   (3) Draw on paper conventionalized forms from the natural forms in their leaf books.
12. Class work.
   (1) Dictation.—Arrangement of conventionalized leaf form in square.
13. Busy work.
   (1) Original Design.—Arrangement of conventionalized leaf form in regular hexagon.
   (2) Copy.—Historic ornament containing conventionalized leaf forms.
      1. On blackboard.
      2. On paper.
14. Class work.
   (1) Memory exercise.—Simple exercise selected from historic ornament. Pupils allowed five minutes to reproduce it.
   (2) Design.
      1. Dictation.—Rules of Composition and Progressive Steps in Elementary Design.
      2. Teach principles of design to cover surface.
      3. Dictation.—Wall paper design.
15. Busy work.
   (1) Original Design.
      1. For wall paper.
      2. For oil cloth.
      3. For carpet.

BOOKS FOR TEACHERS.

Drawing Simplified, Augsbury; Chalk Marks for the Blackboard, Augsbury; Illustrative Blackboard Sketching, Hintz: Use of Models, Prang.

GENERAL EXERCISES.

The work covered by the term "General Exercises" should occupy only a few minutes each day yet it may be made of great service in the education of the children.

If it begins when the child enters school and is persistently and intelligently continued through the whole course it may so round and supplement the regular work as to make it reasonably thorough and complete.

As a means of teaching correct English and enlarging the vocabulary, no better opportunity will be afforded.

Conversational lessons should form an important feature and the children may be *taught to talk* while at the same time they are acquiring much valuable information.

In the lowest grades the work should be of the simplest character and should seek to develop ideas of color, size and the simple qualities of objects, such as hard, soft, tough, brittle, &c.

Elementary studies of the human body and lessons on the care of the health, the skin, nails, teeth etc. may be given with much profit.

Review constantly what has been already taught and take up new and advanced topics as rapidly as pupils are ready for them. These new lines may include: Common words often misspelled, more advanced study of physiology and hygiene, the evil effects of narcotics and stimulants, lessons in form, weight, size etc., studies of the growth and structure of plants and animals, study of minerals, drill on the sounds of vowels, diacritical marks and words often mispronounced.

Love of country may be taught by means of patriotic songs and stories, lessons on the flag and the observation of holidays and the birthdays of distinguished men.

Current events and items of interest cut from papers or read from periodicals may be brought in by teacher or pupils. Talks about common things and subjects of interest to pupils may occupy an occasional period.

Reciting quotations and selections learned in connection with the observance of authors' and poets' birthdays with brief accounts of their lives and the books or poems they have written may help to interest the children in good literature. Geographical and historical games will often serve to awaken and sustain an interest in these studies, and facts otherwise difficult to remember may be firmly fixed in their minds by their association with this exercise.

Rapid oral practice in mental arithmetic may occupy a few minutes in the higher grades, while in the lower, making change

with toy money, the use of dominos in forming combinations and number stories may be helpful.

Lessons on morals and manners should occupy some time each week. The conduct of children on the street, in the school yard, in public places, in the school-room and in the home will afford abundant material for many valuable lessons.

These are but a few of the ways in which teachers may help to make reliable boys and girls, good citizens, intelligent members of society and sturdy and healthy men and women.

BOOKS FOR WORK IN PHYSIOLOGY, ETC.

Health for Little Folks; Lessons in Hygiene, Johonnet and Bonton; Our Bodies and How we Live, Blaisdell; The Child's Book of Health, Blaisdell; Child's Health Primer; Hygiene for Young People, Stowell; Primer of Health, Stowell; A Healthy Body, Stowell; The Essentials of Health, Stowell; Anatomy, Physiology and Hygiene, Tracy.

MISCELLANEOUS BOOKS FOR TEACHERS.

Kindergarten Stories and Morning Talks, Wiltse; Temperance Teachings of Science, Palmer; Primer of Ethics, Comegys; How to Teach Manners, Dewey; Ethics, Dewey; How to Get Strong, Blackie; Teaching Patriotism, Black; Ethics for Young People, Everett; Topical School-room Questions, Simpson; Queer Questions and Ready Replies, Oliphant; Morals and Manners, Gow; Talks about Common Things, Hussey; How Shall My Child be Taught, Hopkins; Observation Lessons in the Primary Schools, Hopkins; Simple Experiments, Woodhull; Home Made Apparatus, Woodhull; Devices, Shaw; The Place of the Story in Early Education, Wiltse; Exercises on the American Flag, Winthrop; Exercises for Arbor Day, Willis; Exercises for Washington's Birthday, Winthrop; Teachers' Help Manuals, Eaton and others.

BOOKS FOR TEACHERS IN PHYSICAL CULTURE.

Progressive Gymnastics, Days' Orders, Enebuske; Handbook of School Gymnastics of the Swedish System, Baron Nils Posse; Out-Door Papers, Higginson; Light Gymnastics, Anderson; Gymnastic Cards of the Ling System, Morse; Swedish System of Educational Gymnastics, Hasting Nissen.

ENGLISH IN THE KINDERGARTEN, RURAL, PRIMARY AND GRAMMAR SCHOOLS.

The papers given below were read before the Cumberland County Teachers' Association at its annual meeting in 1895. The teachers of the State, who are desirous of knowing the latest and best thought in this important subject, will do well to read and study these papers until they have evolved a system of instruction in this branch that is superior to their combined wisdom.

Miss ABBY N. NORTON, Portland.

The kindergarten claims to keep in view always the threefold nature of the child, and to build up character through right training and exercise of feeling, thought and will. This certainly was the high aim of its founder; and every kindergartner, if she be true to her calling, is working for the full, free expression of the life of her children, that, through expression, the life may grow toward completion. The children come to the kindergarten with an abounding vitality that seeks expression both in action and speech. To direct this activity into right channels for fuller development, to help his speech to become accurate, correct in its forms, and as far as may be, beautiful, is the work of the teacher.

What special advantages does the kindergarten possess for language training? It has one advantage over the home in enlarging the environment of the child. Language we say is expression of thought. But impression must precede expression. The kindergarten by adding to the experiences of the child, placing before him new objects for his observation, bringing him into relation to more and different individuals, increases by so much the impressions and ideas of the child, and by giving names to the new objects adds to his vocabulary.

As compared with the school, the opportunity for free, spontaneous expression which is given during the early morning conversations, as well as in the gift lessons, is much greater than in the *average* school, owing in part to the *lesser* number of pupils in the care of one teacher, and in part to the fact that the interests appealed to are in close relation to those which have already been in some measure aroused at home.

The form of the language training is as varied as the life of the kindergarten. It is given largely through suggestion, as in the substitution of "I have" for "I've got," "is not" or "isn't" for "ain't," together with correct forms of plural and in the songs and stories he is furnished with correct models easily memorized. The value of the song is great in this direction, much greater now than in the earlier days of the kindergarten in this country. Fifteen years ago the only song book for kindergartners published in this country was a translation of Froebel's Mother Plays. The book, in the original, is full of poetic thought, but the translation was so close to the German in form and expression, and the philosophy of the book so poorly understood, that but little use was made of it. Instead, a small collection of songs in manuscript was copied by each student, and used by her afterward in her kindergarten. Now there are several fine song-books containing choice selections both of music and verse, with a range of subjects covering the life experience of the child. Perhaps I ought to say that many of these songs are free renderings of Froebel's originals. They include hymns, nature songs, songs for various festivals like Thanksgiving, Christmas, Easter and birthdays, patriotic songs as well as those connected with the various games of the kindergarten. Among the writers are found the names of Celia Thaxter, Lucy Larcom, George Cooper, Mary Mapes Dodge, Emily Huntington Miller, Kate Douglass Wiggin and others of acknowledged merit. Before teaching a new song the whole subject is freely talked over with the children, and often by skilful questioning the kindergartner draws from them the very words of the song.

In like manner the story, a weekly and in some cases an almost daily feature of the kindergarten, through its variety of style, unity of thought, and spontaneity of expression, begets in the child the orderly thought, the clear vigorous expression, and the ability to arrange his thought in a true sequence. This result is secured by the custom of allowing some one or more children to retell the story which has been previously told by the kindergartner, when the individuality of the children appears in the various points of interest emphasized by each. The children too have their own stories, and their own appointed time for telling them, and usually their home experiences form the basis of their stories. Or it may be a story of some small possession like "I have a little kitty at home,

it's a yellow kitty, and it plays with me" given by one of the youngest children soon after his entrance into kindergarten.

The work at the table with the gifts is another exercise in language training. The child uses the playthings or gifts in orderly play and through his play becomes familiar with the different qualities of matter, such as form, size, color, number and weight. He perceives that his ball is round and red, he compares it with other round and red things, and abstracts the color or form, so that henceforth he knows and applies rightly the terms. He moves his ball up and down, right and left, back and front, round and round, and describes what he has done, so learning correct words for movements in space. He describes the action of the ball as he makes it hop or fly like the bird, swing like a pendulum, or spin like a top. The wooden sphere, cube and cylinder, the type forms are then given him for like play, and the points of resemblance and differences noted. Later, in his building with the cubes, or laying forms with his tablets or sticks, he is sometimes allowed to direct the work of the class. And here the exactness and definiteness with which he has described the object, are of use in directing the movements of the cube, so that every child may understand just which of the eight cubes to move, and where to put it. Not only are the gifts thus minutely described, but every object which is brought into the kindergarten to illustrate the thought of the day, receives the same attention, and its relation to the child's life made clear.

Nothing has been said of the games and occupations. These are mainly valuable as a means of expression in action of the life and thought of the child, but are by no means valueless in the opportunity they give for verbal expression. The description given by the children of the finished work, and of the steps in the process, reveals to the kindergartner the limitations of the thought or speech of the children, and enables her to give needed suggestion.

Briefly then, the kindergarten, through the opportunity it affords for spontaneous self-expression, under careful supervision, leads the child to form habits of speech that are graceful because so perfectly natural, and it also gives him the choicest models of language adapted to his comprehension.

Miss NELLIE L. CLOUDMAN, Teacher in Gorham State Normal School, (Model School Dep't.)

A very large part of kindergarten training is directed toward the attainment by the child of the power of expression. All the games, the gesture-songs, the play and work with gifts and occupation, are fitted to lead the child to expression, that he may not be thrust back upon himself because he lacks the means to bring himself into touch with his fellows.

Language, while it is by no means the only mode of expression, is certainly the most important one, for ordinary human beings.

One of our foremost educators says "The conversational spirit is the only right spirit for the schoolroom." It is hardly practicable to encourage free conversation in a primary school of fifty or more pupils, but it can be done in the kindergarten.

We begin to cultivate the pupil's power of expression in good English with his first day in kindergarten.

"Would you like one of these balls, Frankie?" says the kindergartner to the new pupil. Frankie nods. "Yes?" inquires she. He nods again. "Yes?" she persists. "Yes," he answers, wondering, perhaps, that she could not understand the nod. But his education in the use of English has begun.

Then every incentive to speech that can be, is given him. He has companions who talk to him, and who are interested in his employments, the kindergartner being one of them. They tell him what they are doing. They like to have him tell them what he is doing. The kindergartner is always there to help him. If he says "I haint got no more blocks," she will say, "You haven't any more blocks?" If he doesn't realize that this is a suggestion, and says the same thing again, next time she will say "You mean 'I haven't any more blocks,' can't you say it in that way?"

Of course he learns to say it as she wants him to say it, because he gets the blocks so much sooner, if he speaks correctly at first; and as soon as he begins to speak correctly he helps make correct speech the custom among the children of his acquaintance.

The kindergarten cannot make good English the mother-tongue of some of its pupils. If the language of the home is slovenly and uncultivated the children will use that language when they are at

home. But we can make correct English a spoken language with them. We can, to a great extent, make it their language of thought by causing them to use it during those hours of the day when they are thinking most. And, like people who speak both French and German but think in one, the language in which they think will become the more natural to them.

As for developing a love for good reading, of course our work must be indirect, since the children are not able to read at all, but we can teach them to appreciate some good things. We can make them love pure, simple childlike stories; we can teach them a few beautiful poems; we can acquaint them with some of the myths and wonder stories of "The days when the earth was young."

Miss ADELLE HODGDEN, Teacher, Yarmouth Public Schools.

The greatest service of the school rests in its power to develop the higher and nobler side of individual character and ability.

Unless we influence the soul, the will, the *love* of the child, our work is imperfectly done.

We must *know* our little folks, and knowing means more than learning their names and whether they are bright, or dull.

In no better way can I learn the children than by a weekly walk with them. The open country, parks, and streets are full of objects and experiences which serve as material for the first language lessons.

I question them, and have them question me, and at the next school session have the story of the walk told by the younger pupils, and written by the older ones. The language is carefully corrected if found incorrect. School life is too short for anything but the best, and the real world literature makes better story material than anything else.

Dear Miss Poulsson who has written so many stories for little folks and taught us a great deal, says, "In your stories for children portray *good* rather than *evil*, *life* rather than *death*, *joy* rather than *sorrow*."

For first grade, stories with strong outlines are needed, stories in which thoughts and events stand out clearly, so clearly that they *can* be stated in a few words if necessary. These are the tales which children can most readily tell in chalk, sand, clay, and language.

The teacher must adapt herself and the lesson to the moods of her pupils.

A carefully prepared morning talk must often be changed at a moment's notice. For instance, last week I thought to have for my language work a lesson on squirrels. When the time came for the talk the beautiful large flakes of snow were floating lazily down, and seeing glances in the direction of the windows I at once changed my subject and told them how Jack Frost and North Wind went up to see the gray clouds. North Wind blew his whistle and out came the little raindrops, that had been fast asleep in the clouds, but were now ready to go down to the earth.

Jack Frost is watching for them; and as fast as they come out of the cloud, he says: "Don't you want to wear your white dress this time?" Of course each little raindrop wanted its whitest gown so Jack Frost touched it and this funny little raindrop, instead of shrinking together as we do when we are cold, stretched out till it was not round any more, but long and thin, and hard like a needle; and that is just what it was, a little ice needle or crystal.

As it went on falling it met another just like itself. The second one said: "Little Ice Needle where are you going?" "Down to the earth to see what good I can do." "I'll go, too," so the second needle joined the first, and they fell together.

Soon they met a third who wished to join them; and then a fourth, and then another and another who joined them.

Then there were six little ice needles, falling together, and they had a new name—"Snowflake."

I then questioned them on the uses of snow and brought out; "It keeps the plants warm all winter." "To slide on." "To make snowballs." "To build a fort," etc.

Then I asked if the snow always looked the same and drew forth as some of the differences, the drifts, the crust, and that "sometimes it is so dry it won't make snowballs," and "sometimes it shines." This was followed by two or three short stories from life by the children.

I often have stories told from pictures, but usually make my pictures upon the blackboard with colored chalk, as it is difficult to get just the right representation of the subject to be taught.

Then we have shopping trips to the grocers, the market, and the dry goods stores; one child acting as clerk and another doing the buying.

These are often quite complicated as we use round tins and paper for money.

I am careful to have them make complete sentences in questions and answers.

Finger plays are a great help. I select almost wholly from song books of Emilie Poulsson, Harriet S. Jenks and Clara Beeson Hubbard.

Guessing from description will not only enliven a recitation, but will fix the similarities and differences of objects as well as quicken the observation and power of description.

Short gems of poetry and prose are taught. The use of the capital at the beginning of a sentence and for names of persons, and places; the use of the period and question mark; and of the comma after a series of words in the same construction. (I bought butter, eggs, cheese, etc.) Also, the use of nouns to denote more than one object; the use of the correct form of the verb with a singular and with a plural subject, and the correct punctuation of letter headings.

As soon as possible I have the children keep a little record book of all the new words learned in each lesson, and they copy their stories into the same book.

These stories may be told by pictures, as well as written words, and will often have a great deal of what artists call "action."

In the beginning, corrections of language must be made with great caution; they must be few and not too strict, lest the new pupils grow nervous and reticent.

If reasonable liberty is allowed in the expression of thought you can lead your pupils to accept without embarrassment corrections made as to the words and terms they use and the defects of their articulation and pronunciation.

Thought is not clear or perfect until it has been expressed in clear and perfect language and just as far as we succeed in making our pupils use correct, concise, and choice language, just so far will we render their thought clear, logical and exalted.

Exalted thought is exalted sentiment and by good language we lay the foundation not only of exalted thought, but also of exalted moral principles, which ought to be the aim and end of all education.

Miss MABEL A. KENNEY of the Portland Normal Training School.

I teach a class of forty children in their fifth year of school. Twenty-five minutes are devoted each day to the exclusive teaching of language in this grade.

When the children come from the fourth grade, they are able to talk in sentences, having been constantly drilled in this for four years, and they, also, have a fairly correct idea of writing sentences, their training in this direction extending over two or more years.

In teaching good English, I aim always to use correct language in the school-room. Like all mortals, I may often fail in this, but we all know that good example is essential in teaching this branch more than any other. Experience teaches us how much good language depends upon early influences. Those who have tried to overcome the habit of using incorrect language, which has been formed by pupils in their early home life, must realize the importance of good models. Care should be taken to correct all ungrammatical expressions used in the school-room, whether heard in conversation or in the recitation of any lesson.

During the first of the term, and often afterwards, I use dictation exercises for the purpose of teaching the proper use of capitals and punctuation marks, as well as the correct form of writing a letter. The dictation is written on the board before school and covered with a curtain hung for that purpose. After it has been dictated the children exchange papers. The curtain is then drawn, and the papers are corrected from the blackboard. The reasons for using certain capitals and marks of punctuation are given orally by the class, who are quite interested in correcting the mistakes of others. By having such work done in the class, the children are not only drilled in finding their own mistakes, but much time is saved for the teacher, who might spend, in the examination of these papers, hours which could be more profitably employed in the preparation of other work for the school or in self-improvement.

Children constantly fail in the use of irregular verbs, especially those children who are allowed to use incorrect language at home. We always have with us the boy who "has broke" his pencil, or the girl who says, "I give you my book." For drill in the correction of such errors I use various action lessons. Passing a pencil to Henry I ask, "What am I doing?" "What did I do?" "What

have I done?" The answer to each question is, "You are giving Henry the pencil." "You gave Henry the pencil," and "You have given him the pencil." Then follow similar questions in regard to other irregular verbs, the children in answer to each question describing a certain action done in the class. For written drill in the same work elliptical sentences are given, in which the blanks call for the use of a particular form of an irregular verb.

Another prominent mistake in the language of children is the incorrect use of personal pronouns. A very good drill to aid in the correction of this fault is to put on the blackboard work of the following kind: "It is I." "It is she." "It is he," etc. Then have the children repeat the same until they are familiar with the correct form.

Constant drill in the use of adjectives is of the highest importance. The average person fills his conversation with too strong adjectives. How desirable then is it that we teach children not to be careless in the use of this part of speech. If we can accomplish this, we may do away with many "awfuls," "terribles," "lovelys" and "nices." Frequently lists of adjectives are put on the board, and the children required to apply them to familiar objects. Comparison of adjectives may be taught concretely, using objects to which the children apply the descriptive word. Take several pencils; show a short one to the class, a shorter one and the third the shortest of the three. In the same way any convenient object in the room may be used.

Adjectives are often used for adverbs, and the use of the latter should be impressed upon the children. The proper use of adverbs may be illustrated by action lessons.. I ask a pupil to walk to the desk and by questioning obtain from the children how he walked, as softly, slowly, or quickly. From other actions performed in the class, children become familiar with most of the common adverbs.

Miss Arnold, in her "Waymarks for Teachers" has some suggestions for lessons in fixing correct forms of expression. One of these exercises will be of use to us in getting rid of the double negative which is such a favorite with children. The teacher asks the pupil to lend her a knife. The child replies, "I have no knife." The teacher asks many other questions calling for negative replies and emphasizes the correct form until the children are accustomed to its use.

It is not enough that we give occasional lessons on these different word-forms, but it is also well for us to make a note of all errors in expression heard in the school-room, and set aside certain language lessons for drill on these forms.

We should aim not only to teach the expression of thought in correct language, but it should be our object to secure fluency of expression. Lessons from pictures aid in obtaining both correctness and fluency. The right use of them trains the child's powers of observation, as well as his power of expression.

In the description of a picture it is necessary that we select one which will be interesting to the class. Then we should arrange our questions in such a manner as to call for an orderly description. In the *Primary Education* for November there is a very good picture which I have used. I arranged my questions in the following order:

Whom do you see in the center of the picture? Where is he sitting? How is he dressed?

Whom is the man holding on one knee? What is the little child doing?

On the opposite side of the old man what do you see? What kind of a dog is it? What is he doing?

Who is standing in the doorway of the cottage? What is she doing? What do you see in the background?

I obtained this description from the children:

"In the center of the picture I see an old fisherman sitting on the front steps of a little hut. He has on a loose blouse with a handkerchief round his neck. He has an oilskin cap on his head and he also wears thick leather boots that reach above his knees.

"On one knee he is holding a little girl who has a black puppy in her arms. On the opposite side of the man sits a large Newfoundland dog gazing at the child.

"In the doorway of the cottage stands a woman looking at the baby. I see some stone steps and the sails of two boats in the background."

One lesson was spent on the oral description, and at the next language period the children wrote the description from the outline on the board. One of the most important results of these orderly descriptions is the habit of orderly thinking which is formed.

After the children are able to write good descriptions they may then write imaginary stories from pictures, aided by the teacher's well arranged questions.

In all language lessons, oral work precedes written, as it is necessary for a child to be able to express his thoughts in clear speech, before he attempts to make them known on paper.

The reproduction of stories, read or told by the teacher, helps the child to better express the thoughts of others in his own words. A fable or a short story with a good moral lesson is selected and an analysis of it put upon the board. After the story is read to the class, the children tell it, guided by the outline on the board which indicates the sentences and paragraphs. Having been drilled in talking the story, they are able at the next lesson to write it. Another lesson may be profitably spent in the correction of this story. If a pupil reads aloud what he has written, he will often discover his errors in construction, as a mistake frequently strikes the ear when it does not the eye. For example, a child who had begun nearly every sentence in a composition with the word "then," soon saw his mistake when he read it aloud.

Pains should be taken to increase the child's vocabulary, by suggesting better words to him than he may himself have chosen.

Among the subjects from which language lessons can be selected are geography, nature work and the reading lesson. The children may write imaginary journeys, visits and short descriptions of flowers, plants or minerals, in each case being directed by the teacher's questions. The closer we connect the written work with the regular recitations of the class, the more practical will the language lessons become.

The recitation, outside the regular language lesson, which helps the most in thought-getting and in the power to express that thought well, is the reading lesson, especially that reading done silently by the child and reproduced in his own language. We set aside certain reading periods, in which the pupil studies the lesson and then tells in his own words what he has read. In order to tell in one's own language what has been read, a person must comprehend the thought. By this exercise in silent reading, children are taught to think for themselves, and as much of the reading done after leaving school is done silently, it is important that we give practice in this habit that it may be formed in school days.

This brings me to the second part of my subject which treats of what I am doing to develop in children the love of reading good literature.

A child must learn to love good reading by practice in good reading. It should be borne in mind that during these early years of his training the pupil is forming habits of reading and of thought that will either aid him for the remainder of his life, or that will, later on, have to be overcome with great effort.

We have on our program ten minutes each day, which we devote to the teaching of memory gems. By the teaching of poems one of the best opportunities is given us to create in children a love of good literature.

During the memory gem time, such poems are taught as Longfellow's Village Blacksmith, Arrow and the Song, Day is Done, and My Lost Youth, which every Portland boy enjoys. Children love the story of Barbara Frietchie or of Paul Revere's Ride, and they appreciate the wit in Holmes' Last Leaf.

It is well to teach certain poems in their season, Helen Hunt's October and November, and Whittier's Corn Song for the autumn days, and parts of Snow Bound for winter. "When beechen buds begin to swell" we have Bryant's Yellow Violet and Wordsworth's Daffodils; then in June there is Lowell's Day in June.

The method of teaching a poem depends upon the character of the poem to be taught. In some cases it is better that the whole poem be given to the class and then studied, while in others that are longer or that lack unity, only a part need be read at one time and studied. When it is necessary for the child to have the whole conception before he can well understand a part of the poem, the first method is better. Longfellow's Cumberland should be taught in this way. In purely descriptive poems as Holmes' Last Leaf, one stanza may be studied before the class has heard the whole poem. A little explanation will suffice in teaching some poems, while in others it is essential that more attention be given to details.

In teaching an historical poem like Longfellow's Cumberland, a short historical introduction is needed. This should include a brief talk about the Civil War, its date, combatants and cause. The location of the poem should be understood by the class, and the new words explained. In the introduction nothing ought to be told that can be learned from the poem. Enough must be given, however, to interest the class in the poem and in outside reading on the subject. The child should not be told who was victorious,

on what day of the week the battle took place, nor of what the vessels were made, for he can learn these points from the poem itself. Neither should he be told the fate of the Merrimac in its conflict with the Monitor; that may be left for outside reading.

In teaching all poems we have an excellent opportunity to train the child's imagination and his power of expression. From the word picture, he should form a mind picture which he should be encouraged to describe in his best language.

There is not time, as our programme is now arranged, for children to learn a great number of poems, but we can make them familiar with many more than they memorize, by often reading some of the best to them. They will listen attentively to the Pied Piper of Hamelin, Horatius at the Bridge or the Inchcape Rock.

Children should know the authors of their literary gems, especially the American writers. In the fifth grade they can learn the home of the author and some interesting facts about his life. If they become acquainted with the standard writers in school, they will be interested in learning more about them out of school. It has been suggested to me, that we never allow a lesson to be read from the reading book where the author, if a noted one, is mentioned, without saying something about that writer.

It has been estimated that one-half of the children throughout the country leave school at the end of four years and three-fourths of them at the end of five years. This being a fact, it is important that the love for reading good literature be developed early. Where reading books of history can not be obtained, the teacher may read short stories of American History to the class and thus create a taste for history. Miss Pratt's Colonial Children and American History Stories are very good to read to a class in the fifth grade. If, after a story is read, it is told by the child in his own language, he not only gets a knowledge of history, but he increases his ability to interpret thoughts and forms a habit of reading good literature. For home reading the teacher can suggest such books as The Bobbin Boy, Printer Boy, Blue Jacket of 1812 and Boys of '61.

Something may be done toward directing the future reading of pupils, by means of the geography recitation. After studying a subject or country, interest in that subject may be aroused by reading journeys or short descriptions that are adapted to the class. I find King's Geographical Readers and Dunton's World and its People helpful, especially the third and fourth books of the latter

series, which deal with Our Own Country and Our American Neighbors. For home reading children are interested in Mary Mapes Dodge's Hans Brinker, and in the Jane Andrews' series which includes Each and All, Seven Little Sisters, Ten Boys and Stories Mother Nature Told her Children.

The above-named books we have in our school library, from which the children are allowed to take a book once a week. In the library are Louisa Alcott's books, Grimm's Fairy Tales, Glance Gaylord's Gilbert Starr, Culm Rock and many more wholesome books for child literature.

A certain period should be reserved each week, in which the class talk about the books they have read from the library. This encourages them to read more carefully than they might otherwise do, in order that they may tell what they have read. It is good practice to have them try to find in every book a friend whom they would like to know, and to give reasons why they like that character.

I have tried to give you a comprehensive idea of what I am doing and shall do this year in my class, to teach the use of correct English and to create a love for good literature.

The first requisite for a successful teacher is that she shall be interested in what she is trying to teach. If she does not always use good English herself, she must not expect it from her pupils. If she does not love to read good literature herself, she cannot develop a love for it in her class. She should confine her reading wholly to good authors, and endeavor to make herself familiar with their personality, as well as with their writings. If she makes herself an enthusiastic lover of good literature, she can hardly fail to impart some of that enthusiasm to her pupils.

A recent writer says, "The teacher must possess culture as well as knowledge of books; he must know literature from having felt its power in his own life and be able to communicate this to the children."

E. E. PARMENTER, Principal North School, Portland.

An error of the past has been to give to instruction in each subject found upon the common school curriculum a limited period, and to touch upon that subject at no other time and in no other connection. It is a comparatively modern discovery that the entire time in school is given to them all. The old style school-reader is a thing of the past and serves a partial illustration of the point at issue. It has been replaced by series of historical, geographical, and literature readers. While learning to read, the pupil is acquiring knowledge in history, geography, literature, and in language.

Language, both oral and written, should be made a prominent feature in connection with the other subjects of the common school course.

Both silent and oral reading provides opportunity for frequent oral and occasional written reproductions. It also provides, as a means of review, abundant examples of the use of capital letters and of such punctuation marks as the pupil may be expected to know. Tests of the pupils' observation and ability in spelling may be given in this connection, by selection of words from the text previously read by them. Reading, of itself, should aim at securing good expression, distinct enunciation, proper inflection, and the gaining of the thought of the printed page, rather than at elocutionary effect. The reading matter should be of such a character and the exercise should be so conducted as to contribute to the cultivation of a liking for high class literature. The possession of a school library, the books of which have been judiciously selected, may be made a powerful ally in this direction.

History and geography as now pursued in our grammar schools, recitations being substantially topical, are made of great value, as contributing to easy and ready expression of thought. Topical recitations encourage thought, and the thoughtful pupil soon learns to improve his manner of expression. These subjects are especially valuable as provided interesting topics for written reproduction.

It is important that pupils be taught to express themselves correctly in written as well as in oral form. Oral language can be developed in the great amount of school work that must of necessity be carried on orally. Written work is given a prominent place in the language lesson proper.

Correct written work requires correct spelling. Spelling, therefore, is made of prime importance in all our written work. Lessons in spelling are made up of lists of words found in the pupil's work in arithmetic, history, geography, grammar, reading, and are made both oral and written lessons. Thus do pupils become the better acquainted with the words they need to know, and when called upon to embody them in a test or other written work, they are the better prepared to do so. Sentences containing the words of the spelling lesson are sometimes dictated by the teacher, and serve as a lesson in spelling and a lesson in dictation, as well. Frequently two or more words of the spelling lesson are given at once and the pupils are required to frame a sentence containing these words.

In several classes short daily compositions are required, the pupils having ten minutes in which to write upon some familiar subject on which they are supposed to be able to express themselves. These subjects may be selected from interesting topics in history or geography, from a book recently read, or from topics of general interest. Interesting and creditable compositions have been recently written upon such subjects as "Our School," "One Woman in England," a reproduction story from "Our Dumb Animals," and "The Coffee Plant." In the case of the subject last mentioned the pupils had the plant before them and knew of the circumstances connected with the obtaining of it. Each pupil wrote the story of the plant's history, telling the story in the words of the plant. The compositions above referred to were written by pupils of the third and fourth grades.

In language work it is important that pupils appreciate the meaning of the words they see, hear, and use, as well as know how to spell such words. Frequently a lesson in spelling requires the writing of a short definition of each word of the lesson. Teachers encourage their pupils in the use of the dictionary to ascertain correct definition, pronunciation and spelling of words about which they may be uncertain.

CHARLES W. WENTWORTH, Principal Bridge Street Grammar School, Woodford's.

The manner of conducting the recitation in reading varies; it may be that the class is told to read one or more paragraphs silently, then some one is called upon to tell in his own words as much as he can about it.

Often the entire selection may be read silently, then different pupils asked to tell about what they have read, suggestions being made as to leading thoughts expressed by the author so as to cover the ground substantially.

I try to use readable and interesting matter, and strive to awaken an interest in what is read by asking pupils to give back to me in their own words the leading thoughts, suggesting that it is very desirable that we possess a variety of ways for expressing the same thing, and that another's expression, though not like ours, may be correct.

Among the works read are Washington Irving's "The Voyage," "Rural Life in England," "The Country Church," "The Angler," "The Stage-coach," "Christmas Day," "Westminster Abbey" and other essays from "The Sketch-Book;" Hawthorne's and Shakespeare's works in the "Riverside Literature Series;" "Three Boys who Lived in the Road from Long Ago Until Now;" the "Youth's Companion Series," including "The Orient," "Japan," "China," "Constantinople," "Benares," etc. The matter read, and the manner used in dealing with it aims first, to secure thought; second, power of expression.

While the lesson from the spelling-book is not the only means I use to teach spelling, yet it is the principal means, and, in my judgment, a very effective one. I think I am willing to declare myself as agreeing with the late Gen. Benjamin F. Butler as to the efficiency in a well-studied spelling-book to enable one to spell, and going further, say that I believe it may be effectively used to teach expression.

I make use of it in this way: The lesson is intended to contain from twelve to fifteen words generally understood in meaning, in their various associations, and from five to eight new words, usually not more than five. Pupils must be able to give the meaning of the new words, and then words must be framed into sentences.

This brings into notice a great variety of statements, and serves to teach the use of the word in different associations.

There is not so much difficulty with text-books in grammar as with the methods used in teaching them. It is indispensable that we have a very abundant supply of matter in the grammar of our language; but because this stock is at hand it does not follow that it must be in constant use, any more than do the exhaustless contents of the Century Dictionary or of the Encyclopædia Britannica enjoin upon us their complete mastery.

The part which I allow technical grammar to occupy in my teaching is largely that of a reference book, while pursuing language study. That is, I do not demand of my pupils more than experience with, and observations of good English scholars generally, teach me, that they possess, viz., familiarity with principles, and a knowledge of where to find readily authority for dealing with the more difficult applications. Continual practice in speaking and writing develop power of expression, the grammar being brought in afterward to systematize and to help emphasize what is learned.

Under the subject of grammar I refer to composition writing and dictation exercises. My way of dealing with the former is, not to assign such abstractions as "Education," "The Love for the Beautiful," "Astronomy," and the like; but a subject within the range of the pupil, and most generally, such subjects as interest him. Our pupils write about the Manual Training, at one time, giving a description of the tools, how the pupils are to use and care for them, etc. At another time, a description of the work performed, directions given, mistakes, etc. Again, after reading "The Merchant of Venice," or "King Lear," I put an outline on the board, selecting of course that which is the most important to have written upon, I call for the reproduction of the story.

These compositions are corrected, errors being indicated by a code. If errors are not too numerous, stepping to my desk and correcting them orally, always giving reason therefor, is sufficient. If the work be not worthy of the pupil, re-writing is necessary. Having examined and noted mistakes of the compositions, two or three may be taken up before the class for corrections by the class.

The common experience of teachers doubtless is that pupils forget, in the expression of thought, whether orally or by writing, to apply the principles studied and known; this experience simply emphasizes the importance of constant practice in those things

already known. Practice will enable the pupil to avoid writing or speaking incorrectly, and nothing else will. Theory utterly fails in this, and will continue to fail. "We learn to do by doing" is truer in the use of language than in almost any other thing with which we have to do.

Have the pupils correct the spelling, punctuation, capitalization and arrangement of the written work of their classmates, giving their reasons for all criticisms.

Placing sentences upon the board containing quite a number of blanks to be filled in with words to make good construction, proves interesting and profitable, as the variety of words used by the different pupils, read in the class in exchange, helps to enlarge each pupil's vocabulary.

While there is quite a strong sentiment against the use of false syntax in teaching language and correct expression, I am of the opinion that a judicious use of it, and I may say free use of it, is helpful in emphasizing grammatical errors. Much has been written against its use, but the arguments have seemed to me inapplicable to existing conditions. Were children always used to hearing correct expressions, then it might seem tempting them by assigning to them the study of false syntax. But it is heard in the home, on the street, and in the school-room. Pointing out why errors are errors can only naturally tend to change from the use of the incorrect to the correct forms.

It has ever been my custom to be watchful and to have pupils watchful also, of all errors in expression occurring in conversation and recitation in the school-room, calling for a show of hands to make correction. It may be urged that there are objections to this, but of course judgment, tact, and sense must here be exercised, as in other things. Those who have a natural weakness to overcome, in expression, should be considered, and a class will soon learn the line of propriety and observe it in their criticisms. The practice must not be carried so far as to shut off the ability of the diffident, nor should the correction be made until the statement is finished. Prefacing this all with a familiar talk, showing that we are to learn to avoid errors of all kinds, and that it is no more reflection upon a pupil to have his expression than his mistakes in number or geography corrected.

Perhaps history affords the pupil the best opportunity to repeat what he has learned verbatim. It is a study, however, affording

the teacher excellent opportunity to develop originality of expression and a board and ready vocabulary of common plain English. Any history of the United States, to say nothing of English or general history, contains matter relating collaterally to many very interesting facts, and the recitation, ingeniously conducted, may put the pupil upon a broad field for the development of his expression. In the analysis of arithmetical processes, whether written or oral problems be used, we must expect to find not only correct expression, but exact reasoning. To clothe the thought in this analysis or the demonstration of a problem in Euclid with expression does not call for a broad vocabulary, but does call for definite, exact expression. Training in analysis of this kind has its value not in the large vocabulary employed, but in the exactness of the statement made.

I would have pupils realize that the first essential is thought, and that expression without thought is barren, As result of my effort in this, I see in the present out-going class a disinclination to read over matter not understood; but when the thought is not grasped information is sought before proceeding. Often in the study of history and geography, in text and note, am I called upon to elucidate.

In teaching to avoid incomplete and loose expression, the pupil must be made to realize that before he is expected to express himself he should have opportunity to think; and the teacher may in no way better prove his fitness to teach the art properly than that he asks his questions and conducts the recitation, with that degree of skill which shall admit of fair reflection by the pupil.

It may be necessary, in teaching language, or other studies by written exercises to economize time, and rather than hurry written work it is better to have fewer exercises of this kind.

COURSES OF STUDY FOR HIGH SCHOOLS.

Teachers and school officers who use this Course of Study will find many valuable suggestions on the work in English in the papers read before the Cumberland County Teachers' Association at its annual meeting in 1895, several of which papers are reproduced in the succeeding pages of this Course.

Able discussions of this and other subjects taught in high schools will be found in the report of the Committee of Ten of the National

Educational Association. The volume for 1895 of the Association of Colleges in the Middle States and Maryland also contains valuable reports in civics, history and English. Every high school teacher should make a thorough study of these documents.

The most of the children in the public schools do not expect to enter college. This large majority should receive the best fit for life's work that the public schools can give them. They need the training and information that can be gained from history, language, science and mathematics. The English course in our Free High Schools should have the ripest scholarship, the ablest teaching talent and the strongest personality in the teaching force of the school. Our institutions are not only based on the principle that majorities shall rule, but that they shall be served. English, mathematics, history and the sciences must be so broadly and inspiringly taught that the boys and girls studying them in our high schools will be made strong to make the good things in life better.

ENGLISH COURSE.

	First Term.	Second Term.	Third Term.
First Year.	Elementary Rhetoric and Composition, Physiology, Arithmetic.	Elementary Rhetoric and Composition, Physiology and Botany, Arithmetic and Zoölogy.	Elementary Rhetoric and Composition, Botany, Zoölogy.
Second Year.	Literature and English History, Chemistry, Algebra.	Literature and English History, Chemistry, Algebra.	Literature and German History, Chemistry, Algebra.
Third Year.	Literature, English Gram. and Analysis, Physics, Geometry.	Literature, English Gram. and Analysis, Physics, Geometry.	Literature, English Gram. and Analysis, French History, Geometry.
Fourth Year.	Literature and Rhetoric, Roman History, Civics, Physical Geography.	Literature and Rhetoric, Greek History, Civics and Psychology, Mineralogy.	Psychology, Geology, Review Arithmetic, Geography and United States History.

COLLEGE PREPARATORY COURSE.

	First Term.	Second Term.	Third Term.
First Year.	Elementary Rhetoric and Composition. 3. Latin. 4. French. 4. Arithmetic. 3.	Elementary Rhetoric and Composition. 3. Latin. 4. French. 4. Arithmetic and Botany. 3.	Elementary Rhetoric and Composition. 3. Latin. 4. French. 4. Botany. 3.
Second Year.	Literature. 3. Latin. 4. Greek. 4. Algebra. 4.	Literature. 3. Latin. 4. Greek. 4. Algebra. 4.	Literature. 3. Latin. 4. Greek. 4. Algebra. 4.
Third Year.	Literature, English Gram. and Analysis. 3. Latin. 4. Greek. 4. Geometry. 4.	Literature, English Gram. and Analysis. 3. Latin. 4. Greek. 4. Geometry. 4.	Literature, English Gram. and Analysis. 3. Latin. 4. Greek. 4. Geometry. 4.
Fourth Year.	Literature and Rhetoric. 3. Latin. 4. Greek. 4. Review Arithmetic, Geography and United States History.	Literature and Rhetoric. 3. Latin. 4. Greek. 4. Review Algebra.	Literature and Rhetoric. 3. Latin. 4. Greek. 4. Review Geometry.

Pupils should have the privilege of electing additional work in modern languages and the sciences in place of Greek during the second, third and fourth years of the College Preparatory Course, if they desire to do so.

The figures at the right of each subject indicate the number of recitations which should be provided for in each subject during each week.

Instruction in composition should be made a part of the work in rhetoric, grammar and literature.

There should be one recitation in spelling each week throughout the Course. Arrangements should be made for rhetoricals each week, and the classes should be divided into four divisions, so that each pupil will have a part in the exercises once each month.

Roman History, Latin Prose Composition and Ancient Geography should be taught in connection with the regular work in Latin during the third year. Greek History and Prose Composition and Ancient Geography should be taught in connection with the regular work in Greek during the fourth year.

It is fair to suppose that nearly all who take the English course will receive no further academic training; their school days will

end with the high school. In the case of these students no one will be likely to say that too much attention is paid to the study of English grammar, composition and literature.

In the case of the students who are going to college, it may be thought that more time is assigned to the study of English than is necessary. It may be urged that literature and rhetoric are to be studied more exhaustively and more profitably in the college than in the high school. It is true that almost every college affords its students an opportunity to do more or less work in English; but owing to the great number of elective courses it frequently happens that students graduate from college without having studied English literature at all. It makes no difference whether a boy is going to college or not, the sooner he learns to love good books, and learns how to read good books, the better.

College officers enter vigorous complaints concerning the faulty English of the students who come to them. It is stated that hardly one entrance examination paper in five is free from ridiculous errors in spelling, punctuation and grammatical construction. No matter whether a boy is going to college or not, he needs careful and constant drill in English composition—not for one or two terms only, but for every term of the high school course. And the study of literature should occupy some part of almost every term of the course, because the student who is trying to learn to write, needs to have good models always before him.

In these two high school courses considerable time is assigned to English grammar and to analysis and parsing. It is hoped that this study will not be the dull and tiresome memorizing of rules and exceptions, but an intelligent examination of the principles that obtain in correct English speech. It has been purposely assigned to the third year of the course, to a time when the student has become somewhat familiar with the grammar of other languages. Analysis and parsing are placed in the third year, though it is believed that some work in English analysis should be done every term throughout the course, and that there should be Latin and Greek analysis as well. There is nothing equal to analysis for imparting to the student a sense of proper grammatical form and construction.

In the College Preparatory Course the work in literature is quite definitely limited by the college requirements. Almost any one of the books on the list for any given year, with collateral reading,

will occupy a term. The reading would be fruitful of topics for discussion, and would furnish abundant material for essays.

The aim of the teacher in English in the College Preparatory Course is not to put his pupils through a large number of books, but rather to make them feel the force and the beauty of a few of the best pieces of our literature.

If the student acquire a love for good literature before he goes to college, he will be likely to choose some of the optional courses in literature that are offered him there. A boy is very poorly fitted for college if he have not a love for good literature. And, again, throughout the course, the strongest emphasis should be laid on the work in English Composition.

In the English Course the state of things is somewhat different. The students in this course have not before them the prospect of new opportunities for study; so the teacher should not only make the students thoroughly familiar with a few masterpieces, but should try to give them some idea of the vastness of our literature, and introduce them to as many as possible of its makers.

ENGLISH IN THE HIGH SCHOOL.

For detailed suggestions for teaching English the teachers are referred to the papers prepared by Prof. Roberts and others on this subject, which may be found on the following pages.

These papers were read before the Cumberland County Teachers' Association at its annual meeting in 1895. They are so rich in suggestions and sound in methods that the Superintendent feels that he is doing the teachers of the State a great service by reproducing them in this report.

A. J. Roberts, A. M., Professor of English Literature and Rhetoric, Colby University.

The aim of the teacher of English literature is not to make his pupils widely familiar with names and dates pertaining to books and writers. The aim of the teacher of English literature is not to insist that his pupils shall read a certain number of books—as for example the half dozen on which candidates for admission to New England colleges must be examined. English literature is not a disciplinary study in the same sense that geometry and algebra are disciplinary studies.

The aim of the teacher of English literature is to get his pupils to love good books, so that when they get out of school they will care for something besides the daily papers, and will not care at all for the New York Ledger.

Having stated the object of the study of English literature, I want to mention some of the necessary qualifications of the teacher.

In the first place, he must be an appreciative reader of the best prose and the best poetry. Not only must he be able to enter into the mind of the author he is reading, and so follow the author's train of thought, but he must have a keen sense of style—that subtle something which in any sort of composition is the stamp of value.

He must be able to read aloud well; and by reading aloud well, I mean reading intelligently and with expression. He must read as if he understood and as if he felt. The teacher ought every day to give his class an *appreciative rendering* of a few lines of poetry or of a bit of prose.

And he must have read a good deal. He must be saturated through and through with the English classics,—with Shakespeare and Milton and the Bible, with Lord Bacon, with Addison and Swift and Johnson. I will not say he should have read much of Wordsworth and Tennyson and Browning, and Longfellow and Whittier and Lowell, and Macaulay and Newman and Matthew Arnold, and Thackeray and Dickens and Holmes and Hawthorne and Washington Irving—for that goes without saying.

Again, the teacher of English literature must not be a stick. He must be alive. He must be full of contagious enthusiasm. It is of supreme importance that the study of English literature shall

be made interesting, that it shall never become dull and dry and dead. If pupils do not enjoy their work, do not look forward with pleasure to the recitation hour, and do not have a good time when it comes, they are getting but little good of the study of English literature, and may be getting a great deal of harm. I know a man who says he hates Milton to this day because an early school master made reading Milton so tremendously wearisome.

The teacher of English literature should know when to keep silence and when to speak. He should not always be trying to cram his opinions down the intellectual throats of his pupils. He should encourage them to think for themselves. Instead of telling his pupils what lines of poetry and what passages of prose he thinks are best, he should try to find out what lines of poetry and what passages of prose *they* think are best. I should not like to travel through the White Mountain region with a voluble fellow for a guide who would always be pointing out the things I ought to admire and then insisting that I should admire them. A good many of us teachers are so charmed with the *sound of our own voices*, that we want to do all the talking. We forget that very often the really important thing in teaching is not to tell what we know, but to find out what our pupils know.

Having spoken of the aim in the study of English literature, and of some of the qualifications of the teacher, I want now to speak of methods of study, (of work?) and, first, let us consider the study of biography.

It is the custom in a good many schools to send the pupils to the encyclopedia for information about the life of the author they are going to study. And the biographical sketches the boys and girls prepare from the material found there make pretty tiresome reading. They tell when the author was born, when he was married, when he died; they mention the names of some of the books he wrote, and that is about all. It is not so much wonder that the sketches are tiresome, for it is a rare thing that an encyclopedia makes one acquainted with a flesh and blood man. The man has become a name. The heart and the brain and the warm, rich life are lacking. The encyclopedia is a valley of dry bones.

Then, too, the biographical sketches that appear in the English classics that the various publishing houses are issuing, are very often worse than useless. For the most part they are written by men

who seem to have no conception of the actual *needs of boys and girls* in the high schools. Some of these sketches seem like lectures that may have been given before college classes, and perhaps given with profitable results; others seem to be essays calculated—like Artemas Ward's jocund and discursive preamble—to show what a good education the writer has. Not long ago a leading publishing house sent me a series of English classics for examination. The publishers hoped I would be able to recommend the series to the principals of our fitting schools. The first book I examined was "Burke on Conciliation," and I want to quote a sentence or two from the so-called introduction: "Perhaps the crossness of their pericrania rendered them impervious to the infiltration of new ideas" and "this jar shook to its foundations the loosely cohering Whig party, and awoke from its coma the *corpus vile* of that court policy which all good men hoped had passed into a state of cadaveric rigidity." Now the man who wrote what I have just quoted, certainly was not writing for boys and girls in the high school.

Instead of sending the pupils to the encyclopædia or asking them to read the frothy essay some ambitious college tutor has succeeded in selling a publishing house, let the teacher himself tell his class the story of the life of the man they are going to study. Here is the place for lecturing. The teacher is better fitted than anybody else to introduce his class to an author. He knows what things in the life of an author will appeal to the class and what things will not. He knows where to elaborate, and where to abridge. And if the teacher would make the story interesting let him not omit the little things: how the man looked, how he dressed, what were his recreations, who were his friends, whether he was rich or poor. Boswell's Life of Johnson is the best biography ever written, because it is full of things trivial enough in themselves, yet of the of the sort that tell us just what kind of human being *Dr. Samuel Johnson was.*

Then there are some things about the lives of most authors that better not be told. I don't see how it can help the young student to know that Burns and Charles Lamb were often in their cups and that Edgar Allen Poe died in the gutter; or to be familiar with the facts about the domestic infelicities of Shelley and of Lord Byron. Knowledge of this sort may do a vast amount of harm. Only a little while ago, a woman told me that since she

had read the story of the life of George Eliot, she had ceased to care for George Eliot's novels. It is certain that Carlyle's influence in the world has waned a good deal since the publication of the Froude memorials. Many a genius seems to have been a Doctor Jekyll and a Mr. Hyde, and I think it is quite as well to keep the Mr. Hyde hid. Tell children the truth, but not always all the truth.

What author shall the class in English literature read first? is a question of great importance. A good many teachers begin at the beginning. They take Chaucer first, and then Spencer, and then Shakespeare and Lord Bacon, and then Milton, and then Dryden, and then Pope, and so on. This habit of *slavishly following* the chronological order in which writers lived is responsible for most of the distaste pupils feel for the study of English literature. A boy doesn't care anything about Chaucer or Spenser, and by the time he reaches somebody in whom he would naturally be interested, he has made up his mind that the study of literature is a pretty tiresome business; and when a boy decides that a study is tiresome, it is pretty hard work to get him to change his decision. Any road leads to the end of the world, and any book leads out into all literature. Begin with somebody in whom the class are likely to be interested. If Huckleberry Finn attracts and Paradise Lost repels, I should say Huckleberry Finn is a better book to begin with than is Paradise Lost.

I do not know any good reason for studying men in the order in which they lived and wrote. If your class are reading Milton's Lycidas, why should they wait half a year before reading Shelley's Adonais? or three quarters of a year before reading Matthew Arnold's Thyrsis? Milton and Shelley and Arnold are linked together by the bond of grief, and the centuries cannot separate them. Geniuses do not grow out of each other. Each new writer is not the heir of the last. There is *no order of succession* in literature. Men who live at the same time do not think the same things. Thomas Carlyle stood nearer to the Prophet Jeremiah than he did to John Stuart Mill or Lord Macaulay. Pope stood nearer to Horace than he did to Shakespeare, though separated from Horace by sixteen centuries, and from Shakespeare by hardly four generations. Men who lived at the same time and were intimate friends, talking with one another, writing to one another, influencing one another in

countless ways, may profitably be studied together. Each of the men who belonged to the Mermaid Club—Shakespeare and Ben Johnson and Beaumont and Fletcher—is a more interesting personality on account of his relations with all the others. Samuel Johnson, Edmund Burke, Oliver Goldsmith, Sir Joshua Reynolds and James Boswell,—that best of biographers,—form a group every member of which is more interesting to us because of his illustrious friendships. The Lake poets, Wordsworth and Coleridge and Southey, were neighbors.

Shelley and Keats and Byron are bound together by warmest friendship and closest companionship. The Brook Farm Experiment forms a centre around which one groups a good many makers of literature.

But there are other ties than those of friendship and association that bind men together. If your class are studying Browning and learn that he was strongly influenced by Shelley, it is a good time to read Shelley to see what kind of a poet it was that influenced Browning. Or if your class are studying Shelley and learn that he was strongly influenced by Spenser, it is a good time to read Spenser to see what kind of poetry it was that influenced Shelley.

Men who wrote *about the same subjects* may profitably be read together. If your class are reading Addison's Sir Roger De Coverly papers, it is a good time to begin reading Irving's Bracebridge Hall, for both describe the home life of an English squire.

And I don't like the plan of fencing off groups of writers by any artificial classification. For example: in many minds American literature and English literature are entirely different and distinct from each other, and are not to be studied together. I know a school board so patriotic that it insists on more time being given to American literature than to English literature. And there are not lacking those who applaud such literary jingoism. As a matter of fact, English literature includes American literature. Every man who writes the English language is making his contribution to English literature, no matter whether he is writing in England or Scotland or Australia or Canada or America. There is no sectionalism in literature. Shakespeare belongs to everybody who reads English; and so, too, do Longfellow and Oliver Wendell Holmes. Indeed, the best literature has no local flavor; it is for all men, everywhere and always. As James Russell Lowell so well says, it

is no literature that loses its meaning when out of sight of the steeple of the parish church. A moment ago I spoke of reading Addison and Irving together; one would be seriously handicapped if one were obliged to keep them apart.

Carlyle and Emerson are not to be separated by the Atlantic: they are held together by mutual sympathy and admiration, and by more than thirty years of correspondence. They wrote about the same subjects. Carlyle's "Heroes and Hero Worship," and Emerson's "Representative Men," are *parallel studies* in the lives of great men. Again and again we find Carlyle and Emerson looking at the same things, each with his own eyes. Does the fact that one man lived in England and the other in America furnish any reason why they should not be read together?

Having spoken of the study of biography and of the order in which authors should be read, I want to speak of the possibilities of cultivating literary taste and developing literary judgment in young students. Suppose you write on the blackboard these lines from Southey:

"Faint gleams the evening radiance through the sky,
The sober twilight dimly darkens round,
In short, quick circles the shrill bat flits by,
And the slow vapour curls along the ground."

And the first stanza of Gray's Elegy:

"The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea,
The plowman homeward plods his weary way,
And leaves the world to darkness and to me."

Go over each passage, line by line, with the class, never once telling them what you think, but all the time trying to get them to tell what they think. Question them: how many of you ever saw the bat fly in *short*, *sharp circles*? and why should the bat be called the *shrill* bat? how many of you ever saw the *slow* vapour *curling* along the ground? Which is the more impressive line "The sober twilight dimly darkens round," or "And leaves the world to darkness and to me?" Which is the best line in the passage from Gray? in the passage from Southey? In which passage are movement and rhythm better suited to a description of the dying day and the gathering darkness? A half hour spent in the manner I have indicated on these eight lines of poetry will teach pupils a good deal about literary criticism. Wordsworth's three sonnets on Sleep, and Shakespeare's Apostrophe to Sleep in Macbeth, and Keats' in Endymion,

lend themselves very readily to this sort of study. Among longer parallel pieces of composition are the Odes to a Skylark by Wordsworth and Shelley; Leigh Hunt's poem "The Glove and the Lion," and Browning's "The Glove;" and Carlyle's review of Croker's edition of Boswell's Johnson and Macaulay's review of the same edition. When a boy is able to tell you *why he likes* one piece of literature better than he does another he is getting on famously.

Having spoken of some of the things to do, I want to speak of some things not to do. The teacher of English literature should be careful not to ask his pupils to read that for which they are not ready. I have seen college students dive into Sartor Resartus and come up gasping, with no courage left for another plunge. Sartor Resartus is a book that is to be read with profit only after one has lived a while in the world, and read a good deal and thought a good deal. If your class are going to study Carlyle, they would better read the essay on Burns and the Essay on Scott and parts of "Heroes and Hero Worship." Sartor Resartus and "Past and Present" and the Latter Day Pamphlets are books for the future.

If your class are going to study Browning you would better steer them clear of Sordello and Paracelsus and Child Roland to the Dark Tower Came and ever so many others, and read the comparatively simple lyric and narrative poems, like Prospice and Porphyria's Lover and The Flight of the Duchess and the Pied Piper of Hamelin. It is very easy work to give a really intelligent pupil the impression that Browning is a mass of unintelligibility. When the pupil gets through studying Browning he should have the feeling that Browning isn't so very hard reading after all, and then he will want to go back to Browning sometime. And when he goes back he will carry a maturer mind and a keener insight to the task of reading what is really difficult.

If your class are going *to study Emerson* you would better not ask them to read the essays on Spiritual Laws and on The Over-souls, or the lectures on The Method of Nature, or The Transcendentalist. Ask them to read the essays on Clubs and on Works and Days and on Farming, and parts of English Traits. If pupils don't understand and don't enjoy what they read, if for example they see in Emerson and Carlyle and Browning nothing but words, they are getting only harm from such reading, and perhaps incalculable harm. My friend who hates Milton was asked to read Milton too soon. Not all literature is milk for babes.

Again the teacher should be careful not to ask his pupils to read anything which by its very length is discouraging. If your class are going to study Wordsworth they would better read Lucy Gray and Micael and some of the Sonnets, and the Ode on the Intimation of Immortality, rather than attempt to read very much of the longwinded and somewhat tedious Excursion.

It is not best for pupils to read all that an author has written, be it ever so interesting. A good time to stop is when the pupil is hungry for more. We want our pupils in after life to be eager to continue the study of literature which we helped them to begin in school. I want to repeat with all the emphasis I can command that the study of literature is not for the petty present, but *for the larger future*; it is not for boys and girls but for men and women.

I want to bring this paper to a close with a description of a teaching exercise in English literature. Mr. R. is the teacher and has a class of five, Thomas and Richard and Henry, Mary and Martha. Mr. R. selects Charles Lamb as the first author his class shall study. The first day, Mr. R. tells them the story of Charles Lamb's life. He describes the most interesting circumstances of Charles Lamb's childhood. He tells of the years the boy spent in Christ's Hospital, that curious old school where so many great men received their earliest education, and he does not forget to describe the methods of teaching employed by that rare old schoolmaster, Rev. Matthew Boyer, whom Leigh Hunt and Coleridge so comically describe. Mr. R. tells his class what sort of looking man Charles Lamb was, and how shy he was and how he stammered. He tells of the care Charles Lamb took of his old father and mother, and of his devotion to his sister Mary. He tells of the years Charles Lamb spent in the India House, and of the kind of work he had to do there. In short he tries to make his class as well acquainted with Charles Lamb as they are with their next door neighbors.

Then Mr. R. says, "Thomas you may read Lamb's *Dissertation on Roast Pig*. Tell us to-morrow whether you like the essay or not, and why you like it or don't like it. Be prepared to read to the class the passages you like best, and the passages, too, you like least.

Richard you may read the essay on the Superannuated Man, which describes Lamb's life in the India House.

Henry you may read the essay entitled Christ's Hospital.

Mary you may read the essays "My Relations," and "Mackery End in Hertfordshire."

In these essays James Elia and Bridget Elia stand for Charles Lamb's brother John and sister Mary, and it is really *they* about whom he is writing.

Martha, you may read as many of Lamb's Letters as you can.

The next day the class have a *good time talking* over what they have been reading. Mr. R. asks a great many questions, but he doesn't do much other talking. At the end of the half hour Mr. R. assigns them work for the next day, and from what the class have been saying, he knows about what each one would better do.

Perhaps he asks Martha to prepare an essay on the kind of man Charles Lamb's letters show him to have been. Perhaps he asks Mary to prepare an essay on John and Mary Lamb as they appear in "My Relations" and "Mackery End in Hertfordshire." Perhaps he asks Thomas to read the essay Richard read last time and Richard to read the one Henry read and Henry the one Thomas read, and each must be ready next day to tell in what respects he agrees with the opinions which have already been expressed upon the essay, and in what respects he disagrees. Mr. R. isn't in any great hurry to set the boys to writing; he wants to set them to thinking and talking first. And so Mr. R. guides his class in the study of Charles Lamb until he thinks they would better go to studying somebody else. In reading Charles Lamb the class have become acquainted with Coleridge, who was Lamb's schoolmate and dearest friend, so Mr. R. introduces his class to the author of the Ancient Mariner.

And here we will leave them.

Miss C. N. POTTER, Teacher in Brunswick High School.

Our course in English extends through the four years, with part of the time three and part of the time four recitations a week.

The first year the pupils take Lockwood's "Lessons in English" with supplementary reading of Snowbound, Evangeline and the Wonder Book, beside frequent written work.

During the first weeks the third class have been studying Marmion and Ivanhoe, and now we are engaged with King Arthur and the Knights of the Round Table. This class happens to be very young and the kind of work we do is quite elementary.

We have for a lesson a chapter in Ivanhoe perhaps. They read it carefully, and look up the meanings of all words they do not understand. When they come into the class-room, sometimes we *read* the chapter aloud in turn; sometimes I question them upon their understanding of it, either by asking the meanings of words, or by having the story told consecutively; or, if the lesson is poetry the most common figures of speech that occur in the passage are taken up. I have *tried* having them make an *outline* of a portion, but find them hardly equal to that. We have talked together incidentally of the customs, manners, houses and dress of the time, of Richard the Lion-Hearted, of the Crusades, and of the Saxons and the Normans and their languages, for one of my aims is to show them that history and literature cannot be separated. And if you have ever asked your pupils in literature a question on the history of the period, you will agree with me that *their* aim seems to be to keep those subjects as far apart as possible.

In studying King Arthur they have had no books, but I have read them selections from the stories and they have taken notes, reading from them next day in class. We have also read "The Lady of Shalott," Sir Galahad and selections from the Idyls of the King, and committed passages to memory.

The second class have been studying with interest Macaulay's essays on Milton and Addison, and are now reading the De Coverley papers. This class is older, and I can pursue a somewhat different method with them. Sometimes we study the text by topics assigned to different members of the class, or pick out the figures of speech and explain them; again, we make outlines of different portions, or study the rhetorical variety of the sentences and the structure of the paragraphs. Sometimes the words themselves claim our attention, and once in a while we have a sentence analyzed. Whatever the scholars know of Macaulay's style, they have found out for themselves, and I wish I had time to read you some of the opinions they have expressed on the subject; perhaps I may be permitted to quote two.

This is from the youngest mind in the class: "I like Macaulay's writings because he uses plain language and expresses his thoughts clearly. He uses many figures of speech, which help to make his writings plain. His descriptions of Milton and Addison are very good, the one on Addison I think is better; perhaps why I think

so, is because I like the character of Addison better than that of Milton." Another says: "I like the writings of Macaulay very much. They consist of such a variety of words, sentences, figures of speech, and thoughts that they are never monotonous. His descriptions are very vivid, and he knows and clearly understands his subject before undertaking it. Macaulay writes in a grand style, very smooth and even much is taught one in a single composition."

One day I gave them as a lesson, a comparison of the essays on Milton and Addison, and I will quote from one:—"Macaulay in writing about Milton tells more about his writings than about the man himself, while in writing about Addison he lets the reader know just what kind of a man he was, and about his writings also. We find by reading the two essays that Milton's works were of a more solemn and religious form than those of Addison, his being mostly humorous. In the essay on Addison the author clings more to his subject than in the one on Milton. He does not take up so many different subjects to make the principal one plain. Milton, like Addison, wrote both poetry and prose. He led a solitary life, while Addison was in the height of society. Milton was a lover of nature, but Addison cared more for the coffee-houses, theaters, etc. They both lived in exciting periods of English history. Summing up both essays, we find Milton to be a man of gentle nature, not caring for worldly places, but loving his own society best, and his writings correspond to himself. But Addison was just the opposite. He was more worldly, and his writings generally took the humorous side of everything."

The first class has divided its time between Genung's Rhetoric and a study of Milton. In rhetoric they have been studying the unity and structure of sentences and paragraphs and the requisites of composition work; making outlines of essays or filling up outlines given them, some written work forming a part of every lesson, and I am often surprised by the excellence of what they do. I asked them the other day to write me how they liked Milton's writings and give their reasons, and as deference is *always* paid to any expression of their opinion, I feel quite sure of getting frank answers, and I will give two that pleased me especially.

The first is from a boy, who has been necessarily absent part of the term: "I do not think I am old enough to understand the real beauty which his writings in poetry are said to have. I have

not read enough to form any opinion. I have not read any of his prose writings and have only heard part of his greatest work, 'Paradise Lost.' I have read Comus, but not very understandingly, and shall read it again. I think the only way that I would appreciate him to any considerable extent would be through essays on him. I have read only one essay, by Macaulay, and I think I see his greatness more than I did before." And this, from a girl: "I like Milton very much. I like him because I never read any writings of his style before, and because his works are so deep that it takes time to digest them, thus giving time for reflection; also he so words his works as to please the fancy and draw on the imagination. I do not think anyone would care to read his style very extensively, but it is a delightful recreation to study his works."

One day's exercise was a composition on "The Misfortunes and the Blessings of Milton," and here are three sentences from three different essays.

(1) "Milton, like many other men of genius, died in poverty, and they buried his body in the church-yard, but his works will live as long as the sun continues to rise and set."

(2) "Milton though poor, obscure, and persecuted raised for himself the most enduring kind of a monument—a monument in the minds of men."

(3) "Although the misfortunes of Milton were many and were hard to endure, I think his blessings were more and would be counted as greater."

I do not quote from the answers of my pupils because I think them in any degree remarkable, but simply because it seems to me the best way of showing what they are doing, and whether or not they are learning to express themselves in fairly good English.

One day I read to one of my classes, the third, Matthew Arnold's poem, "The Forsaken Merman;" then I told them to go out into the hall and write out what they could remember of the story. Among the exercises handed in was the following composition, which I selected, because I think it contains remarkably well the *spirit* of the poem. The poetry quoted was given from *memory*, and is, as can be seen, not exactly correct:

THE FORSAKEN MERMAN.

"A merman and his children sat on the shore. Come, my children, said the merman, let us go down below. Hark! my brothers are

calling for me and the great winds are blowing, and I must hasten down below, come my children.

Call for your mother my children, call in a loud voice, and surely she will hear you and come to us again. We will look once more at the little town with its great white walls, and at the little church, gray and still, and then we must go down.

As we lay in the caverns yesterday, we heard the sound of a far off bell. Yesterday she was with us when we heard the sound of the bell, I must go up, she said, and pray or I shall lose my soul, merman, here with thee. I told her to go and then come back, she went but has not returned. The sea grew stormy and we went up through the bay and through the town to the little church where she was. I told her to come back, but she did not hear, for her eyes were fixed on the holy book. In the town she is spinning and every now and then she looks towards the sea, the tears spring to her eyes and her heart is filled with sorrow. To-night, my children, we will go quietly up where we can see the town, and come back singing,

'There lives a loved one,
But cruel was she
And alone left forever
The kings of the sea.'"

Miss CHARLOTTE A. W. TOWLE, Teacher in Deering High School.

I am trying to help a large class in Cæsar to understand what he meant by some of his back-handed expressions, with more than forty other pupils in the same room, who are supposed to be studying; who at least ought to be studying. Presently I notice a boy who evidently is leaving undone the thing he ought to do. As a reminder to him of his duty, I say "John, how is it about your examples in algebra that are due the next period?" Promptly comes the answer, "I done 'em all to home but them two on page fifty-four." I ask him to tell me again what he did at home. Perhaps he consciously substitutes my "did" for his "done," possibly he makes the statement precisely as he did the first time. In either case I filch two precious minutes from the Cæsar class to give John, and all who will receive it, a special lesson in English.

In conducting recitations in Latin there is always an excellent opportunity to give instruction in English, not alone in construction, but in the choice of words as well. I try never to lose sight

of this opportunity. In preparing their Latin lessons, if new words occur, for the meaning of which they must consult the dictionary, I *entreat* my pupils to look at *all* the definitions given of the word, and then to discriminate in their choice of one. I often have two or three members of the class write upon the board the translation of the preceding day's lesson, paying as little regard as possible to the Latin forms, but taking special care to give the exact meaning of the text in the best English forms they can use. I have found this exercise profitable. But good expression in English implies more than mere grammatical correctness. The best expression of the best thought makes ideal language. This is found in the best literature. Is there a more effective way of helping our pupils to acquire both correctness and grace of expression than by kindling in them a love for the English classics, that may be in the hands of every one of them? This I constantly try to do with my pupils, collectively and individually, if haply *some* may come not only to like the best, but also to know why it is the best. If you ask me *how* I do this I can give no definite answer, for I do it in no definite way.

Duty reading is very dry and uninteresting. Here as elsewhere "the letter killeth, but the spirit maketh alive." So I sometimes assign to an entire class a poem, or an essay to read, not as a task that *must be done*, but as pleasurable employment for a leisure hour, asking them to tell me after their reading what thought, or what passage interested them most, and *why* it interested them most. The differing reports of the different pupils have been of profit to their teacher to say the least. Again, to a group of boys and girls around my desk, I suggest various books, the reading of which I am sure would prove both pleasant and profitable to them; books that will excite some intellectual curiosity, and that cannot be wholly taken in without some mental effort.

And in various other unstudied and untellable ways I try to awaken in my pupils a love for good literature. They unconsciously absorb so much from the companionship of a book, that it seems to me of vital importance that the book shall be worthy.

And so I think the teacher who can and does present the English classics to his pupils in a way that clutches their hearts as well as their heads, does as veritable missionary work as he who goes to Timbuctoo with hymn books in his hand.

Miss C. E. Robinson, Teacher in South Portland High School.

My class last year made a careful study of Longfellow's Tales of a Wayside Inn and selections from Hawthorne, prominent among which we placed "The Great Stone Face." For composition work abstracts and paraphrases of these were made, while at the same time we were reading good English and becoming acquainted with two of our American masters.

No pupil who is not interested in Martha Hilton and "fair Almira," Elizabeth and Emma, King Robert and Torquemada, Rabbi Ben Levi and Azrael, the Baron and The Monk has read to much purpose.

I have found that many of Hawthorne's works are not too difficult for *young* pupils to study and appreciate. His "Mosses" and "Tales" are admirably suited for reproduction, and besides lead the reader to question with regard to his meaning and purpose. I think it is always best to respect the opinion of the pupil in matters of *mere* opinion. If an idea seems to be wholly wrong, with true Yankee spirit we can often change that which was half a question by asking another of our own.

Of course other work was done in the study of rhetoric during these two terms, but I speak of this especially as introductory to our course in literature.

Here, first, our thousand-souled Shakespeare claimed our attention. The metaphorical style, the deep philosophy, the peculiar words, the seemingly peculiar uses of very common words,—in short, the breadth of thought and conciseness of expression,—all tend, at first, to puzzle the student.

I am not sorry that this is so; for this very feeling of being baffled will develop later, if rightly directed, into admiration and respect.

The Merchant of Venice, generous and courteous, Bassanio, soldier and scholar, Gratiano, good natured if rude, Shylock, human and inhuman, Portia, womanly and wise, Nerissa, clever and imitative, Jessica, impulsive and lovable,—are all associated with our first study of the great English bard.

I think the reading of this play peculiarly helpful in that the expression is usually new to the pupil and also in that we should study the *uniqueness* thoroughly enough to recognize it in other Shakespearian plays.

Therefore, I say to myself, hasten slowly; otherwise your class, if asked what it was reading, might reply with Hamlet, but with less method, "Words, words, words."

After a scene has been read I have usually asked for its oral reproduction, and have encouraged pupils to weave into their own expression the language of the play. I have thought that by so doing more of the style of the writer was acquired, and that the pages were read much more carefully. It is well, I think, to ask for some entire acts to be given in a connected manner after they have been studied in the class. As an illustration, I can say that many of my pupils have been able to talk for thirty minutes upon "The Trial Scene."

In order to see if the class have what is called by Kellogg perfect possession of what is read, I often commence a sentence calling upon some one to finish it and to tell by whom it was spoken and on what occasion. We have often found it profitable to make lists of epithets, compound adjectives, and words changed in pronunciation for metrical purposes. Pupils will readily observe that the same adjective is often accented according to its position before or after the noun. Dr. Rolfe says that there are few persons who can read a page of Shakespeare correctly, and that some attention ought to be given to this. If it is necessary to pronounce the syllable "tion" as two syllables, for the sake of the poetry it should be done.

Passages showing the estimation in which one character is held by another, we have learned; any other passage, valuable for its thought and embracing a universal truth, we have always quoted. The speeches of Morocco, Aragon, Bassanio and Portia are sufficient to mention as examples. I am confident that my pupils, as a whole, have thought that the possession of these paid for the time expended upon them.

One great benefit to be derived from the study of any good writing is a greater appreciation of all good writing. I do not think a pupil can be trained in this direction by reading a page once and hastily. Not until a thought has become a part of ourselves do we fully comprehend and admire it.

Well do I remember my old reading books! Where again shall I find anything more beautiful than "The Child's Dream of a Star?" Where for me can there be oratory as forcible and sublime as

Hayne's South During the Revolution, Webster's Liberty and Union, that celebrated masterpiece delivered before the Virginia Convention, and Lord Chatham on the American War? Where can the dramatic appeal to me so strongly as in "Richelieu" and "Rienzi," Cassius against Cæsar, Antony's oration, Hamlet's soliloquy, and I do you as people of Portland and of Maine great honor by completing this list with "Spartacus to the Gladiators." These are the property of each of us and we love them.

After five or six weeks we were obliged to bid farewell to our pleasant friends, for they wished "to satisfy themselves of the events at full" and would withdraw. So we journeyed on to Rome, and fell in with Julius Cæsar at a most interesting time in his career.

Here the plan of acquiring a "perfect possession" was carried on. We learned, among numerous short selections, the famous soliloquies, Brutus' harangue and Antony's oration, basing our estimate of the characters upon what they themselves said of each other, while quite often "Honor was the subject of our story." This work extended through the spring term, and, when the last page was reached, we said with Octavius,

> "Lo, call the field to rest, and let's away,
> To part the glories of this happy day."

When we met again in the fall one very enthusiastic senior said, "I cannot get enough of Shakespeare," and thus we continued with Macbeth. Here we noted the seeming paradoxes—a distinguishing feature of the play—learned many a truth, and debated from time to time upon the respective courage and weakness, blame and innocence of Lady Macbeth and her very obedient lord, always proving a statement by the play itself.

I found the boys of the class wide awake upon a subject of this kind. I have been greatly amused, and, I do not hesitate to say in all seriousness, greatly benefited by these discussions of my pupils.

This play with Hamlet occupied the fall term. The Prince of Denmark is a deep problem for any one, and I was glad to learn last summer while studying the play under Dr. Rolfe that one ought to change his opinion about it at least once in ten years.

I must not omit to mention that all classical allusions are spoken of by us. The pupils who have not studied Latin thus get into the spirit of the old mythology. It is a good review exercise to see

how many of these can be mentioned and placed after a number have been discovered.

After the first play has been read I have found it pleasant to call attention to similarities and differences in thought and expression.

For example, we have Donalbain saying, "There's daggers in men's smiles." Hamlet says, "Meet it is I set it down that one may smile and smile and be a villain."

Lady Macbeth says, "To beguile the time, look like the time." Brutus says, in speaking of conspiracy, "Hide thy monstrous visage in smiles and affability."

Hamlet fears the "something after death." Macbeth thinks "if this might be the be-all and the end-all here, he'd *jump* the life to come."

The question which is open now for discussion in my present class is Shakespeare's treatment of conscience. These examples are only a few of the many which might be mentioned.

In the winter our reading was more varied, including selections from Irving, Whittier, Lowell, Longfellow. While studying these I have always appointed outside reading, and asked different pupils for descriptions. I dignified these talks with the name of lectures, and soon it began to be quite the thing to speak of lectures on Miles Standish, Rip Van Winkle, Sleeply Hollow, Evangeline, Snowbound, Sir Launfal, Launching of the Ship, Hanging of the Crane, and Morituri Salutamus.

While studying Longfellow and Whitter we used Kennedy's Life of each, and different pupils prepared talks from these. I have always thought it best to give the life of the author a secondary place, or to speak of him in connection with our reading. I believe that the teacher by well chosen anecdotes can give her pupils a better idea of the author than can be obtained from an ordinary text-book. I have always found boys and girls fully as much interested in such material as in the date of the man's birth and the name of his wife.

The class of which I speak elected literature for the spring term and our principal *listened* to *this* request. The boys were anxious to read "The Lady of the Lake," and as it is well to heed their wishes half of the time, we took a trip to Scotland, and began to talk of harebells and copsewood, chieftains and clans, bugle-calls and muster places, bonnets and Lincoln green. We had never

studied the humorous to any extent, and this I thought would also be profitable. One day a pupil said to me, "I cannot get interested in 'The Autocrat.'" Now I think there is food for thought in "The Autocrat," and when I considered the matter I knew that this was the trouble, for surely no pupil was ever more appreciative of humor.

I took the hint and began to read selections from it. I can see now the faces of '95, and can safely say there was no lack of attention. Soon after I asked the same pupil what he thought of the "The Autocrat," and he owned to enjoying it in the class.

Happiness likes company sometimes as well as misery. We can but briefly notice any one writer, but I think it is our duty as teachers to introduce our pupils to as many of our choice friends as possible, endeavoring to present them in such a favorable light that they will continue the acquaintance when we are no longer with them.

I have read sketches from Dickens, and before the session was over the book had been taken from the library, while others were calling for it. One girl told me that she read "Twelfth Night" in vacation, two others read "Othello," another from a different class read "Barnaby Rudge" which had been spoken of while studying Julius Cæsar in connection with the attitude of a mad populace. Isaac and Rebecca in Ivanhoe were mentioned while talking about Skylock and Jessica. Some were acquainted with them, others I am certain wished to be. Thus much more ought to be accomplished than simply class-work. If only a few adopt our suggestions the time spent in making them has not been wasted.

I think we should recommend many books, and judge of the results of our recommendations, not by how many read any special one, but by how many read any of them.

What is the object of the study of literature? I turn the leaves of a much-perused book, and my eye rests upon this sentiment:

"The nobility of labor,
The long pedigree of toil."

Again I turn, and this time I read:

"How many thousands of care-encumbered men,
Each bearing his burden of sorrow,
Have crossed that bridge since then."

Once more at random:

"O fear not in a world like this,
And thou shalt know ere long,
Know how sublime a thing it is
To suffer and be strong."

Humanity, humanity on every page. We would have in our pupils a broad sympathy with human struggle and endurance, and I know of no better way for them to gain this than by thinking with one who had it.

I take another volume, and here I see:

"Up, and tread beneath your feet
Every cord by party spun,
Freedom asks your common aid,
Up, to Faneuil Hall."

Again:

"No fetters in the Bay State!
No slave upon her land!"

On another page:

"God bless New Hampshire! from her granite peaks
Once more the voice of Stark and Langdon speaks.
Look upward to those northern mountains cold,
Flaunted by Freedom's victor-flag unrolled,
Be firm, be true;
What one brave state has done can ye not also do?"

We wish to plant and nourish within our pupils a noble patriotism, and I know of no better way to do this than by bringing them into contact with a patriotic mind.

I chose another poet, and he tells me to "go out under the open sky and list to nature's teachings."

Here I read of the water fowl, the apple tree, the yellow violet, the fringed gentian, and the death of the flowers.

We would have our pupils lovers of nature, and I know of no better way for some to get into touch with nature, and thus ascend to nature's God, than first to be taught by the poet.

BOOKS AND READING.

Rev. C. S. PATTON, Auburn.

I am sometimes asked the question, What shall I read? I am very seldom able to give a direct and immediate answer, such as will be helpful to the person who has asked it. I know what I ought to read easily enough, but what you would enjoy or profit by is another question.

Yet, in a general way, the question can be answered, not by way of advice, but by way of suggestion, in such a manner as to be profitable. I am willing to try to give you such an answer to-day.

To a man who loves books, a preliminary question occurs: Why is it that there are not more people who read? There are even a

good many professional men, such as teachers and preachers, who do not read much. I, myself, do not think much of the popular excuses. People will tell you that they would be glad to read, but they have no time. But I notice that we all find time for those things that we specially delight in. And it is in evidence that many of my acquaintances who can find no time for reading can find plenty of time for dancing. Moreover, I think, as a rule, the great readers are not the people who have a great deal of time hanging on their hands. They are the busy people, such, for instance, as Mr. Gladstone.

Certainly, the want of money need not keep any one from reading in these days. There is scarcely anything else so cheap as literature. And, with the exception of books just issued from the press for the first time, the best are the cheapest. The standard authors, poets, novelists, and historians, can be bought for very little. One can, of course, expend any amount of money in the collection of rare books and fancy editions; but a fancy edition does not read any better than a common one, and in general, a rare book is a useless book. Nor does one need to own all the books he reads. Some books one can read as well out of libraries—books which are to be read hastily—but books which are to be studied, re-read and marked, one ought to own. And even in the case of such books, a little money can be made to go a good ways, by doing as one man of my acquaintance does. He buys such new books as he wants, keeps them as long as he thinks he is likely to care to use them, then, sends them to a second-hand book dealer in Boston, gets what he can for them, and puts the money into more new books. In this way, he tells me he is able to keep on hand all the new books that he wants, which he could not otherwise do, and, at the same time, he is relieved of the trouble of carrying around with him, when he moves, a lot of books which are no longer anything, but so much lumber to him. The day ought to be here, and I think with cultivated people it is here, when a man is judged not by the number of unused volumes that stand on his shelves to gather the dust, but by what he has got out of his books; and when he has got the meat out, I do not see why he should not get what he can for the husks. At any rate, in these days, lack of funds can never account for people's not reading.

Why is it, then, that more people do not read? I believe the chief answer to this question is the simple one which applies as

well to the question, why do not more people smoke or eat olives. It is not because they cannot. It is simply because they have not learned. They have not formed the habit. For reading is a habit, just as much as going to bed at 10 o'clock, or parting your hair on the left side. Some men have it; some men have not. I think of one man, now, into whose office I occasionally go. He is a busy man; but I always notice a book on his desk. Sometimes it is a volume of history; sometimes a volume of essays; sometimes a novel. He has the reading habit. Any one who has it will find some opportunity to read, and it is for the lack of it that most people so far fail to read.

Now, from my point of view, all things considered, there is no other amusement, recreation or resource in all the world comparable for a moment to the habit of reading. It is more valuable than money. It is better than political honor. I know not what is to be compared to it. Books are the teachers who are always at hand, whose tempers never fail, whose discipline is a delight, and whose school is never dismissed. "He that loveth a good book," says Isaac Barrow, "will never want a faithful friend, a wholesome counselor, a cheerful companion, an effectual comforter." "A collection of books," says Carlyle, "is a University." Macaulay is said to have refused invitations to breakfasts and dinners innumerable that he might be at home with Sterne, or Fielding, or Boswell. Gibbon declared that he would not exchange the love of reading for all the treasures of India. "I love to lose myself," says that gentlest and most catholic of readers, Charles Lamb, "I love to lose myself in other men's minds. When I am not walking, I am reading. I have no repugnancies. I can read anything which I call a book. I bless my stars for a taste so catholic, so unexcluding." "Much as I love company," said Pope, "and I have kept a good deal of good company in my day, I love reading better." "Blessings be upon the head of Cadmus, or the Phenicians, or whoever else it was," says Carlyle in characteristic fashion, "that first invented books." So say I, exactly. Blessed is every man who loves a good book and knows how to read one; and the first and fundamental thing in the art is to form the reading habit.

But, supposing one to have the habit, he must read something. What shall he read?

Now, however you may differ from me, I shall lay down the general proposition that everybody man, woman or child, should at any time be allowed and encouraged to read that which will interest him, to read what he wants to read; for that is what he can appreciate and profit by. He can climb up on that to something higher. We are accustomed to say that certain things are classic, and certain other things are not. But that book is classic for any man which at that time is the best book that he is capable of reading with enjoyment and profit. Let him read that book, whatever it is.

I am not distressed, as some seem to be, by the multiplicity of books in these days, as if in the maze one were apt to go astray and get hopelessly lost. The more the merrier, say I. There cannot be books of any more various shades than there are men of the same to write them and to read them.

There are plenty, however, who take an opposite view. Among others, Frederick Harrison has an essay entitled "The Choice of Books," which perhaps some of you would enjoy reading, in which he mourns with great sorrow the multiplicity of books, and regrets with exceeding bitterness the way in which most of us, unsophisticated travelers, wander aimlessly through the foggy fields of literature. But I will warrant the man who follows conscientiously his own taste, to walk straighter and come out safer than the man who follows Mr. Harrison's directions. There is also an excellent book, with a broader spirit, written by that wise and good man, ex-President Porter of Yale, entitled "Books and Reading." But the best things on this topic of what to read are usually to be found in less pretentious forms. Take, for instance, the two little essays by Sir John Lubbock, in his "Pleasures of Life," entitled respectively, "A Song of Books," and "The Choice of Books," both excellent; or the delightful essay of Charles Lamb, entitled "Detached Thoughts on Books and Reading;" the second essay in Ruskin's "Sesame and Lilies," entitled "The King's Treasures," or some characteristic remarks of Emerson in his volume "Solitude and Society;" or a few words of Prof. Drummond, entitled "A Talk on Books." Of all these and many others, I confess that I get the most pleasure from Lamb's "Detached Thoughts on Books and Reading."

Having taken the fundamental position that any one is to read what at the time he wants to read, or what he will most enjoy and therefore most profit by, what more is there to be said to the ques-

tion what shall I read? Evidently upon this foundation only a loose structure can be built. Still, even allowing every man to follow his own taste there are some general things which can further be said with profit.

First, no man ought to read narrowly. In these days, the educated man has often been defined as the man who knows a good deal about some one thing, and a little about a great many things. To know the little about the great many things is only second in importance to knowing the great deal about some one thing. History is good, but a man would better not read all history. Poetry is good, but I would not read all poetry. Science is good, but it is not all there is. Biography is good, but a little of it, as the boys say, goes a good ways. Read something of everything. There is no excuse for a man's being narrow in his reading.

But it does not follow that one must be reading everything at the same time. For several years, one will naturally be chiefly occupied with fiction, for instance, or with history; later, with poetry, or with science. It is not necessary to be everywhere at once, but before you get through, be sure you go pretty well round the lot. Every one ought sooner or later to read not only some fiction, and poetry, and history, for every one who reads at all already reads something in all these, but he ought to read some science, and some theology, and some philosophy, as well. Many people restrict their range of reading unnecessarily, because they think there are certain things which they cannot read. For instance, the average business man, or perhaps even the average teacher, is frightened by the name of science or philosophy. But the scare is wholly unnecessary. To every man whose mind is of average brightness, and who has any power of mental application, the field of science or philosophy is just as open as the field of fiction. If only you get hold of the right books with which to begin you will find these things not at all remote, but cordial, easy of access, and friendly as can be. In philosophy, for instance, take such an essay as that by Mr. Huxley, on Hume. In natural science, take such a book as White's "Natural History of Selbourne," or Lubbock's "Ants, Bees and Wasps;" in science, Darwin's "Origin of Species;" and you will be charmed and interested at once. Suffer, then, this word of exhortation; do not be frightened out of whole acres of pasturage because you are afraid

your mental digestion is not good enough to stand it. Go in, help yourself, it is all free. If you get at it right, it is all easy. I repeat, before you get through, try to read a little something of everything.

Of course, it goes without saying, that one is not to read all books alike. You will doubtless all recall the famous saying of Bacon's, apropos of this matter. In as much as I do not recall it, I will improvise something akin to it. Some books are to be looked at, perhaps, only on the outside; some are to be read, in part; perhaps the greatest number are to be so read. Some are to be read through, but not re-read. Some few are to be read carefully and re-read "weighed, pondered and inwardly digested." It is said that Daniel Webster in reading most books, read first the table of contents, then read carefully the first sentence, and occasionally the second, in every paragraph. There is high art in knowing how to get what you want out of a book without having to carry off a great deal which you do not want. And do not fail to observe that to read hastily those many books which ought so to be read is only second in importance to reading carefully those few which deserve a careful reading. But as to this, as well as to all the rest, what you will do depends primarily upon your own ability and your own tastes. Some great scholars have been men of few books which they read often and most thoroughly. But Carlyle, for instance, devoured books by the thousand.

As to proportion, how much of this and how much of that, only this can be said, not so much of any one thing as to exclude entirely something else equally valuable; not so much newspaper as to crowd out books altogether; not so much fiction as to unfit you for a little theology; not so much science as to dry you up.

As to the proportion between the new and the old, more can be said. In fiction and poetry, as a rule, one would better read that which is true and approved. In history, both new and old, but chiefly what has been written within the present century. In science and theology, almost wholly that which is recent. It is not nearly so difficult as is sometime supposed to keep up with the new books if only in your selections you give proper scope to the method of exclusion.

But how shall one tell what new books to buy, supposing he is inclined to buy any; especially if he lives away from great public

libraries, and where the book stores keep chiefly newspapers and bric-a-brac? Watch the book reviews. Be it observed, however, that a book review is much like a letter. It is not worth much if it is anonymous. There are, for instance, twenty or thirty people scattered about the country who are writing book reviews for the *Outlook*. Every reputable paper is supposed to vouch for the character and the good judgment of those who write its book reviews; but which one of the twenty or thirty reviewers wrote the review of this particular book I have no means of knowing; and unless I know, how much more valuable is the book review to me than if I should see a notice posted on a tree, saying read such and such a book? Every book review in order to be valuable ought to be signed by the name of the reviewer; so that you may know how to make allowance for his individual judgment and point of view; since the very best reason for not buying a book may be that some man whose point of view is different from your own has very highly recommended it.

It follows from the position that we have taken that lists of books to be read are not of prime importance, since every reader must judge for himself. But they are always interesting to me as showing what other men have read. The best short list which I have found is given by Sir John Lubbock, in his essay, "The Choice of Books." The list includes only one hundred books, and is made up not on the basis of his own taste, but as nearly as he could judge to suit the general taste. I will mention only a few of the most familiar books in his list. In religion, he puts the Bible first, of course. Then "The Imitation of Christ," "Pilgrim's Progress," "Keble's Christian Year." In history, "Gibbon's Rome," "Hume's England," "Carlyle's French Revolution," and "Green's Short History of the English People." In biography, "Boswell's Life of Johnson." In science, Darwin's "Origin of Species." Among lighter books, "Arabian Nights," "Robinson Crusoe," "Don Quixote," "Vicar of Wakefield." In poetry, the usual English poets, from Shakespeare to Tennyson. Among essays those of Hume, Bacon and Emerson.

I would like now to add just a few words out of my own experience. I have at different times been reading in some line, for instance in history or fiction, so long that it has lost its interest for me. Not knowing what else to do, I have picked up a book deal-

ing with some topic wholly new to me, and it has been almost as if a new planet had swung into the sky, and a new world had come to me to be conquered. If I could induce some of you to take up thus some topic which you have hitherto neglected, I should feel that you would excuse my thus far having said so much to so little purpose. If any of you find your appetite for reading growing dull, it is probably because you need a change of diet.

It is not necessary to agree with an author in order to read him with profit. Quite the contrary. If you agree with him, what is the use in reading him? If you differ from him, you may perhaps learn something from him. Those people who read only what they already agree with remind one of the people of whom Paul said, "They compare themselves among themselves, and measure themselves with themselves, and are not wise;" and owing to their peculiar method they do not grow any wiser. It is not the only necessary recommendation for a book that you do not agree with it. But, in general, I have found that I have got more from an author whose point of view is different from my own.

I think it ought in general to be said, especially to people who like teachers and ministers are obliged to use books more or less as mere tools, that for general purposes a book which imparts inspiration is better than a book which merely gives information. Thus, it is better to know Shakespeare and Browning than Herbert Spencer. A novel is often more profitable reading than a book of science or of philosophy.

I have known people who purposely refrained from too much reading, lest it should impair their originality. Now, as to that, I feel this way; I would rather know a few things which other men have known before me, which are true, than to know a great deal which no one else has ever thought of, but which after all is not so. Really, no man is prepared to think well for himself until he has acquainted himself with what men have thought before him.

As I have already said, lists of books are not very valuable, since what you want to read depends, according to our contention, on who you are, what you have already read, and what your aim is in reading. As a matter of curiosity, I should like to mention a dozen books, each one of which I enjoy most or get most profit out of in its own department. I will restrict myself to one book in each class.

In devotional reading, The Book of Psalms; among sermons, those of Frederick W. Robertson; among essays, those of Emerson; in dramatic poetry, Shakespeare; in lyric poetry, Burns; in history, Macaulay's England; in fiction, Vanity Fair; in natural history, Lubbock's Ants, Bees and Wasps; in biography, Boswell's Life of Johnson; in practical sociology, Booth's Darkest England; in psychology, James' Briefer Course; in evolution, Fisk's Cosmic Philosophy; Among the Lives of Christ, Ecce Homo.

But of many books there is no end, and to listen to a catalogue of them all is certainly a weariness to the flesh. Allow me to say this much more, I wish that every one read more, for many people would be kept out of a great deal of mischief if they were fond of reading. I wish every one read the best books, and I will tell you why; not simply because the best books broaden the mind as inferior books do not; not simply because they contain more information, but because they have the best influence on the character of the reader. As the best music, so the best literature is one means which God uses to bring men to higher ideals and purer lives. We need all the helps we can get to the best life. Let us not despise the help of good books.

HELPS FOR SUPERINTENDENTS.

The questions given below were prepared for the use of superintendents in visiting their schools. The following letter will explain how they are to be used, and the service which they may render teachers and pupils.

STATE OF MAINE.

EDUCATIONAL DEPARTMENT.

AUGUSTA, October 4, 1895.

MY DEAR SIR:

I have found the enclosed list of questions useful in expressing to teachers my estimate of their work.

To use these questions to the best advantage you will need to make a careful study of the teacher, the pupils, the work and the questions. This done, you can, in a few minutes, make a record of your decisions and leave them in a form for the teacher to study at her leisure.

It is embarrassing to a teacher to have comments made on the discipline or work of the school in the presence of her pupils, although they may not hear what is said. She is frequently so much excited that she does

not distinctly hear, or fully understand the suggestions made by the Superintendent.

This is sufficient explanation of the fact that teachers frequently do not act on these hints; they do not hear all that is said, they do not understand what it means and they soon forget what they were urged to do.

I would suggest that you do not attempt to mark more than nine or ten questions during any one visit. If possible, mark some that indicate your approval of the work or efforts of the teacher. It is not difficult to find some points in which you think the work needs more attention. If necessary, do not hesitate to make clear the particulars in which you think the teacher fails.

Wishing you the largest success in your efforts to train the boys and girls to be worthy citizens,

I am,

Very sincerely,

W. W. STETSON,

State Superintendent of Schools.

.... *Building*..... ... *Teacher.*

Observations made by the Superintendent *189*

Answers.

1. Has she the instincts and tact of a teacher?
2. Did she seem to be familiar with the work required of her classes?
3. Did she seem to have made suitable preparation for the recitation?
4. Had she some definite plan of work?
5. Did she secure the undivided attention of her pupils?
6. Did she teach more than was in the text-book?
7. Did she use the facts and objects with which the children were familiar to emphasize the essential points of the lesson, and to illustrate principles studied?
8. Were her statements clear and accurate?
9. Was her manner decided?.....inspiring?.....controlling?.... .. forceful?
10. Did her questions follow each other in a logical order?
11. Was her method of questioning effective?
12. Did she lead the children to discover their errors?
13. Did the work done seem to promise the best results?
14. Were her explanations suited to the abilities and advancement of her pupils?
15. Were the important points of the lesson fully developed, and carefully summarized at the close of the recitation?
16. Did her teaching tend to make thinkers or machines?
17. Were the pupils taught how to draw conclusions from facts learned?
18. Did her questions include the answers desired?
19. Did she suggest by words or tones the answers required?
20. Did she assist her pupils to such an exent as to make them dependent upon her?
21. Did they answer questions with the rising inflection?

22. Were they allowed to guess at answers? *Answers*
23. Did their answers take the form of questions?
24. Did the teacher seem to be governed by the idea that it was her principal business to *hear* recitations?
25. Did she stimulate her pupils to think by asking suggestive questions?
26. Did she encourage helpful discussions?
27. Did she thoroughly verify and test the pupils' ideas of the statements made and the definitions given?
28. Did her questions show an intelligent and ample grasp of the topic?
29. Did the pupils thoroughly prepare their lessons before coming to the recitation?
30. Did she have suitable work prepared and assigned to those who were not reciting?
31. Were those who were not reciting studying?
32. Were all the members of the class giving attention to the work of the recitation?
33. Was her instruction interesting enough to deserve attention?
34. Did she "clinch" some point during the recitation?
35. Did she make the recitation accomplish all it was capable of doing for her pupils?
36. Did she use effectively the facts that are naturally tributary to the lesson?
37. Did she, to a reasonable extent, go back to the first principles of work being done?
38. Were oral reviews a part of the regular exercises of the school?
39. Did they include only the essential facts and principles studied?
40 Did she use anniversaries, facts, incidents, and current events to illustrate and simplify the work of the text-books?
41. Can her pupils apply, in a practical way, what they learn from books?
42. Does she devise and adapt her methods, select the facts she teaches, and arrange the materials she uses?
43. Is her work in these particulars characterized by good taste and sound judgment?
44. Did her pupils know how to think?
45. Did she have drill exercises in the pronunciation of words?
46. Did her pupils use good English? .....are they skilful talkers?
47. Do they know what they should about the soil of this section?..... plants?.....rocks? .....animals?.....about their town?..... county?.....state?.....about famous men?.....great and current events?
48. Were inaccuracies in oral and written language corrected?
49. Were important points frequently reviewed?
50. In reviews, were the questions so worded as to require the pupils to think, and use their own words in their answers?
51. Were her questions brief and searching?
52. Were her recitations so conducted as to develop thought?
53. Did she dispatch the details of her work expeditiously and quietly?
54. Did she secure promptness, accuracy, and brevity in her recitations?
55. Were the tones of the teacher and pupils natural and pleasant?
56. Were her pupils respectful and courteous?
57. Did they seem to make progress in their studies?
58. Was the teacher too talkative?
59. Did it seem as if the teacher questioned only the brighter pupils?
60. Did the teacher address her questions to the whole class?

61. Did she indulge in repeating the pupil's answer? *Answers.*
62. Did she say or do anything which the pupils might have said or done themselves?
63. Were they urged to prepare simple apparatus to illustrate principles studied?
64. Were they energetic, self-reliant, and progressive?
65. Did they stand, sit, and walk properly?
66. In her intercourse with her pupils, was she careful in her manner, tone and words?
67. Did her pupils give parrot-like or intelligent analyses in arithmetic?
68. Did they analyze the problems or state the processes used in the work?
69. Were fractions so taught that they were readily used in interest and percentage?
70. Were the pupils rapid and accurate in mental work in arithmetic?
71. Did she try to teach the cause and relation of facts studied?
72. Did she possess the power that comes from serenity?
73. Did she ignore faults and irregularities?
74. Was the class quiet?..... diligent?
75. Was the order in passing to recitations in the lines, and in handling books and apparatus, satisfactory?
76. Was the teacher just in praising?. ....reprimanding?
77. Did she have control of herself?
78. Was order maintained by harsh measures?
79. Was she kind and firm in her treatment of her pupils?
80. Did she rule by muscle?.....by will power? .....by inspiring self-control?
81. Did the discipline of the school influence the pupils helpfully outside of the schoolroom?
82. Was the moral atmosphere of the school wholesome?.....mental?
83. Were the relations existing between the teacher and pupils kindly and intimate?
84. Did the pupils obey promptly? .... cheerfully?
85. What was the temperature?.....atmosphere?
86. Was the schoolroom tidy and attractive?
87. Was the work on the board and slates neatly done and arranged?
88. Were the pupils allowed to injure the text-books or other school property?
89. Were they alert and interested?
90. Did she infuse life and energy into the pupils and the work of the school?
91. Did she seem to be buried in her text-book?
92. Did she bring some new idea into each recitation?
93. Did she encourage her pupils to read the books, papers, and magazines found at home and in the school?
94. Did she test their knowledge of what they had read?
95. Did the pupils read with good expression?
96. Did they speak in clear, distinct tones, and in a prompt and decided manner?
97. Were they allowed to read without comment or suggestion?
98. Was the amount of text read too much?
99. Was there enough time spent in studying the thought of the selection read?
100. Were the pupils required to reread a paragraph until they read it acceptably?
101. Were mistakes in pronunciation and emphasis left uncorrected?
102. Were mumbling, drawling, slurring tones permitted?

Answers.

103. Did the pupils recite words or ideas?
104. Did the teaching tend to develop the power of concentration? .....memory?..... attention?.....application?
105. Did it tend to develop the power to see things in all their parts and relations?.....to grasp and analyze ideas?
106. Did the younger pupils recite frequently enough?
107. Did she have some definite object to accomplish by each lesson?
108. Did she have some definite way of accomplishing it?
109. Did her pupils master the work attempted, and state clearly *their* ideas?
110. Were their answers indefinite or incomplete?
111. Did they use the words and sentences that expressed in the briefest and clearest manner the correct answers?
112. Did they understand the words used?
113. Were they required to work?
114. Were the pupils told to do or taught *how* to do the work required of them?
115. Are the pupils' vocabularies large and well selected?
116. In the assignment of lessons did the teacher indicate that she had made a study of the abilities and needs of her pupils and of the text assigned?
117. Has she a special line of study or investigation not directly connected with her school work?
118. Has she read some of the standard works on education?... ..in general literature?
119. Does she read regularly an educational magazine?
120. Is she instinctively a student?
121. Is her knowledge of the "common English branches" broad and accurate?
122. Is she energetic? .... enthusiastic?.....progressive?
123. Can she devise? .. . execute?
124. Is she up with the times in thought?.....reading?
125. Is she interested in her work?.....in her pupils as individuals?
126. Does she inspire her pupils and exert an influence for good over them because of the quality of her personality?
127. Is she interested in the best interests of the community?
128. Did she spend much time on non-essentials?
129. Did she economize the time and energy of her pupils, by properly grouping the facts that should be considered together?
130. Did she put her best effort into teaching the important topics?
131. Was the work on the chart satisfactory? .....in oral combinations in number?.....general exercises?.....reviews?.....synonyms? .....phonics?.....analysis of words?
132. Could the pupils give the reason why the atatements they made are true?
133. Was the recitation a means of making their information more definite and extensive?
134. Did they study about things, or study the things themselves?
135. Was each lesson so taught as to justify the teacher in feeling that something had been accomplished, something done?
136. Did she use her own and her pupils' time and energies to the best advantage?
137. Did her influence and teaching tend to make pupils thoughtful? .....considerate?.. ...gentle?..... generous? ..... erect and graceful in carriage?. ... courteous in manner?.. .. unselfish.....trustworthy?
138. Did she appeal to the best motives in her efforts to control or influence her pupils?

Answers.

139. Did she have the power of holding them to their work and good behavior without a visible effort?
140. Did her teaching tend to develop the best qualities and abilities of her pupils?
141. Are they doing more and better work than they did last term?
142. Did she have the faculty of inducing them to voluntarily put forth their best efforts?
143. Does she familiarize herself with what her pupils have done in preceding classes?
144. Does she know and properly appreciate what they are to do in the higher classes?
145. Is her work a continuation of what precedes, and does it best prepare the pupils for what follows?
146. Did she use good English?
147. Did her sentences clearly express her ideas?
148. Were the pupils impressed and influenced by what she said?
149. Do they dawdle?
150. Does he teaching tend to help them to use their faculties naturally, and at the time of their greatest natural activity?
151. Could they see things with their intellectual eyes?
152. Could they use books and facts, or were they burdened by them?
153. Did they do enough in a given time?
154. Did she have the faculty of inducing her pupils to work out the solutions of questions for themselves?
155. Was enough time spent on *drill* exercises?
156. Did she "pump" the lesson out of her pupils by using leading questions?
157. Did they understand the connection and relation of facts recited?
158. Does her teaching tend to encourage pupils to accumulate facts or to develop strength?
159. Have her pupils read some of the English classics?
160. Have they memorized some standard selections?... ..short quotations?
161. Did her teaching develop love of country, and a just regard for our best men and women?
162. In what did she excel as a teacher?
163. In what was she weak?
164. In what were pupils specially proficient?
165. In what were they particularly deficient?
166. Does she study the methods of other teachers?
167. Is she persistent in her efforts to learn the best methods?
168. Is she fertile in giving variety to her work?
169. Does she act on suggestions made to her?
170. Is she a better teacher than she was last term?

A ✓ means that the work covered by the question, after which it is placed, is satisfactory.

A + means that the work needs more attention.

A—means that the work is unsatisfactory.

REMARKS:

HELPS FOR TEACHERS AND PUPILS.

The suggestions on reading, given below, were printed on slips and have been distributed to the teachers who were in attendance at the Summer Schools and Institutes. Provision has been made by the department to furnish the teachers of the State with as many of these documents as they can use to advantage.

It was explained that the first slip should be pasted on the inside of the front cover, and the second, on the inside of the back cover of a blank book, in which record should be made of the answers the children gave to the questions propounded.

The importance of helping children to acquire a taste for good reading is fully discussed in another section of this report.

READING (FIRST SLIP.)

1.—Write in a blank book the complete titles of the books you read this year.
2.—Write a short sketch of the author of each book read.
3.—Mark the books that you like best with a cross.
4.—Why do you prefer these books?
5.—In what ways have they helped you?
6.—What friends did you make in the books read?
7.—Why did you select them for friends?
8.—What is the best idea in your favorite book?
9.—What is the most important fact?
10.—What is the choicest sentence?
11.—How many times have you read the books marked with crosses?
12.—Have you taken notes while reading?
13.—Have you committed to memory striking passages?
14.—Do you make some record of all the books you read?
15.—What newspapers and magazines do you read regularly?
16.—Do you put in a scrap book the gems you read?
17.—How much time do you spend each day in reading?
18.—Do you consult reference books for information on matters you do not understand in your reading?
19.—In what ways has your reading benefited you?
20.—What books would you like to read next?

Reserve the first and second pages of the book in which you write answers to the above questions for answers to numbers 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20.

READING (SECOND SLIP.)

Read but few books.
Read the best books.
Read the books that help you most.
Read the same books many times.
Read for ideas more than facts.
Take notes while reading.
Commit to memory striking passages.
Make indexed scrap-books of gems read.

One hour of thoughtful reading each day will furnish food for meditation for all your leisure hours. Persist in this practice until it becomes a controlling habit. Read and study the lives of good men until you have discovered the secret of their goodness and greatness. Read and study the history of a nation until you appreciate the people, measure the leaders and are able to comprehend the reasons why it helped or hindered the world's progress. Read and study one of the classics until you make your own the ideas of the author, see the pictures he paints, understand the characters he portrays and can think out to their legitimate conclusions the ideas expressed. Verify statements in science by observation or by experiment, if possible. Do not feel satisfied with understanding the words of the author. Master the thought, welcome the enthusiasm he inspires and follow out the ideas your reading suggests. Study and respect the opinions of others, but in the end stand by your own conclusions.

HELPS FOR PUPILS.

There is a lamentable vagueness in the minds of the teachers as to where to begin their work and what to do next. The fact that the children need systematic training in certain definite things seems to be unknown to them. The card printed below was prepared for the purpose of helping to settle some of these questions.

The teachers who attended the Summer Schools and Institutes have been furnished with enough of these cards to supply each pupil in their schools with one. They were urged to call attention to the items found on these cards, and they were asked to make a special effort to develop a personal and a school enthusiasm to excel in each of the particulars mentioned. The department is prepared to send these cards to all teachers applying for them.

Stand and sit erect.
Move promptly and quietly.
Speak distinctly and gently.
Study more than text-books.
Master what you study.
Be courteous and thoughtful.
Be diligent and trustworthy.
Make the most of the best in you.

.....ME., 189.....

.....

Will you read or repeat what is on the opposite side of this card once each day? Will you make an earnest effort to do the things there mentioned better than you did them last term? I am sure that you will be greatly benefited if you try to improve in these several ways. I am equally certain that you will always remember with pleasure every effort you make to do more and live better than you did yesterday. These requests and suggestions are made by your superintendent,

.....

And your teacher,

.....

PROFESSIONAL READING.

A large number of letters have been received asking the Superintendent to recommend books and papers for teachers. The following lists are submitted as a general answer to these inquiries:

BOOKS.

Theory and Practice of Teaching, Page; Mistakes in Teaching, Hughes; Practical Hints for Teachers, Howland; History of Education, Painter; Elementary Psychology and Education, Baldwin; Lectures on Teaching, Fitch; Methods of Teaching, Swett; Practical Lessons in Physiology, Krohn.

PAPERS AND MAGAZINES.

American Teacher; Journal of Education, New England Publishing Company, Boston; Primary Education; Popular Educator, Educational Publishing Company, Boston; School Journal; Teachers' Institute; Primary School, E. L. Kellogg & Company, New York; Teachers World, Bemis Publishing Company, New York; Educational Review, Henry Holt & Company, New York; The Education, Palmer and Kasson, Boston.

COMMON SCHOOL STATISTICS,

Compiled from Annual Returns of S. S. Committees and Fiscal Returns of Municipal Officers, for the Year Ending April 1, 1895.

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 number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Auburn	3,495	1,880	1,634	1,878	1,723	.48	1,996	12		12		1,944	32	25	–	–	$95,000	5	6	56	56	4
Durham	343	216	184	198	176	.52	264	8	1	10		299	11	10	–	–	4,500	–	3	11	8	3
East Livermore	422	296	217	293	248	.55	409	9	1	12		364	7	5	–	–	5,000	1	2	10	9	3
Greene	190	144	115	142	113	.60	144	9	1	10		178	10	10	–	–	2,500	–		9	9	1
Leeds	285	179	153	187	164	.55	212	9		9		274	12	5	–	–	3,000	–	4	10	6	5
Lewiston	8,116	2,467	2,055	2,490	2,028	.25	2,518	12		14		1,628	27	25	–	–	239,000	4	4	73	73	48
Lisbon	1,143	785	689	716	638	.54	875	10		10		680	18	16	1	$6,300	24,500	2	4	23	21	3
Livermore	291	149	133	179	147	.48	187	10		12		220	14	9	1	300	3,000	1	6	9	4	
Mechanic Falls	386	289	241	269	234	.61	295	11		11		227	4	4		–	12,000	1	1	8	8	5
Minot	247	100	84	108	91	.31	131	10		10		180	7	7	–	–	2,040	–	–	6	6	2
Poland	404	285	238	287	246	.60	379	8	5	10	1	454	17	16	–	–	10,280	1	6	15	12	3
Turner	536	323	289	231	195	.45	367	10		10		342	19	18	1	600	11,000	3	2	13	9	4
Wales	138	96	89	110	99	.68	117	10		10		180	8	6	–	–	2,500	1	2	5	4	2
Webster	338	173	142	182	140	.42	188	10		10		194	11	8	–	–	3,200	–	4	7	3	1
	16,334	7,382	6,263	7,270	6,242	.38	8,082	9	5	10	4	7,164	197	164	3	$7,200	$417,520	19	44	255	228	84

ANDROSCOGGIN COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Auburn	53	$88 33	$7 84	$2 60	$1,575	$16,000	$7,000	-	$4 58	.002 3-10	$16,000	$8,764	$3	$24,767	$23,899	$868	
Durham	4	29 18	5 94	2 00	120	1,200	311	-	3 50	.003 3-10	1,250	848	6	2,104	2,040	64	
East Livermore	-	40 00	5 00	2 50	100	1,705	500	-	4 04	.002 7-10	1,705	948	451	3,104	3,098	6	
Greene	4	None	4 00	1 60	60	708	-	-	3 73	.002 1-10	976	631	-	1,607	1,504	103	
Leeds	11	20 00	4 50	1 80	94	800	-	-	2 81	.002 4-10	893	783	200	1,876	1,732	144	
Lewiston	77	126 30	8 00	3 00	1,700	26,000	8,639	-	3 20	.001 9-10	26,000	19,586	428	46,014	45,781	233	
Lisbon	25	68 00	7 50	2 00	300	4,300	1,804	-	3 76	.002 2-10	4,300	2,834	285	7,419	7,142	277	
Livermore	5	23 00	4 53	1 75	78	925	4	-	3 18	.002	1,535	736	73	2,344	1,922	422	
Mechanic Falls	-	73 00	6 00	3 25	125	2,975	1,495	-	7 70	.003 2-10	3,006	1,088	-	4,094	4,265	-	$111
Minot	-	None	4 26	2 01	127	1,000	656	-	4 05	.003	1,443	536	-	1,979	1,464	515	
Poland	-	21 10	4 03	2 31	224	2,000	22	-	4 95	.002 5-10	2,000	1,063	130	3,193	3,044	149	
Turner	20	21 00	5 30	1 77	170	2,000	387	-	3 73	.002 6-10	3,132	1,220	56	4,408	3,079	1,329	
Wales	5	27 00	4 50	2 00	39	500	139	-	3 62	.002 4-10	500	374	24	898	823	75	
Webster	8	32 00	4 50	2 00	75	1,024	263	-	3 03	.002 4-10	1,051	634	55	1,740	1,725	15	
	212	$40 64	$5 42	$2 18	$4,787	$61,137	$21,220	-	$3 74	.002 1-10	$63,791	$40,045	$1,711	$105,547	$101,458	$4,200	$111

AROOSTOOK COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d	w.	d.											
Amity	152	90	62	91	62	.41	115	10		10	2	115	4	4			$1,200		1	3	3	
Ashland	228	86	68	96	71	.31	169	9	1	12		104	7	2			5,500			2	3	1
Bancroft	107	82	64	92	79	.67	98	10		10		100	4	4			1,000	1		4	5	
Benedicta	144	97	60	95	74	.47	192	14		14		84	3	3			1,000			3	3	
Blaine	393	209	164	193	151	.40	276	10		12		198	5	1			2,150		2	6	4	2
Bridgewater	345	192	147	215	171	.46	238	10	1	12		176	8	8	2	$1,600	4,000	1		6	5	2
Caribou	1,716	489	351	892	665	.30	1,029	12		10		840	22	13			18,500	2	5	19	27	4
Dyer Brook	107	84	68	91	71	.65	91	10		10		100	5	2			700		1	6	5	2
Easton	398	288	225	274	237	.58	323	11		12		253	11	11			6,500	2	2	9	8	
Fort Fairfield	1,664	838	626	848	661	.39	1,178	9		10		794	28	26			21,000	1	4	28	25	4
Fort Kent	1,139	520	388	392	283	.30	543	11	3	14	1	473	17	12	3	750	2,000	5	3	16	17	12
Frenchville	1,288	685	499	675	475	.53	760	14		15		752	17	13	1	700	1,600	4	4	19	17	4
Grand Isle	509	293	216	152	113	.32	327	12		10		265	6	3			900	3	2	5	6	3
Haynesville	120	77	60	55	45	.55	83	10		10		96	4	2			800	1		3	4	2
Hersey	76	45	31	35	28	.40	53	10		10		40	2	1			500		1	2	1	
Hodgdon	400	223	163	255	191	.44	280	8		12		303	11	7			4,055	3	3	8	8	1
Houlton	1,339	878	793	907	821	.60	929	11		11	2	680	13	13	1	750	35,000	1	2	22	21	4
Island Falls	249	107	87	141	119	.41	170	8		8	2	76	3	1			1,200		2	3	1	1
Limestone	325	243	198	262	203	.61	295	10		11	2	218	10	3			3,000	1	2	9	8	1
Linneus	386	211	165	168	143	.40	246	10		10		180	9	6			2,500		4	9	5	1
Littleton	316	217	155	117	72	.36	370	12		12		216	9	2			2,825		1	9	8	
Ludlow	123	75	53	80	56	.63	84	10		10		117	6	4	1	160	1,000	6		5	6	
Madawaska	656	335	226	24	17	.20	433	12		10		355	9	6	1	150	1,210		5	9	10	4
Mapleton	385	200	159	195	152	.41	266	10		13		228	8	7			3,355		2	9	7	

Mars Hill	418	213	162	191	152	.37	238	12		10	4	248	9	6	–	–	4,000	–	3	9	6	1
Masardis	76	68	43	63	39	.54	71	12		12		48	3	1	–	–	1,000	–	–	3	2	
Monticello	500	230	165	240	181	.35	302	8		12		252	9	6	–	–	3,500	1	3	8	5	5
New Limerick	252	171	133	155	133	.53	197	12		12		144	6	6	–	–	1,600	2	2	5	5	2
New Sweden	330	157	131	211	171	.46	227	8		12		140	7	4	2	1,000	2,000	4	6	3	1	
Orient	67	56	40	35	30	.52	64	8		8		36	3	3	–	–	1,400	–	–	2	3	
Presque Isle	1,251	784	480	791	568	.42	832	10		10		870	24	18	1	800	27,000	2	7	27	22	8
Sherman	370	191	142	212	179	.43	295	12		12	1	164	6	5	–	–	3,000	2	4	4	2	
Smyrna	122	72	58	75	61	.49	82	9		11	3	80	4	2	–	–	900	–	–	3	3	
Van Buren	619	365	320	305	270	.48	365	18		13		152	10	5	–	–	1,200	1	1	7	6	3
Washburn	420	253	176	244	186	.43	351	10		11		282	11	9	–	–	2,725	1	4	11	7	
Weston	161	97	79	90	75	.48	119	9		10		116	4	4	2	1,100	2,400	–	1	4	3	1
Woodland	383	203	150	202	144	.40	215	11	3	9		183	9	4	1	345	3,000	1	2	8	7	2

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 number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Allagash	127	70	47	-		.37	70	25				25	4				$300	1		4		
Cary	150	73	50	80	60	.37	120	10		10		96	3	3			900		3	3		
Castle Hill	224	148	115	136	106	.50	177	8	2	8		132	6	2			1,785			6	6	3
Caswell	176	84	63	87	61	.35	112	10		11		84	3	1			300	1	1	2	3	
Chapman	191	56	44	35	28	.19	130	7		10		75	3	1			250			4	4	
Connor	248	156	99	56	39	.28	192	12	4	[illegible]	2	109	5	4			1,000	1	1	4	1	
Crystal	175	111	87	122	90	.51	127	7	4	[illegible]	4	137	7	3	2	700	1,500		2	6	6	
Cyr	227	175	142	-	-	.63	175	12				117	5	3			800			6	6	
Eagle Lake	172	129	92	-	-	.54	129	14	3			87	3	3			900			3		
Garfield	35	24	22	18	16	.54	24	12		11	3	35	1	1			450			1	1	2
Glenwood	66	50	42	36	27	.53	51	8		10		78	3	2			450			3	3	1
Hamlin	238	119	82	77	56	.30	122	12		10		158	4	2	1	175	360			4	4	
Hammond	42	23	17	27	18	.43	28	9		12		30	1	1			310		1	1		
Macwahoc	82	62	48	57	43	.56	65	8		13		42	2	2			500	1	1	1	2	
Merrill	99	54	49	64	57	.53	65	10		10		60	3				300		1	3	2	
Moro	82	75	52	47	34	.52	81	11	2	10		76	3	2			475		2	3		
Nashville	19	5	5	-	-	.26	5	24				24	1	1			300			1		
New Canada	149	90	65	-	-	.44	90	8				24	3	1			400			3		
Oakfield	316	173	138	99	80	.35	240	8	1	10	3	165	7	2			1,000		2	8		
Oxbow	44	30	23	25	22	.52	33	10		10		20	1	1	1	600	600			1	1	1
Perham	200	98	70	121	87	.40	137	11	3	12	2	120	5	3	1	600	1,800		2	5	3	1
Portage Lake	46	46	39	42	37	.83	46	16		16		96	2	2			1,000			2	2	1
Reed	103	78	64	67	56	.58	92	8		9		109	4	1			550	1	1	3	2	
St. Francis	222	104	23	-	-	.11	104	22				66	3	2			400	1	1	2	2	
St. John	155	84	53	36	28	.26	120	12		10		82	2	2			600			3	1	1

Silver Ridge	59	48	29	34	20	.42	49	10		12		66	3	2	–	–	600	–	–	3	3	1
*Stockholm	44	–	–	–	–	–	–	–		–		–	1	1	–	–	350	–	–	1		
Wade	89	46	35	55	44	.45	49	12		10		88	4	1	–	–	2,000	–	1	4	3	
Wallagrass	344	205	147	205	147	.43	205	10	1	10	1	91	3	3	–	–	1,000	–	–	5	5	
Westfield	81	40	11	50	12	.15	53	11		10		63	3	3	–	–	950	–	–	3	3	
Westmanland	31	12	8	14	10	.30	20	8		12		40	1	1	–	–	45	1	1	1	1	
Winterville	76	46	29	40	25	.36	53	12		12		36	1	1	–	–	300	–	–	1	1	
†Sheridan	136																					
†South Molunkus	17																					
	21,999	11,938	8,897	10,789	8,352	.40	14,870	11	3	10	4	11,909	426	284	21	10,100	197,695	53	102	403	344	91

* Organized March 23, 1895.

† Unorganized.

AROOSTOOK COUNTY—CONTINUED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1896.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Amity	1	$24 67	$5 16	$2 00	$25 00	$350	$14	–	$2 31	.004 2–10	$454	$342	$199	$ 995	$ 985	$10	
Ashland	6	40 00	6 58	2 30	90 00	500	46		2 20	.003	621	551	75	1,247	1,181	66	
Bancroft	1	20 00	3 69	1 82	20 00	250	39		2 34	.003 5–10	250	262	225	737	724	13	
Benedicta	3	–	4 83	2 00	12 00	253	–	–	1 75	.004 5–10	277	349	50	676	649	27	
Blaine	3	28 50	5 48	1 65	42 00	517	–	–	1 31	.003 1–10	617	893	–	1,510	1,496	14	
Bridgewater	4	29 50	5 26	1 66	65 00	757	–	–	2 20	.002 9–10	1,197	741	111	2,049	1,461	588	
Caribou	–	26 28	6 92	1 83	400 00	3,269	–	$110	1 90	.003 1–10	6,001	4,293	–	10,294	7,465	2,829	
Dyer Brook	2	18 80	3 98	1 57	33 00	198	21	–	1 85	.002 7–10	198	257	95	550	553	–	$3
Easton	5	28 00	4 50	1 75	90 00	900	18	–	2 26	.003 9–10	930	936	100	1,966	1,728	238	
Fort Fairfield	23	20 33	5 23	1 97	300 00	3,200	380	–	1 92	.003	3,930	4,009	98	8,037	6,685	1,352	
Fort Kent	–	20 00	4 97	1 25	65 00	700	–	–	61	.004 2–10	1,237	2,439	21	3,697	3,495	202	
Frenchville	5	18 67	2 73	1 18	100 00	375	–	–	29	.001 8–10	408	3,096	74	3,578	3,577	1	
Grand Isle	6	19 66	3 89	1 28	35 00	250	–	–	50	.001 5–10	394	1,250	88	1,732	1,575	157	
Haynesville	–	24 00	4 36	1 77	15 00	250	26	–	2 08	.004	326	267	135	728	605	123	
Hersey	–	18 00	6 78	3 50	15 00	150	30	–	2 00	.002 5–10	150	200	–	350	348	2	
Hodgdon	–	23 50	4 50	1 75	113 00	1,200	310	–	3 00	.003 7–10	1,257	943	165	2,365	2,277	88	
Houlton	17	46 00	5 75	2 70	300 00	5,712	2,500	–	4 26	.002 3–10	5,455	3,298	8	8,761	9,282	–	521
Island Falls	4	24 64	4 25	2 00	28 00	200	22	–	80	.001	200	409	144	753	684	69	
Limestone	–	25 00	4 92	1 88	65 00	746	–	–	2 30	.004 1–10	1,325	1,077	60	2,462	2,462		
Linneus	5	32 20	4 75	2 00	115 00	800	28	–	2 08	.003 3–10	884	978	111	1,973	1,600	373	
Littleton	–	30 00	4 31	2 00	73 00	800	61	–	2 53	.002 4–10	826	778	–	1,604	1,589	15	
Ludlow	–	–	3 75	1 60	40 00	375	75	–	3 05	.003 2–10	844	304	29	1,177	674	503	
Madawaska	3	15 48	3 85	1 14	60 00	325	–	–	50	.002	351	1,768	–	2,119	1,705	414	
Mapleton	–	27 00	4 67	1 83	114 00	689	24	–	1 80	.004 1–10	688	1,153	47	1,888	1,860	28	

Mars Hill	3	20 00	4 75	1 50	65 00	667	-	3	1 60	.003 1-10	795	928	67	1,790	1,595	195		
Masardis	3	-	5 00	2 00	6 00	200	-	-	2 63	.003 3-10	202	190	21	413	422	-		9
Monticello	6	30 00	4 84	8 20	72 00	906	-	-	1 80	.002 8-10	1,127	1,103	79	2,309	2,228	81		
New Limerick	6	34 00	4 60	1 66	85 00	472	18	-	1 87	.002 4-10	555	518	30	1,103	1,061	42		
New Sweden	-	26 00	4 00	1 65	67 00	535	-	30	1 62	.004 6-10	549	761	114	1,424	1,161	263		
Orient	2	-	3 57	1 92	6 00	200	5	-	3 00	.003 5-10	524	137	94	755	358	397		
Presque Isle	20	22 00	5 10	2 25	320 00	4,500	2,063	-	3 60	.003 6-10	4,500	3,041	159	7,700	8,611	-		911
Sherman	10	29 33	5 00	2 25	60 00	733	6	-	1 98	.004 2-10	764	860	92	1,716	1,726	-		10
Smyrna	4	17 00	3 96	1 85	25 00	350	118	-	2 87	.003 1-10	376	314	7	697	519	178		
Van Buren	-	20 00	4 75	1 25	25 00	935	-	-	1 52	.004 7-10	2,267	1,423	-	3,690	2,174	1,516		
Washburn	3	32 00	4 50	2 00	125 00	900	22	-	2 14	.004 1-10	1,268	1,082	128	2,478	2,135	343		
Weston	3	30 00	4 85	1 72	29 00	323	-	-	2 00	.006 4-10	493	401	56	950	904	46		
Woodland	9	23 00	4 95	1 99	90 00	700	-	8	1 83	.004 1-10	1,466	1,080	184	2,730	2,651	79		

AROOSTOOK COUNTY—CONCLUDED.

Plantations.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Allagash	2	$16 00	$3 75	$1 00	$15	$110	-	$51	$ 87	-	$217	$320	-	$537	$495	$42	
Cary	3	27 67	5 08	1 75	15	312	-	-	2 08	.012 1-10	655	384	-	1,039	848	191	
Castle Hill	8	-	5 00	1 81	43	500	$70	-	2 05	.005 2-10	587	578	$31	1,196	977	219	
Caswell	2	25 00	4 30	2 50	15	292	122	-	1 66	.007	292	347	-	639	660	-	$21
Chapman	-	-	4 00	2 00	30	167	-	18	87	.005 6-10	250	252	42	544	551	-	7
Connor	-	16 00	4 00	1 75	-	250	-	-	1 00	.003 7-10	250	559	-	809	782	27	
Crystal	4	18 00	3 33	1 59	35	300	62	-	1 71	.004	315	379	128	822	829	-	7
Cyr	-	-	5 00	1 25	48	75	-	-	33	.001 6-10	366	631	-	997	653	344	
Eagle Lake	-	-	4 00	1 00	22	60	-	-	35	.002	140	395	-	535	487	48	
Garfield	3	-	5 50	2 08	5	64	-	5	1 83	.001 3-10	89	154	-	243	249	-	6
Glenwood	-	-	3 77	2 08	15	186	40	-	2 82	.005 7-10	191	160	115	466	457	9	
Hamlin	-	-	3 59	1 62	28	150	-	-	63	.002	610	611	21	1,242	740	502	
Hammond	-	26 00	4 00	2 00	3	90	3	-	2 14	.001 6-10	263	122	-	385	250	135	
Macwahoc	2	18 00	5 74	2 39	17	185	12	-	2 25	.004 7-10	207	172	-	379	377	2	
Merrill	-	30 00	3 80	1 48	15	202	7	-	2 04	.003 5-10	202	242	15	459	418	41	
Moro	2	20 00	4 00	1 75	24	151	-	8	1 84	.003	220	197	1,353	1,770	491	1,279	
Nashville	-	-	2 25	2 00	-	72	45	-	3 80	.001 6-10	136	47	35	218	109	109	
New Canada	3	-	4 50	1 25	15	150	-	-	1 00	.004	170	265	-	435	342	93	
Oakfield	-	22 00	4 77	1 84	150	576	-	-	1 82	.007	876	786	56	1,718	1,094	624	
Oxbow	1	-	5 00	1 50	8	200	125	-	4 54	.006 3-10	200	100	-	300	206	94	
Perham	-	26 00	4 87	1 97	20	400	50	-	2 00	.004 3-10	442	476	170	1,088	965	123	
Portage Lake	1	-	5 00	2 00	15	150	38	-	3 26	.005 6-10	335	157	-	492	316	176	
Reed	-	24 00	3 75	2 00	20	400	238	-	3 88	.003 5-10	400	470	-	870	756	114	
St. Francis	-	20 00	3 75	1 25	25	150	-	-	67	.005	250	417	-	667	452	215	

St. John.	3	–	5 16	1 25	15	100	–	–	65	.003	80	374	–	454	478	–	24
Silver Ridge	–	–	3 75	1 75	10	129	–	27	2 20	.003 4-10	213	263	–	476	377	99	
*Stockholm	–	–	3 00														
Wade	3	20 00	3 92	1 57	30	300	174	–	3 37	.005 4-10	321	174	46	541	540	1	
Wallagrass	5	–	3 35	1 25	22	100	–	–	30	.002 6-10	500	727	–	1,227	926	301	
Westfield.....	–	–	3 92	2 00	21	158	25	–	1 97	.002 4-10	310	187	78	575	412	163	
Westmanland.....	–	40 00	5 00	1 50	5	60	–	–	2 00	–	60	67	–	127	166	–	39
Winterville	–	–	4 00	1 00	15	60	–	–	80	–	128	152	82	362	205	157	
	199	$24 84	$4 49	$1 78	$3,891	$40,286	$6,837	$260	$1 83	.003 3-10	$52,981	$52,596	$5,038	$110,615	$96,813	$15,360	1558

*Organized March 23, 1895.

CUMBERLAND COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Baldwin	237	138	83	156	123	.50	176	8		12		225	11	8	- -	- -	$2,775	-	5	8	3	2
Bridgton	690	450	377	409	353	.53	534	10	3	10	3	440	13	9	- -	- -	3,000	3	18	3	17	6
Brunswick	2,036	828	712	790	655	.34	1,048	9		11	4	700	24	20	- -	- -	63,000	2	5	35	32	1
Cape Elizabeth	231	109	92	106	89	.39	127	11		11		132	4	4	- -	- -	4,400	-	-	4	4	1
Casco	277	172	148	182	120	.48	197	7	4	11		238	8	6	- -	- -	2,450	-	1	8	7	
Cumberland	475	-	-	290	243	.51	329	10		9	3	312	10	8	- -	- -	4,500	1	5	9	4	
Deering	1,765	1,094	942	1,136	990	.54	1,216	12		12		792	16	16	- -	- -	60,000	3	2	27	28	16
Falmouth	436	285	239	282	227	.53	302	10		12		408	12	8	- -	- -	7,973	-	4	9	8	5
Freeport	735	469	417	473	418	.56	510	10		10		540	20	18	- -	- -	20,000	3	6	17	13	2
Gorham	845	535	450	559	470	.54	625	9	4	10	3	601	19	11	- -	- -	16,539	4	5	18	18	13
Gray	376	210	174	220	185	.48	220	10		10		330	12	5	- -	- -	2,833	-	-	11	11	
Harpswell	530	307	260	330	282	.51	389	8		8		390	16	9	- -	- -	6,428	-	6	17	10	
Harrison	302	189	176	211	180	.59	221	9		9	1	237	11	8	- -	- -	4,800	-	2	9	6	
Naples	203	140	116	128	103	.54	149	8		11		233	11	9	- -	- -	3,900	-	3	9	5	
New Gloucester	290	166	142	184	148	.50	195	10		10		270	12	12	- -	- -	8,300	-	3	9	6	2
North Yarmouth	200	99	86	105	88	.44	129	8		11	4	167	7	4	1	$930	3,000	-	1	6	6	1
Otisfield	236	128	110	130	112	.47	149	8		8		240	12	11	- -	- -	3,300	-	2	10	8	
Portland	10,795	5,885	4,453	5,885	4,453	.41	5,885	9	3	9	2	912	18	15	- -	- -	300,000	12	12	140	140	67
Pownal	193	116	93	137	104	.51	147	10		14		150	11	8	1	750	3,000	1	3	5	4	1
Raymond	308	176	147	179	149	.48	211	8		10		216	10	8	- -	- -	2,300	-	2	8	6	1
Scarboro	538	382	298	360	285	.54	395	10		10		360	11	10	- -	- -	7,000	1	2	10	9	4

Sebago	215	143	127	156	134	.61	172	8		8	4	300	9	7	–	–	2,500	–	–	8	8	
South Portland	1,716	1,056	898	1,045	999	.55	1,232	11		11		627	13	13	1	3,500	43,500	4	4	19	19	
Standish	429	265	204	236	229	.51	283	8		9		335	13	7	–	–	5,500	–	3	13	10	2
Westbrook	2,582	1,294	1,122	1,095	962	.40	1,436	12		12		998	13	11	1	2,500	9,500	–	5	–	28	12
Windham	517	345	286	318	226	.50	358	10		10		414	18	12	–	–	9,000	3	2	13	14	3
Yarmouth	580	380	346	385	335	.59	403	10		11	2	263	9	8	–	–	16,125	–	–	8	9	4
	27,737	15,361	12,498	15,487	12,662	.45	17,038	9	2	10	4	10,830	343	265	4	$7,680	$615,613	87	101	433	433	143

CUMBERLAND COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Baldwin	-	$24 75	$4 25	$2 00	$ 45	$1,200	$454	-	$1 97	.003 2-10	$1,225	$671	$72	$1,968	$1,860	$108	
Bridgton	-	53 50	7 38	2 27	300	3,000	916	-	4 35	.002 2-10	5,485	1,849	61	7,395	5,370	2,025	
Brunswick	30	32 00	8 00	3 00	250	10,500	4,690	-	5 15	.002 6-10	10,609	5,069	471	16,149	16,960	-	$811
Cape Elizabeth	4	-	5 18	3 15	105	*	*	*	*	*	*	*	*	*	*	*	
Casco	-	20 00	4 75	1 75	65	800	125	-	2 88	.002 9-10	819	686	120	1,625	1,592	33	
Cumberland	-	38 00	7 00	2 50	115	1,190	-	-	2 50	.001 5-10	1,810	1,210	82	3,102	2,754	348	
Deering	20	72 22	9 50	-	96	8,500	4,218	-	4 79	.002 3-10	9,777	4,239	9	14,025	12,837	1,188	
Falmouth	4	40 88	7 53	2 50	114	2,500	1,036	-	5 73	.002 6-10	2,671	1,093	-	3,764	3,729	35	
Freeport	-	22 76	4 78	2 25	180	3,500	1,515	-	4 76	.002 5-10	3,970	1,772	-	5,742	5,462	280	
Gorham	5	57 55	5 40	2 69	225	3,633	1,323	-	4 30	.002 6-10	3,827	2,110	16	5,953	5,784	169	
Gray	-	-	4 58	2 00	70	1,250	36	-	3 32	.002 ·	1,507	1,058	75	2,640	2,526	114	
Harpswell	-	25 00	4 50	2 25	128	1,800	387	-	3 40	.002 8-10	1,922	1,305	25	3,252	3,183	69	
Harrison	-	25 00	5 05	2 00	98	1,000	143	-	3 31	.002 3-10	1,006	793	276	2,075	1,972	103	
Naples	-	46 00	4 50	1 94	85	1,300	623	-	6 40	.005 3-10	1,324	531	-	1,855	1,790	65	
New Gloucester	7	37 00	5 29	2 01	85	1,300	313	-	4 50	.001 3-10	2,433	763	202	3,398	2,517	881	
North Yarmouth	-	18 00	4 89	2 07	65	800	233	-	4 00	.002 5-10	1,016	496	243	1,755	1,603	152	
Otisfield	-	20 00	4 40	1 50	70	1,000	330	-	4 24	.003 6-10	1,147	599	96	1,842	1,682	160	
Portland	152	138 00	12 10	-	2,250	66,365	37,225	-	6 14	.001 6-10	66,365	26,635	6,784	99,784	99,784	-	
Pownal	5	28 00	5 75	2 25	40	800	30	-	4 14	.002 7-10	1,031	465	-	1,496	1,382	114	
Raymond	2	36 00	4 81	1 89	95	742	-	-	2 41	.003 2-10	837	761	178	1,776	1,761	15	
Scarboro	2	35 00	8 75	2 21	221	2,000	565	-	3 72	.002 3-10	2,454	1,312	-	3,766	3,292	474	

Sebago	–	–	4 08	1 48	123	600	55	–	2 80	.003 8-10	675	600	22	1,297	1,222	75	
South Portland	19	50 25	6 89	3 15	287	5,300	–	–	2 74	.002 2-10	5,406	4,740	37	10,183	10,489	–	306
Standish	–	39 66	7 60	2 75	128	1,800	328	–	4 20	.003	1,851	1,028	94	2,973	2,953	20	
Westbrook	40	100 00	9 90	–	650	9,400	4,094	–	3 64	.002 5-10	9,400	6,329	–	15,729	14,091	1,638	
Windham	2	34 00	7 25	2 25	168	2,640	967	–	5 11	.002 6-10	2,900	1,400	–	4,300	4,375	–	75
Yarmouth	9	–	9 16	2 75	100	2,100	422	–	3 62	.001 7-10	2,100	1,434	40	3,574	3,354	220	
	301	$43 20	$6 42	$2 28	$6,158	$135,020	$60,028	–	$4 86	.001 9-10	$143,567	$68,948	$8,903	$221,418	$214,324	$8,286	1192

* Included in South Portland return.

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 number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Avon	159	71	59	80	67	.40	110	9	3	10	1	150	11	4			$ 300		1	5	7	1
Carthage	110	60	50	71	64	.52	86	8		12		104	6	2			1,150		4	4	6	1
Chesterville	215	142	121	138	113	.54	162	8	2	9	2	222	11	6			2,000		4	9	3	3
Eustis	140	102	85	99	86	.65	115	10		10	1	81	4	4			674	4	4	4	3	2
Farmington	1,006	477	411	452	385	.43	795	8	4	10	1	410	21	16			15,000	1	3	17	15	8
Freeman	137	82	74	110	84	.67	112	8		12		132	7	2			2,000		2	6	5	1
Industry	182	113	91	143	112	.64	157	8		11	3	153	8	4			1,900		1	8	9	1
Jay	525	260	216	267	219	.46	370	10		10		320	14	12			6,000		2	13	12	1
Kingfield	155	127	111	131	120	.74	131	10		11		96	1	1			2,500	1	1	2	2	
Madrid	145	109	90	117	87	.61	127	8		12		112	6	1			700	1	1	4	5	2
New Sharon	264	167	131	153	122	.48	198	8	4	9	4	247	16	9			11,496		4	11	5	3
New Vineyard	175	107	80	105	83	.46	125	9	2	11	2	141	9	4			1,600		4	6	4	1
Phillips	474	286	252	317	280	.56	365	9	3	10		296	11	8			12,219	1	6	10	5	15
Rangeley	209	138	111	122	105	.41	178	9		9	3	122	4	1			1,575		2	5	2	2
Salem	40	29	26			.65	35	9		9		36	2	1			125			1	1	1
Strong	216	144	125	122	94	.50	201	9	4	10		186	7	3			1,250		1	5	6	5
Temple	118	78	77	89	76	.65	95	8		12	4	106	5	5			600		1	4	5	4
Weld	256	187	128	196	122	.49	209	10		10		220	11	10			4,700	1	3	9	9	

Wilton	463	277	251	276	237	.52	352	8		11		307	11	11	–	–	4,820	2	6	8	5	6
Coplin Pl	23	22	19	22	16	.76	22	8		12		20	1	1	–	–	200	–	–	1	1	
Dallas Pl	55	39	27	32	20	.43	50	8		8	2	48	2	2	1	$223	825	–	1	2	1	
Greenvale Pl	24	21	17	23	18	.73	24	6		12		18	1	1	–	–	100	1	–	–	1	
Lang Pl	36	17	15	–	–	.50	17	8			–	8	1	1	–	–	300	–	–	1		
Letter E Pl	9	8	8	8	7	.83	9	8		12		20	1	1	–	–	200	–	–	1	1	
Perkins Pl	23	16	7	18	7	.30	18	8		12		40	3	–	–	–	200	–	1	2	1	
Rangeley Pl	26	15	13	13	11	.46	18	8		7	3	23	1	1	–	–	400	–	–	1	1	
	5,179	3,094	2,595	3,102	2,535	.49	4,081	8	3	10	1	3,618	175	110	1	$223	$72,834	12	52	139	115	57

FRANKLIN COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Avon	3	$25 00	$4 21	$1 70	$40	$500	$149	- -	$3 14	.003 7-10	$527	426	$11	$964	$964	-	
Carthage	2	-	3 82	1 65	38	400	78	- -	3 63	.003 7-10	447	269	-	716	652	$64	
Chesterville	6	25 00	3 18	1 63	65	800	184	- -	3 72	.002 8-10	845	576	36	1,457	1,431	26	
Eustis	-	20 00	5 25	2 16	18	300	43	- -	2 14	.002 7-10	300	298	44	642	682	-	$40
Farmington	32	36 00	5 20	2 25	200	3,500	934	- -	3 48	.001 8-10	4,531	2,505	81	7,117	5,920	1,197	
Freeman	-	29 22	3 12	1 61	34	560	129	- -	3 65	.005	574	344	-	918	840	78	
Industry	3	19 00	3 80	1 50	40	500	64	- -	2 74	.004 5-10	525	449	35	1,009	876	133	
Jay	14	27 00	4 20	2 30	112	1,250	17	- -	2 38	.001 2-10	1,250	1,282	71	2,603	2,351	252	
Kingfield	8	50 00	5 00	2 50	28	500	19	- -	3 23	.002 2-10	581	394	58	1,033	767	266	
Madrid	-	25 25	4 18	1 58	40	650	297	- -	4 48	.008 3-10	684	387	15	1,086	770	316	
New Sharon	-	22 40	3 50	1 61	120	1,052	201	- -	4 00	.002 5-10	1,102	669	36	1,807	1,654	153	
New Vineyard	-	22 00	4 07	1 84	40	550	22	- -	3 42	.003	729	434	-	1,163	980	183	
Phillips	-	30 33	5 50	2 59	220	2,070	955	- -	4 37	.003 9-10	2,684	1,175	73	3,932	2,935	997	
Rangeley	1	44 00	4 25	2 12	42	550	57	- -	2 63	.002 6-10	767	531	72	1,370	1,359	11	
Salem	1	-	6 00	2 00	10	125	- -	49	3 12	.002 5-10	191	115	-	306	293	13	
Strong	3	12 00	4 61	1 77	68	502	- -	- -	2 32	.002	615	551	87	1,253	1,249	4	
Temple	6	29 00	4 25	1 65	12	376	- -	- -	3 19	.002 7-10	436	307	13	756	702	54	
Weld	2	36 00	3 00	1 87	127	736	28	- -	2 87	.003 7-10	762	636	54	1,452	1,335	117	

Wilton	–	33 20	4 48	2 03	131	1,298	–	–	2 80	.001 8-10	1,682	1,163	205	3,050	2,811	239		
Coplin Pl.	–	–	4 50	2 00	6	125	68	–	5 43	.003 2-10	125	65	–	190	176	14		
Dallas Pl.	–	18 00	2 58	1 54	13	123	–	24	2 23	.003 7-10	386	198	–	584	270	314		
Greenvale Pl.	–	13 00	3 00	1 39	3	65	23	–	2 71	.003 4-10	65	57	23	145	107	38		
*Lang Pl	–	–	3 00	1 75														
Letter E Pl.	1	–	3 30	1 45	8	60	37	–	6 66	.001 8-10	67	24	10	101	99	2		
Perkins Pl	–	12 00	2 35	1 40	2	74	–	1	3 23	.004 6-10	170	80	5	255	158	97		
Rangeley Pl.	1	–	4 25	2 00	13	75	29	–	2 90	.001	115	42	–	157	169	–	12	
	83	$26 42	$4 02	$1 84	$1,430	$16,681	$3,344	$74	$3 22	.002 4-10	$20,160	$12,977	$929	$34,066	$29,550	$4,568	$52	

* No fiscal returns.

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 number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Amherst	113	59	47	69	53	.44	90	10		12	3	81	4	1	–	–	$800	–	1	3	3	
Aurora	44	29	24	26	21	.50	29	10		10		40	3	2	–	–	500	–	–	2	2	
Bluehill	691	378	337	399	344	.49	440	10		13	2	465	18	14	–	–	7,200	1	1	19	19	2
Brooklin	320	268	228	252	220	.70	278	10		10		184	9	9	–	–	3,300	–	3	8	8	1
Brooksville	413	237	201	233	199	.48	284	9	1	8	3	228	7	1	–	–	2,600	–	4	4	5	6
Bucksport	684	384	326	400	307	.46	495	9		9	3	439	15	11	2	$1,150	11,000	–	3	17	13	
Castine	304	172	149	176	155	.50	196	11	1	10	4	217	5	5	–	–	5,600	–	–	7	8	5
Cranberry Isles	106	65	57	73	67	.58	82	9	3	12	2	100	4	3	–	–	1,500	–	1	4	4	
Dedham	101	79	66	42	33	.50	93	9	1	10	2	134	6	6	–	–	1,200	–	–	7	7	1
Deer Isle	1,337	754	631	741	628	.47	914	10		9	3	725	18	17	–	–	14,000	–	12	23	12	4
Eastbrook	103	80	71	60	54	.60	93	6	3	6	3	80	4	4	–	–	1,445	3	1	1	3	
Eden	712	478	398	538	441	.59	660	8	4	9	1	434	14	12	1	3,400	35,000	3	3	14	14	4
Ellsworth	1,550	986	894	987	886	.57	1,030	10	2	10	4	801	21	17	–	–	15,000	1	3	27	25	6
Franklin	491	276	235	273	249	.40	294	10		9		250	10	7	–	–	5,000	2	3	11	9	
Gouldsboro	348	314	280	325	279	.80	343	8		8	3	225	12	10	–	–	6,000	–	3	18	15	5
Hancock	372	209	184	221	189	.50	285	8	2	8	2	165	7	6	–	–	5,381	–	6	7	1	5
Isle-au-Haut	68	24	22	40	32	.40	68	8		13		81	3	3	1	300	1,000	–	–	2	4	1
Lamoine	192	129	110	133	108	.56	151	10	1	8	3	138	5	5	–	–	4,000	–	1	4	4	
Mariaville	92	59	48	73	63	.60	81	8		12		100	5	4	–	–	1,236	–	–	5	5	
Mount Desert	443	270	207	277	232	.49	341	10		10		220	10	4	–	–	5,715	–	3	11	9	5
Orland	387	252	219	271	217	.56	320	9		9	2	343	14	11	–	–	4,500	–	2	14	12	
Otis	71	45	37	38	31	.48	52	10		10		60	3	–	–	–	250	–	–	3	3	
Penobscot	375	229	208	242	217	.56	262	9		8		248	11	9	–	–	4,000	2	10	8	8	5

Sedgwick	328	205	180	199	171	.53	231	10		7	3	225	9	7	–	–	3,764	–	–	9	9	
Sorrento *.	41	29	23	–	–	.56	–	10		–		–	2	2	–	–	–	–	–	2		
Sullivan	402	350	330	342	321	.78	400	10		10		182	5	4	–	–	5,025	1	1	7	7	
Surry	308	178	155	181	155	.50	204	10		14		216	9	7	–	–	4,000	–	1	9	8	1
Tremont	731	387	321	391	328	.44	556	7	3	8	3	343	13	8	–	–	4,170	–	9	14	6	3
Trenton	146	97	74	102	87	.54	104	10		10		120	7	6	–	–	2,000	–	1	6	5	1
Verona	100	83	64	77	61	.62	88	10		10	3	82	4	1	–	–	1,300	–	–	4	4	
Waltham	68	52	41	53	49	.58	66	10		12		44	3	2	–	–	1,600	2	–	–	2	1
Winter Harbor†	149																					
Plantations.																						
Long Island	77	54	45	63	48	.60	64	8		9		46	2	1	–	–	800	–	1	2	1	1
No. 7	18	10	8	11	8	.44	13	10		10		20	1	1	–	–	300	–	–	1	1	
No. 21	15	9	9	9	9	.60	9	10		10		20	1	–	–	–	20	–	–	1	1	
No. 33	51	31	23	29	21	.43	37	10		10		20	1	1	–	–	300	–	–	1	1	
Swan's Island	248	137	123	161	125	.50	177	10		9	2	116	3	3	1	1,600	2,500	–	3	4	1	3
	11,999	7,398	6,375	7,507	6,399	.53	8,830	9	2	10	2	7,192	268	204	5	$6,450	$162,006	13	68	285	239	60

* Incorporated March 8, 1895.

† Incorporated February 21, 1895.

HANCOCK COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Amherst	-	$38 00	$4 46	$1 83	$24	$300	-		$2 63	.003 2-10	$340	$256	$72	$668	$570	$98	
Aurora	1	-	5 25	1 50	15	170	$30		4 00	.004 1-10	256	130	-	389	277	109	
Bluehill	4	22 00	4 40	2 03	274	1,600	16		2 31	.002 9-10	1,761	1,624	150	3,535	3,444	91	
Brooklin	-	31 25	4 50	2 50	100	840	3		2 62	.004 9-10	993	886	-	1,879	1,554	325	
Brooksville	6	30 50	5 46	2 00	130	1,050	2		2 54	.005 3-10	1,092	1,083	-	2,175	2,014	161	
Bucksport	2	26 00	5 12	2 25	400	2,600	263		3 80	.002 3-10	2,701	1,766	-	4,467	4,243	224	
Castine	8	-	8 79	2 87	97	1,000	210		3 29	.002 7-10	1,043	753	50	1,846	1,744	102	
Cranberry Isles	-	30 00	4 65	2 02	30	329	65		3 10	.003	358	257	-	615	738	-	$123
Dedham	3	-	3 46	1 73	47	400	107		4 00	.005 3-10	468	287	98	853	745	108	
Deer Isle	-	30 27	5 67	2 50	300	2,732	-	$6	2 64	.005 4-10	2,995	3,290	-	6,285	5,731	554	
Eastbrook	-	25 00	5 00	2 00	30	275	78		2 67	.005 9-10	275	259	24	558	558		
Eden	9	55 75	4 64	2 76	456	5,000	3,443		7 00	.001 3-10	5,000	1,576	140	6,716	7,092	-	376
Ellsworth	29	42 00	5 83	2 10	550	4,200	357		2 71	.002 2-10	4,885	4,091	-	8,976	8,650	326	
Franklin	5	37 50	5 00	2 25	75	1,003	-	8	2 04	.003 5-10	1,269	1,182	-	2,451	2,227	224	
Gouldsboro	-	35 00	6 75	2 50	130	1,367	-	-	3 93	.003 1-10	1,437	1,379	32	2,848	2,682	166	
Hancock	11	40 28	6 21	2 19	65	963	11	-	2 58	.003 1-10	970	955	-	1,925	1,915	10	
Isle-au-Haut	1	-	3 12	1 93	20	225	60	-	3 31	.003 5-10	266	180	75	521	552	-	31
Lamoine	5	14 00	4 79	2 34	60	581	-	-	3 02	.002 8-10	598	504	-	1,102	1,084	18	
Mariaville	-	-	3 92	1 50	25	300	83	-	3 26	.004 5-10	305	229	-	534	557	-	23
Mount Desert	6	28 00	5 41	2 94	139	1,084	-	-	2 44	.001 8-10	1,084	1,207	-	2,291	2,100	191	
Orland	7	26 25	4 08	2 00	150	1,112	-	-	2 89	.003 7-10	1,235	973	305	2,513	2,115	398	
Otis	-	-	3 75	1 75	15	100	-	91	1 41	.003 3-10	233	172	34	439	352	87	
Penobscot	8	26 50	5 54	1 97	152	1,110	70	-	2 96	.004 2-10	1,111	965	-	2,076	2,018	58	

Sedgwick	–	–	5 10	2 03	125	900	90	–	2 74	.004 5-10	1,142	839	59	2,040	1,775	265	
Sorrento	–	–	6 25	2 50	*	*	*	*	*	*	*	*	*	*	*	*	
Sullivan	4	35 00	7 00	3 75	120	1,104	–	–	2 49	.002 3-10	1,211	1,107	39	2,357	2,072	285	
Surry	6	22 50	4 58	2 00	132	850	81	–	2 76	.004 5-10	878	773	–	1,651	1,625	26	
Tremont	11	37 00	4 77	2 35	255	1,629	–	–	2 23	.002 8-10	1,883	1,833	–	3,716	3,313	403	
Trenton	6	35 00	3 80	1 70	46	625	203	–	4 27	.005 3-10	732	382	–	1,114	870	244	
Verona	–	–	4 46	1 68	28	400	142	–	4 00	.005 5-10	407	246	–	653	545	108	
Waltham	–	32 50	6 90	1 65	6	200	6	–	2 94	.002 6-10	289	188	78	555	425	130	
†Winter Harbor																	
Plantations.																	
Long Island	–	20 00	4 33	2 60	11	200	94	–	2 60	.008	224	174	–	398	382	16	
No. 7	1	–	3 00	2 00	–	85	45	–	4 72	.003 8-10	92	57	4	153	156	–	3
No. 21	–	–	3 00	1 00	5	75	25	–	1 15	.002 2-10	206	32	–	238	90	148	
No. 33	1	–	5 00	1 50	4	100	10	–	2 00	.003 6-10	124	142	–	266	136	130	
Swan's Island	–	41 33	5 37	3 44	78	600	94	–	2 42	.004 2-10	762	606	–	1,368	1,062	306	
	134	$31 73	$4 96	$2 16	$4,094	$35,109	$5,588	$105	$2 91	.002 5-10	$38,625	$30,383	$1,160	$70,168	$65,413	$5,311	$556

* Included in Sullivan returns.

† Included in Gouldsboro returns.

KENNEBEC COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of school-houses in town.	Number in good condition.	Number of school-houses built this 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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Albion	235	123	92	146	121	.45	179	8		8		236	11	15	- - -	- - -	$ 1,665	-	1	9	8	1
Augusta	3,162	1,176	990	1,289	1,050	.32	1,342	11		11	3	1,272	26	17	- - -	- - -	91,100	2	2	38	37	9
Belgrade	287	144	128	166	132	.45	204	8	4	9	1	234	18	5	- - -	- - -	2,135	-	-	8	7	6
Benton	281	194	160	174	132	.52	235	8		9		182	8	3	- - -	- - -	2,500	-	-	7	7	
Chelsea	225	127	108	116	93	.44	144	9	4	12	4	205	9	6	- - -	- - -	2,000	-	-	9	9	
China	369	233	201	233	189	.53	275	8	1	9	4	345	20	4	- - -	- - -	2,250	1	-	13	6	
Clinton	413	277	220	255	210	.52	302	8		8		282	12	3	- - -	- - -	2,000	-	-	13	13	
Farmingdale	191	68	55	72	60	.33	86	12		12		144	4	4	- - -	- - -	3,800	-	-	4	4	
Fayette	164	76	67	84	71	.42	107	8		9	2	124	8	7	- - -	- - -	2,500	-	2	5	4	1
Gardiner	1,530	804	699	805	722	.41	902	12		12		540	12	10	- - -	- - -	75,300	1	1	17	17	4
Hallowell	837	558	509	545	520	.61	646	12		12		422	11	11	- - -	- - -	35,000	1	1	13	13	2
Litchfield	296	183	162	197	176	.57	217	9		8		325	13	12	- - -	- - -	4,000	-	4	13	8	
Manchester	162	82	71	84	68	.43	99	10		10		130	7	5	- - -	- - -	3,500	-	1	6	5	
Monmouth	296	152	131	149	125	.43	256	9		10	3	220	12	10	- - -	- - -	3,000	-	-	6	7	1
Mt. Vernon	212	127	94	118	97	.45	157	8		8		170	11	9	- - -	- - -	5,000	-	4	8	4	4
Oakland	516	297	254	299	256	.49	347	10		9	4	268	9	5	- - -	- - -	8,000	-	-	10	10	3
Pittston	347	235	199	247	197	.57	256	10		9	3	319	10	6	- - -	- - -	2,000	2	-	9	8	
Randolph	280	160	135	187	144	.59	205	12		12		134	2	2	- - -	- - -	3,500	-	-	5	5	3
Readfield	253	136	119	111	91	.41	155	10		10	3	149	5	3	- - -	- - -	3,800	-	1	5	5	
Rome	141	78	70	80	64	.47	85	8		16	1	99	6	3	- - -	- - -	896	1	-	3	1	1
Sidney	339	180	161	202	163	.48	227	8	4	14	2	290	18	10	- - -	- - -	1,650	1	-	2	11	1
Vassalboro	637	288	234	285	223	.36	297	9		10	3	385	21	15	- - -	- - -	4,994	-	-	3	16	1
Vienna	110	85	58	55	47	.39	114	9	2	11	2	127	10	2	- - -	- - -	847	-	-	1	5	

Waterville	2,696	1,112	966	1,091	960	.35	1,147	11		12	3	936	12	12	1	3,659	65,000	3	1	32	34	5
Wayne	219	125	111	168	148	.60	175	10		10		170	9	8	–	–	4,000	–	1	8	8	2
West Gardiner	180	118	97	122	97	.54	149	10		12		132	9	4	–	–	3,000	–	2	6	4	1
Windsor	234	154	122	121	92	.41	197	9	4	9	3	195	13	3	–	–	939	–	2	9	4	3
Winslow	589	254	203	256	198	.34	294	9	1	10	3	300	15	11	2	2,942	8,202	1	4	11	7	
Winthrop	495	326	293	328	289	.58	376	10		10		390	9	9	–	–	12,000	1	1	13	13	
Unity Pl	18	9	7	14	11	.50	17	8		12		20	1	–	–	–	40	1	1	1	1	
	15,714	7,881	6,716	7,999	6,746	.42	9,192	9	3	10	4	8,745	331	204	3	6,601	354,618	15	49	313	273	48

KENNEBEC COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Albion	1	$28 00	$4 50	$1 50	$ 150	$ 836	$2	-	$3 55	.002 1-10	$ 1,107	$ 594	-	$ 1,701	$ 1,117	$ 584	
Augusta	38	100 00	8 80	2 50	1,300	8,421	-	-	2 66	.001 9-10	12,465	7,489	$9,438	29,392	23,791	5,601	
Belgrade	10	25 66	4 78	2 01	86	1,400	528	-	4 88	.003 1-10	1,498	711	-	2,209	2,135	74	
Benton	7	-	5 50	2 00	80	1,200	293	-	4 27	.002 8-10	1,551	773	-	2,324	1,638	686	
Chelsea	-	-	3 90	1 71	55	700	-	$50	3 11	.003	700	561	-	1,261	1,237	24	
China	4	24 00	3 92	1 80	125	1,352	14	-	3 66	.002 4-10	1,526	953	78	2,557	2,604		$47
Clinton	8	-	5 60	1 75	154	1,300	86	-	3 14	.002 1-10	1,437	1,128	-	2,565	2,639		74
Farmingdale	1	-	5 07	2 22	74	1,100	443	-	5 76	.002 1-10	1,177	494	-	1,671	1,435	236	
Fayette	5	20 00	3 79	1 69	44	600	81	-	3 66	.002 9-10	600	406	10	1,016	1,035		19
Gardiner	13	83 33	9 45	3 25	150	5,300	907	-	3 46	.001 3-10	5,300	3,934	509	9,743	8,376	1,367	
Hallowell	13	111 11	9 00	3 25	250	2,900	355	-	3 46	.001 7-10	2,900	2,081	320	5,301	4,626	675	
Litchfield	-	36 00	5 77	1 75	78	1,200	299	-	4 06	.003 1-10	1,258	746	34	2,038	1,961	77	
Manchester	2	24 00	4 09	2 50	44	500	10	-	3 08	.002	707	399	29	1,135	957	178	
Monmouth	6	-	5 85	2 00	37	1,200	110	-	4 05	.001 6-10	1,858	751	15	2,624	2,230	394	
Mt. Vernon	3	25 50	4 00	2 10	82	752	-	-	3 55	.002 1-10	836	437	-	1,273	1,178	95	
Oakland	7	-	5 53	1 97	175	2,000	365	-	3 87	.002 1-10	2,955	1,457	193	4,605	4,007	598	
Pittston	-	25 00	3 75	2 00	100	1,100	75	-	3 14	.002 3-10	1,232	933	61	2,226	2,144	82	
Randolph	7	-	7 80	3 00	40	1,025	-	-	3 66	.003 1-10	1,173	716	46	1,935	1,610	325	
Readfield	-	34 00	6 00	2 00	53	930	-	11	3 67	.001 6-10	1,248	644	-	1,892	1,708	184	
Rome	-	30 00	4 31	1 42	54	400	-	-	2 83	.004 6-10	434	374	-	808	785	23	
Sidney	6	22 50	4 75	1 75	127	1,500	433	-	4 42	.002 9-10	1,500	867	136	2,503	2,435	68	
Vassalboro	16	37 33	6 41	3 00	215	2,000	358	-	3 14	.002	2,467	1,577	-	4,044	4,135	-	91
Vienna	-	14 00	3 88	1 57	35	495	99	-	4 50	.003 5-10	522	311	6	839	786	53	

Waterville	33	137 77	10 66	4 00	1,150	13,000	7,314	-	4 82	.002 4-10	13,000	6,633	28	19,661	18,153	1,508	
Wayne	-	16 00	3 80	1 72	60	620	-	-	2 83	.002 6-10	625	511	-	1,136	1,092	44	
West Gardiner	-	15 00	3 00	2 00	45	800	118	-	4 44	.002 5-10	737	524	8	1,269	831	438	
Windsor	-	26 00	4 58	1 71	65	863	181	-	3 69	.003 1-10	900	598	-	1,498	1,318	180	
Winslow	-	24 00	5 12	2 03	99	1,452	-	-	2 46	.001 2-10	1,678	1,666	6	3,350	3,158	192	
Winthrop	14	86 66	6 83	3 00	127	2,000	311	-	4 04	.001 5-10	2,354	1,237	245	3,836	3,828	8	
Unity Pl	1	-	3 75	1 25	4	35	-	15	1 95	.002 1-10	35	42	-	77	112	-	35
	195	$42 99	$5 47	$2 15	$5,058	$56,981	$12,382	$76	$3 62	.001 8-10	$65,780	$39,547	11,162	$116,489	$103,061	$13,694	266

KNOX COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of school-houses in town.	Number in good condition.	Number of school-houses built this 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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Appleton	340	210	156	217	150	.45	231	10		10	1	243	11	7	-	-	$4,500	-	5	12	7	4
Camden	730	375	274	360	257	.35	393	10		11		323	7	6	1	$650	10,650	2	2	11	12	1
Cushing	200	128	102	132	103	.51	149	7	3	11	3	160	6	2	-	-	1,900	1	3	5	3	2
Friendship	252	132	121	161	139	.51	180	8	3	10		220	7	5	-	-	2,000	-	3	7	5	1
Hope	174	99	88	106	95	.53	136	8	1	10		110	7	3	-	-	1,700	1	3	4	3	3
Hurricane Isle	67	40	33	45	34	.50	56	11		11		33	1	1	-	-	125	-	-	1	1	
North Haven	177	77	70	84	76	.41	91	10		10		100	6	4	-	-	1,200	2	5	3	2	2
Rockland	2,337	1,408	1,176	1,439	1,249	.52	1,491	10		12		968	10	3	1	26,000	67,482	3	3	34	35	5
Rockport	672	423	350	400	331	.51	427	11		10		366	13	10	-	-	14,000	1	5	11	6	5
South Thomaston	429	277	238	288	236	.55	301	8		8	3	267	14	9	-	-	4,000	2	2	9	9	4
St. George	958	473	401	440	375	.41	595	11	1	10		427	17	12	-	-	6,550	1	6	14	7	4
Thomaston	769	510	442	500	416	.56	531	10		11		364	10	5	-	-	15,000	3	3	11	12	
Union	392	200	170	219	187	.46	262	8		8		308	14	12	-	-	6,653	-	6	13	7	2
Vinalhaven	922	477	413	483	424	.45	511	9	3	10		445	13	12	1	5,593	13,050	-	-	15	15	10
Warren	602	358	290	315	260	.45	385	8		9		488	20	19	-	-	11,000	1	2	17	18	2
Washington	383	228	201	297	260	.60	312	8		9		250	10	4	-	-	1,400	-	10	10	-	1
Matinicus Isle Pl	68	25	15	32	27	.31	38	7		10		52	1	1	-	-	800	-	1	1		
	9,472	5,440	4,540	5,518	4,619	.48	6,089	9	1	10		5,124	167	115	3	32,243	$162,010	14	54	180	143	46

KNOX COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Appleton	6	$30 40	$3 84	$1 85	$ 63	$ 864	-	-	$2 54	.002 9-10	$1,058	$ 848	-	$1,906	$1,824	$ 82	
Camden	12	90 50	4 62	2 85	107	2,500	$515	-	3 42	.001 3-10	2,860	1,789	-	4,649	3,689	960	
Cushing	1	25 00	4 00	2 09	65	555	5	-	2 77	.004 3-10	686	519	-	1,205	1,011	194	
Friendship	3	21 75	3 84	2 00	75	701	-	-	2 78	.003 3-10	805	639	$16	1,460	1,201	259	
Hope	-	32 00	4 75	1 84	38	600	87	-	3 45	.002 8-10	708	424	-	1,132	868	264	
Hurricane Isle	1	37 00	7 75	3 87	10	450	237	-	6 71	.011 4-10	598	194	-	792	594	198	
North Haven	-	22 50	4 60	2 00	30	450	8	-	2 54	.002 1-10	461	436	-	897	778	119	
Rockland	38	106 33	8 50	- -	1,500	10,000	3,461	-	4 28	.002	13,929	5,676	-	19,605	15,325	4,280	
Rockport	6	35 80	5 25	3 00	250	2,000	280	-	2 97	.001 7-10	2,000	1,676	-	3,676	3,624	52	
South Thomaston	- - -	44 00	6 00	2 50	76	1,417	190	-	3 30	.003 8-10	1,790	1,222	-	3,012	2,362	650	
St. George	- - -	28 75	5 06	2 53	280	1,993	-	-	2 08	.004 4-10	2,255	2,250	-	4,505	3,977	528	
Thomaston	- - -	77 33	7 65	- -	225	3,000	593	-	3 90	.001 8-10	3,288	2,059	1,418	6,805	6,675	130	
Union	7	20 00	4 40	2 00	147	1,149	-	-	2 91	.002	1,265	903	-	2,168	2,189	-	$21
Vinalhaven	11	-	6 32	2 83	150	3,000	906	-	3 25	.005 2-10	3,385	2,173	-	5,558	4,425	1,133	
Warren	5	30 00	5 00	2 00	214	1,630	-	-	2 71	.001 9-10	1,876	1,559	300	3,735	3,600	135	
Washington	8	31 00	3 80	2 00	90	986	2	-	2 57	.003 2-10	1,234	945	7	2,186	2,097	89	
Matinicus Isle Pl	1	44 00	5 50	3 00	5	200	43	-	2 94	.004 4-10	230	140	25	395	383	12	
	99	$42 15	$5 34	$2 42	$3,325	$31,495	$6,327	-	$3 32	.002 3-10	$38,428	$23,492	$1,766	$63,686	$54,622	$9,085	$21

LINCOLN COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of school-houses in town.	Number in good condition.	Number of school-houses built this 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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Alna	127	97	83	101	90	.68	104	8		12		120	6	4	–	–	$2,100	–	1	6	5	2
Boothbay	694	374	329	405	345	.48	453	9	3	10		406	12	9	–	–	5,648	–	6	12	8	5
Boothbay Harbor	613	345	310	337	296	.49	373	11		11		333	5	5	–	–	11,000	–	–	9	9	1
Bremen	196	124	104	117	94	.51	137	10		13		141	9	5	–	–	3,000	1	6	5		
Bristol	787	505	448	555	462	.58	671	8		10		548	20	17	–	–	9,965	–	8	20	12	5
Damariscotta	241	122	108	121	110	.45	137	10		9		142	7	3	–	–	2,655	1	1	4	4	1
Dresden	319	147	123	160	124	.39	188	10		10		180	8	7	–	–	2,050	–	1	6	5	1
Edgecomb	228	110	93	119	95	.41	164	10		10		140	7	5	–	–	2,500	–	–	5	5	2
Jefferson	274	239	203	205	173	.68	275	8	3	10	2	308	15	12	–	–	3,175	4	4	10	8	2
Newcastle	321	162	134	154	132	.41	215	8	2	10		256	11	10	–	–	3,000	–	–	11	9	4
Nobleboro	311	163	144	172	149	.47	172	8		8		240	10	8	–	–	3,000	2	4	8	6	4
Somerville	167	64	55	56	42	.29	90	8		9		78	6	4	–	–	1,000	–	3	3	–	1
Southport	139	63	58	85	72	.46	109	9		10	3	90	4	4	–	–	1,055	1	2	2	1	
Waldoboro	870	499	452	476	411	.50	578	8	3	10	4	690	30	17	–	–	12,000	1	7	26	10	1
Westport	122	71	61	69	59	.50	71	9	4	9	1	84	3	3	–	–	1,500	–	–	3	3	2
Whitefield	338	234	187	235	197	.57	307	8	3	8	3	273	16	8	–	–	4,377	1	5	10	5	2
Wiscasset	509	331	259	338	282	.53	387	10	4	11	4	310	7	2	–	–	3,400	2	2	10	10	1
Monhegan Pl.	34	18	17	22	16	.50	25	10		14		24	1	1	–	–	500	–	–	1	1	
	6,290	3,668	3,168	3,727	3,249	.51	4,456	9	1	10	2	4,363	177	124	–	–	$71,925	13	50	151	101	34

LINCOLN COUNTY—CONCLUDED.

Plantations.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Alna	6	$25 00	$6 00	$2 25	$ 45	$ 600	$190		$4 72	.003	$ 600	$ 319	-	$ 919	$1,386	-	$467
Boothbay	4	34 00	4 88	3 28	142	1,850	476		2 66	.003 4-10	2,135	1,659	$129	3,923	3,868	$ 55	
Boothbay Harbor	11	-	8 83	3 00	100	2,000	640		3 26	.002 7-10	2,053	1,469	-	3,522	3,379	143	
Bremen	6	30 68	4 20	1 92	46	800	225		4 08	.004 7-10	834	474	29	1,337	1,272	65	
Bristol	12	54 00	5 83	2 75	200	2,800	543		3 56	.003 6-10	3,278	2,121	63	5,462	5,142	317	
Damariscotta	5	48 00	6 50	2 37	100	810			3 36	.001 6-10	795	623	-	1,418	1,403	15	
Dresden	7	24 00	6 00	2 07	58	832			2 61	.002	1,094	731	-	1,825	1,565	260	
Edgecomb	2	-	5 35	2 80	68	600		$2	2 63	.003 3-10	717	581	-	1,298	1,274	24	
Jefferson	-	27 70	3 93	1 78	124	1,113			4 06	.002 3-10	1,113	964	36	2,113	1,734	379	
Newcastle	15	-	6 80	2 00	160	1,025			3 19	.001 4-10	1,330	828	-	2,158	2,063	95	
Nobleboro	-	40 00	5 50	2 00	88	1,102	345		3 54	.004 4-10	1,264	753	-	2,017	1,915	102	
Somerville	3	26 66	4 85	2 00	40	400	38		2 40	.004 6-10	475	381	-	856	771	85	
Southport	-	27 25	4 50	2 90	47	426	-		3 04	.001 7-10	506	363	-	869	851	81	
Waldoboro	38	30 60	4 00	2 50	300	3,050	246		3 50	.002 7-10	3,418	2,245	9	5,672	5,788	-	216
Westport	3	-	5 00	2 55	10	400	39		3 28	.004 2-10	463	332	-	795	724	71	
Whitefield	-	33 11	4 55	1 78	75	1,000	28		3 00	.002 2-10	1,195	855	-	2,050	1,853	197	
Wiscasset	10	51 00	7 20	2 50	100	1,500	114		2 94	.002 6-10	1,623	1,297	-	2,920	2,694	226	
Monhegan Pl	-	-	5 00	2 85	8	135	63		4 00	.007 2-10	241	78	-	319	198	121	
	122	$34 77	$5 50	$2 41	$1,711	$20,443	$2,947	$2	$3 25	.002 6-10	$23,134	$16,073	$266	$39,473	$37,983	$2,173	$683

OXFORD COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of school-houses in town.	Number in good condition.	Number of school-houses built this 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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.	
								w.	d.	w.	d.												
Albany	195	102	86	128	97	.47	128	8	4	12	3	151	10	7	-	-	$1,790	-	1	-	6	-	
Andover	243	157	138	129	120	.53	160	9		9		186	7	7	1	$250	4,000	-	1	-	7	1	
Bethel	550	319	256	322	265	.47	354	10		10		471	13	10	1	14,000	20,000	-	2	17	16	1	
Brownfield	363	201	167	209	174	.46	243	8		8	3	275	11	10	-	-	2,605	2	5	9	8	1	
Buckfield	291	174	167	206	174	.58	220	10		10		220	10	6	2	1,437	6,000	1	3	11	9	3	
Byron	55	33	24	19	14	.34	35	9		10	2	75	4	2	-	-	200	-	1	4	2	-	
Canton	265	156	121	164	138	.49	207	8		9		152	10	5	-	-	4,200	1	4	6	1	1	
Denmark	197	106	90	113	92	.46	108	9	3	9	1	252	10	8	-	-	2,900	-	-	9	9	-	
Dixfield	336	204	180	281	254	.64	293	8		12		200	9	5	-	-	4,000	2	-	16	10	2	
Fryeburg	408	246	217	240	204	.51	295	8		8		298	15	12	-	-	5,000	2	2	12	12	3	
Gilead	81	39	26	36	26	.32	46	10		10		20	6	5	-	-	400	-	-	3	4	-	
Grafton	22	9	7	14	12	.45	15	8		10	3	29	2	1	-	-	300	1	1	1	1	1	
Greenwood	227	137	112	154	121	.51	177	10		12		174	11	6	-	-	2,283	-	2	8	6	4	
Hanover	53	32	29	39	36	.62	40	10		10		30	2	2	-	-	600	-	1	2	1	-	
Hartford	188	99	84	119	100	.49	121	9		11		158	13	8	1	725	2,275	-	3	9	4	-	
Hebron	145	80	78	57	55	.45	96	9	3	9	4	130	5	4	-	-	1,170	-	1	6	4	-	
Hiram	295	200	176	194	162	.57	228	8		9	3	270	11	5	-	-	4,500	1	2	9	8	1	
Lovell	187	111	100	110	98	.53	141	10		10		198	11	9	1	497	3,756	2	3	5	4	-	
Mason	33	21	15	21	14	.46	21	10		10		20	1	1	-	-	300	-	1	1	-	-	
Mexico	196	72	54	103	85	.35	127	7	3	9	4	108	4	3	1	5,000	5,650	-	2	4	2	1	
Newry	99	66	54	65	49	.52	73	10		13	2	117	6	4	-	-	1,000	-	-	-	-	1	
Norway	952	484	420	515	464	.50	625	9		9	2	531	17	17	1	10,000	15,000	1	2	21	20	-	
Oxford	385	196	182	228	205	.50	261	10		9	3	302	11	8	-	-	6,500	2	2	9	10	-	
Paris	864	529	466	561	503	.56	576	10		10	4	632	22	10	-	-	10,850	2	2	22	24	2	
Peru	228	175	147	150	125	.60	215	10		10		190	9	7	-	-	1,800	1	3	8	4	3	
Porter	303	178	153	175	152	.50	509	10		7		192	13	8	-	-	4,208	4	5	4	3	-	

Roxbury	62	34	28	46	39	.55	50	8		12		60	4	1	–	–	300	–		1	3	3	
Rumford	778	292	253	325	283	.34	411	8		8		346	15	9	1	7,000	10,500	–		1	13	14	4
Stoneham	116	68	57	62	52	.47	75	11		10		101	4	1	–	–	700		1	1	2	2	1
Stowe	104	64	55	79	72	.60	83	10	2	12		137	4	4	–	–	1,070	–	–		4	4	6
Sumner	256	126	110	157	130	.47	166	9	3	12	2	198	15	8	–	–	1,682	–		5	9	5	1
Sweden	91	54	42	57	44	.47	69	10		8		78	7	6	–	–	2,800	–		1	3	2	2
Upton	77	53	44	61	52	.62	60	11		11		66	3	2	–	–	200	–	–		3	3	1
Waterford	285	163	138	177	145	.50	208	8		10		232	13	5	–	–	4,000	–	–		10	10	1
Woodstock	222	146	112	148	125	.53	156	8		9		209	7	6	1	1,000	4,000	–		5	8	4	1
Plantations.																							
Franklin	41	29	26	30	23	.58	35	9		11		40	2	–	–	–	125		1	1	1	1	
Lincoln	20	20	18	16	11	.75	20	9		10		28	1	1	–	–	750	–	–		2	1	
Magalloway	23	16	14	13	10	.50	17	10		7		27	1	1	–	–	350	–	–		1	2	
Milton	87	39	39	44	39	.45	51	8		9		24	1	1	–	–	600	–	–		2	1	1
	9,323	5,034	4,303	5,383	4,515	.47	6,715	9	1	10		6,927	320	215	10	39,909	$138,364	23	66	271	232	43	

OXFORD COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1896.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Albany	2	$25 00	$5 14	$1 50	$76	$600	$ 84	- -	$3 08	.004 5-10	$640	$472	$38	$1,150	$985	$165	
Andover	1	35 00	4 00	2 46	60	900	308	- -	3 70	.005	900	598	41	1,539	1,541	-	$2
Bethel	-	22 00	4 60	2 00	150	2,000	233	- -	3 63	.002 4-10	2,670	1,372	145	4,187	4,044	143	
Brownfield	15	20 82	4 62	1 65	85	1,019	112	- -	2 81	.003 1-10	1,019	863	-	1,882	1,882		
Buckfield	5	33 00	5 70	1 97	86	1,000	40	- -	3 44	.002 6-10	1,045	866	126	2,037	2,170	-	133
Byron	1	20 00	2 58	2 00	16	257	113	- -	4 67	.004 5-10	257	125	21	403	403		
Canton	4	29 50	5 37	2 70	85	1,100	58	- -	4 15	.002 7-10	1,282	773	61	2,116	2,062	54	
Denmark	6	-	3 50	1 50	113	1,000	396	- -	5 07	.003 6-10	1,324	516	36	1,876	1,652	224	
Dixfield	3	32 00	4 50	3 00	50	790	-	- -	2 35	.002 2-10	881	808	-	1,689	1,746	-	57
Fryeburg	-	25 50	4 73	1 71	130	1,400	66	- -	3 43	.001 8-10	1,472	1,048	21	2,541	2,493	48	
Gilead	-	-	4 14	2 00	24	269	-	- -	3 32	.001 6-10	284	190	15	489	468	21	
Grafton	3	26 00	4 00	1 91	6	100	22	- -	4 54	.001 5-10	121	47	98	266	242	24	
Greenwood	5	26 00	4 30	1 71	72	700	118	- -	3 08	.004 5-10	754	586	29	1,369	1,251	118	
Hanover	-	36 00	6 50	1 50	9	200	30	- -	3 77	.002 4-10	221	144	12	377	408	-	31
Hartford	4	24 00	3 28	1 51	67	600	49	- -	3 19	.002 2-10	1,080	422	84	1,586	1,281	305	
Hebron	2	32 25	3 91	1 92	40	500	20	- -	3 45	.002 4-10	605	359	-	964	1,007	-	43
Hiram	2	33 33	4 34	1 96	80	1,000	150	- -	3 39	.003	1,066	796	70	1,932	1,913	19	
Lovell	5	18 66	4 34	1 72	64	900	218	- -	4 41	.002 3-10	1,015	496	193	1,704	1,441	263	
Mason	-	36 00	3 50	1 75	-	76	12	- -	2 30	.002 3-10	76	85	-	161	170	-	9
Mexico	6	33 00	4 50	2 06	28	800	516	- -	4 08	.005 4-10	800	474	-	1,274	1,250	24	
Newry	1	-	3 45	2 00	25	400	126	- -	4 04	.003 9-10	438	234	50	722	709	13	
Norway	28	100 00	5 00	2 00	250	3,500	1,368	- -	3 67	.003 1-10	4,394	2,270	-	7,204	5,112	2,092	
Oxford	4	58 00	5 76	2 25	135	1,400	236	- -	3 63	.003	1,400	943	-	2,343	2,190	153	
Paris	6	54 00	6 25	2 25	300	3,629	1,104	- -	4 20	.002 8-10	4,071	2,071	217	6,359	6,126	233	
Peru	-	24 20	4 00	1 87	77	800	246	- -	3 52	.003 1-10	831	723	34	1,588	1,420	168	
Porter	10	23 33	5 50	2 06	122	812	-	- -	2 68	.003 1-10	862	676	100	1,638	1,679	-	41

Roxbury	2	24 00	4 25	1 83	14	300	122	-	4 84	.006 2-10	323	142	41	506	468	38
Rumford	-	60 00	6 52	-	125	1,500	782	-	1 93	.001 2-10	1,531	1,247	176	2,954	2,754	200
Stoneham	-	20 00	5 00	1 50	36	300	42	-	2 60	.004 1-10	392	292	-	684	665	19
Stowe	6	-	4 50	1 12	27	400	167	-	3 84	.003 1-10	501	224	-	725	675	50
Sumner	6	24 50	4 16	1 66	70	721	-	-	2 81	.002 5-10	880	611	10	1,501	1,257	244
Sweden	4	26 00	4 21	1 55	40	500	230	-	5 50	.003 6-10	524	220	75	819	703	116
Upton	2	-	4 00	2 00	12	196	10	-	2 54	.002 2-10	204	192	150	546	527	19
Waterford	-	-	4 37	1 75	92	1,000	200	-	3 51	.003 4-10	1,138	671	45	1,854	1,802	52
Woodstock	-	29 83	4 00	1 85	60	800	113	-	3 60	.003 7-10	838	664	14	1,516	1,498	18
Plantations.																
Franklin	-	20 00	2 50	1 50	12	100	10	-	2 44	.004	100	100	-	200	199	1
Lincoln	1	-	4 00	2 00	6	100	53	-	5 00	.002 2-10	163	212	4	379	190	189
Magalloway	1	-	5 00	2 20	6	55	-	8	2 39	.000 7-10	490	367	-	857	204	653
Milton	1	-	8 92	1 75	5	200	31	-	2 30	.003 8-10	201	199	-	400	400	
	136	$32 39	$4 59	$1 88	$2,655	$31,924	$7,385	8	$3 42	.002 7-10	$37,333	$23,093	$1,906	$62,337	$56,987	$5,666	$316

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 number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of school-houses in town.	Number in good condition.	Number of school-houses built this 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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Alton	137	66	58	77	63	.45	93	9	1	9	3	113	4	4	1	$300	$2,200	-	3	4	1	
Argyle	76	51	42	50	38	.57	56	10		8	1	102	4	4	-	-	1,000	-	1	4	4	1
Bangor	5,514	3,163	2,810	3,104	2,773	.51	3,340	13		10		2,664	35	2	-	-	200,000	3	3	107	107	24
Bradford	357	195	160	198	161	.45	250	8		10		276	15	15	-	-	3,000	-	3	11	7	
Bradley	248	156	129	167	138	.54	175	10		12		170	3	2	-	-	3,000	1	-	4	3	
Brewer	1,284	828	714	761	673	.54	861	10		11	3	552	12	10	-	-	31,200	-	-	25	25	
Burlington	166	105	76	96	83	.48	114	8	4	9	4	131	5	4	-	-	1,475	-	1	5	3	3
Carmel	302	184	158	206	181	.56	243	7	4	7		262	11	9	-	-	3,300	-	1	12	11	
Carroll	184	127	101	105	81	.49	145	10		8	3	174	7	4	-	-	1,800	-	1	7	2	3
Charleston	293	157	136	161	135	.46	225	8		8	3	225	10	6	-	-	5,000	-	6	9	3	
Chester	158	112	97	109	84	.57	124	10		10	3	123	6	4	-	-	1,589	-	1	6	5	2
Clifton	96	56	46	58	45	.48	64	8	3	12		94	5	4	-	-	1,500	-	-	4	5	
Corinna	343	212	185	222	189	.54	267	10		7		271	14	9	-	-	3,500	1	5	10	8	
Corinth	291	185	162	179	145	.53	193	8		10		224	12	8	-	-	3,500	-	2	9	6	
Dexter	810	552	474	524	448	.57	671	9	3	10	4	450	15	14	-	-	30,000	3	2	14	14	2
Dixmont	269	142	123	149	125	.47	154	8	1	9		285	12	11	-	-	4,750	-	7	11	4	
Eddington	210	131	120	130	109	.54	158	8	3	9	3	191	7	6	-	-	5,000	-	1	8	4	
Edinburg	22	11	9	11	9	.41	11	11		11		22	1	1	-	-	400	-	-	1	1	
Enfield	349	194	161	204	147	.44	255	8		11	1	226	7	3	-	-	3,000	-	-	9	9	
Etna	178	122	111	132	115	.63	151	7		9	3	182	7	7	-	-	1,142	3	-	7	4	
Exeter	229	99	81	191	163	.53	207	10		8	2	221	14	12	-	-	2,250	-	6	8	2	
Garland	249	124	110	117	94	.39	157	8	4	8	3	213	9	9	1	343	3,782	1	-	7	9	
Glenburn	144	73	69	77	73	.50	81	10		10		120	7	4	-	-	850	-	1	4	3	2
Greenbush	247	145	123	135	109	.47	155	9		10		144	7	5	-	-	1,525	-	1	6	6	2
Greenfield	72	45	33	43	32	.46	51	9		11		40	5	3	-	-	1,200	-	2	2	-	2

Hampden	644	353	334	384	360	.54	420	8		11		440	18	11	–	–	6,500	–		9	16	7	
Hermon	439	275	235	301	258	.58	359	7	2	8	2	280	14	10	–	–	3,300		2	9	12	5	
Holden	155	90	75	104	83	.52	110	8		12		138	7	6	–	–	2,201	–		–	7	7	
Howland	131	81	67	84	59	.48	115	8		8		80	3	3	–	–	1,000	–		1	4	3	
Hudson	143	98	82	93	81	.57	103	9		8		125	7	3	–	–	1,200	–		–	5	5	
Kenduskeag	123	75	64	83	70	.54	113	8		10		66	4	3	–	–	1,500		1	–	1	2	
Kingman	321	209	162	189	143	.47	234	10		10		180	5	5	–	–	1,500	–		1	6	5	3
Lagrange	234	154	121	162	130	.54	192	8		10	3	145	5	4	–	–	3,500	–		2	5	4	2
Lee	310	156	134	140	125	.42	177	8		9	3	216	9	6	1	100	1,700	–		6	8	2	5
Levant	302	160	145	172	146	.48	481	8		10		156	7	6	1	356	2,200	–		4	6	2	
Lincoln	560	316	272	265	220	.44	375	8		9	3	432	13	10	–	–	6,500	–		3	16	13	4
Lowell	96	72	58	67	56	.60	81	9		16		98	6	4	–	–	300	–		–	5	5	3
Mattamiscontis	9	4	3	3	2	.30	4	8		9		17	1	1	–	–	400	–		–	1	1	
Mattawamkeag	213	132	109	130	111	.52	140	9	3	8		128	5	3	1	450	1,534		1	1	5	5	2
Maxfield	44	24	15	22	16	.35	34	14		14		56	3	2	–	–	400	–		–	2	3	
Medway	210	198	149	195	131	.67	202	11	3	13	2	189	5	4	–	–	2,000		1	1	6	5	1
Milton	275	168	133	163	140	.50	160	10	3	9	3	160	4	4	–	–	1,500		1	2	5	3	
Mt. Chase	111	77	62	41	30	.41	82	8	3	7		100	5	4	1	325	800		1	1	4	1	
Newburg	246	139	115	147	125	.48	184	8	2	9	3	184	10	5	–	–	2,500	–		4	7	2	
Newport	316	199	172	190	148	.51	229	10		10		230	10	3	–	–	3,500		1	4	7	4	
Old Town	1,364	724	605	740	620	.45	973	10		11	3	660	13	11	–	–	30,000		1	2	23	23	
Orono	884	606	513	582	512	.58	642	10		10		414	10	10	–	–	14,000		1	2	14	14	3
Orrington	345	204	167	206	170	.48	278	9		9	2	283	11	10	–	–	4,474	–		3	10	7	3
Passadumkeag	100	67	57	74	61	.59	80	8	3	10	2	88	4	2	–	–	700	–		1	4	4	
Patten	364	221	182	236	172	.48	276	10		9	3	232	8	6	1	875	5,100		1	4	7	4	
Plymouth	215	135	112	140	114	.52	171	8	2	9	1	168	9	4	–	–	2,860	–		3	7	2	1
Prentiss	159	105	82	92	69	.47	115	10		10		120	6	3	–	–	1,200	–		3	6	3	2
Springfield	217	85	78	67	60	.32	88	10		7		110	5	5	–	–	760	–		5	5	–	1
Stetson	174	81	71	120	112	.52	134	9	2	10		176	7	6	–	–	3,200	–		1	6	5	2
Veazie	145	87	72	108	85	.54	117	10		11	3	79	2	1	–	–	1,800	–		–	2	3	1
Winn	268	196	166	171	144	.56	196	10		11	2	228	8	8	–	–	1,000	–		2	8	8	5
Plantations.																							
Drew	43	29	22	17	12	.40	33	20		14		48	2	–	–	–	–	–		1	2		
Lakeville	50	27	17	34	28	.45	39	9	2	10	2	78	2	2	–	–	600	–		–	2	2	
No. 2, Grand Falls	20	13	13	13	13	.65	13	10		10		40	1	–	–	–	10	–		–	2	2	
Seboois	40	21	20	28	22	.52	28	10		10		20	1	1	–	–	700	–		–	1	1	
Stacyville	151	97	77	111	79	.51	13	10		10		80	4	–	–	–	600	–		–	4	4	2
Summit	18	11	7	12	9	.44	13	10		10		20	1	1	–	–	100		1	–	–	1	
Webster	52	28	25	30	24	.47	30	9		10		38	2	1	1	550	600	–		–	2	2	1
Woodville	98	43	34	59	51	.33	59	10		14		72	3	2	1	100	350	2		1	1	2	1
	21,812	12,998	11,115	13,081	11,004	.51	15,294	9	2	10		13,849	474	330	9	$3,399	$428,052	23		134	528	417	83

PENOBSCOT COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Alton	1	$21 66	$2 67	$1 56	$26	$400	$122	- -	$2 92	.003 1-10	$657	$312	- -	$969	$606	$363	
Argyle	2	26 00	3 50	2 00	20	429	151	- -	6 13	.006 2-10	429	195	- -	624	602	22	
Bangor	110	140 30	9 30	- -	2,200	24,721	9,439	- -	4 48	.001 7-10	24,721	13,733	$441	38,895	44,657	- -	5762
Bradford	12	32 00	4 00	2 00	175	1,000	28	- -	2 80	.003 5-10	1,038	856	161	2,055	2,076	- -	21
Bradley	3	45 00	6 50	2 50	70	660	2	- -	2 66	.004	586	644	- -	1,230	1,429	- -	199
Brewer	25	- -	5 44	2 00	300	3,760	406	- -	2 93	.002 8-10	3,760	3,213	101	7,074	7,062	12	
Burlington	1	26 00	4 52	2 00	46	250	- -	- -	1 50	.001 8-10	341	392	261	994	845	149	
Carmel	4	20 00	4 35	1 51	112	853	- -	$118	2 82	.002 9-10	1,098	781	64	1,943	1,791	152	
Carroll	- -	25 00	3 65	1 50	28	500	63	- -	2 72	.004 4-10	576	454	72	1,102	993	109	
Charleston	10	25 33	3 94	1 71	69	800	23	- -	2 73	.002 3-10	813	761	79	1,653	1,631	22	
Chester	- -	16 00	4 00	1 89	46	495	111	- -	2 56	.006 2-10	437	371	- -	808	726	82	
Clifton	1	- -	4 25	1 50	36	383	156	- -	3 91	.006 4-10	394	239	- -	633	589	44	
Corinna	13	22 66	4 26	1 60	100	1,300	334	- -	3 78	.002 7-10	1,142	823	85	2,050	1,969	81	
Corinth	- -	29 00	4 50	1 90	100	1,000	77	- -	3 44	.002 2-10	1,191	778	74	2,043	1,911	132	
Dexter	13	29 00	7 19	2 25	200	3,675	1,489	- -	4 54	.002 1-10	3,742	2,026	334	6,102	5,710	392	
Dixmont	- -	27 75	3 34	1 55	77	735	- -	- -	2 78	.002 7-10	872	669	91	1,632	1,623	9	
Eddington	- -	35 00	4 42	2 00	50	600	17	- -	2 86	.003 8-10	736	549	- -	1,285	1,162	123	
Edinburg	- -	- -	3 50	2 00	5	60	17	- -	2 72	.001 5-10	60	41	31	132	132		
Enfield	- -	- -	4 70	2 00	35	550	- -	- -	1 57	.002 3-10	575	878	55	1,508	1,588	- -	80
Etna	- -	27 33	3 07	1 75	71	517	- -	65	2 90	.003 8-10	575	481	52	1,108	1,116	- -	8
Exeter	12	27 71	3 45	1 75	70	752	- -	- -	3 28	.001 7-10	857	576	222	1,655	1,552	103	
Garland	14	14 00	3 15	1 75	92	800	22	- -	3 21	.001 9-10	922	706	103	1,731	1,590	141	
Glenburn	- -	20 00	5 00	1 87	68	600	134	- -	4 16	.003 7-10	604	362	180	1,146	1,101	45	
Greenbush	- -	27 50	4 79	2 17	50	530	3	- -	2 14	.006 9-10	676	586	- -	1,262	1,096	166	
Greenfield	- -	30 00	3 75	1 50	8	250	65	- -	3 47	.004 2-10	307	167	- -	474	462	12	

Hampden	–	29 39	5 02	1 96	306	2,500	513	–	3 89	.003 6-10	3,041	1,604	–	4,645	3,634	951	
Hermon	–	27 66	4 01	1 67	83	1,100	74	–	2 50	.002 8-10	1,153	1,095	–	2,248	2,194	54	
Holden	4	–	4 21	1 48	40	487	–	–	3 24	.003 2-10	582	411	3	996	953	43	
Howland	–	20 00	4 22	2 40	25	350	213	–	2 67	.002 1-10	350	350	–	700	529	171	
Hudson	1	–	3 88	1 58	50	420	12	–	2 93	.003 6-10	491	392	111	934	850	144	
Kenduskeag	–	43 33	3 87	2 64	15	450	22	–	3 66	.002 6-10	450	279	55	784	780	4	
Kingman	2	50 00	6 83	2 12	20	525	–	9	1 63	.003 6-10	561	788	60	1,409	1,522	–	113
Lagrange	2	24 00	4 06	1 73	48	600	23	–	2 56	.003 1-10	602	623	54	1,279	1,164	115	
Lee	1	31 00	3 95	1 78	84	730	–	13	2 35	.005 6-10	764	758	60	1,582	1,566	16	
Levant	–	35 50	5 33	1 75	72	800	96	–	2 64	.002 9-10	816	733	90	1,639	1,557	82	
Lincoln	–	26 00	4 30	1 75	175	1,400	–	5	2 50	.003 2-10	1,449	1,422	208	3,079	3,056	23	
Lowell	–	–	5 50	2 00	36	400	49	–	4 16	.004 5-10	440	312	60	812	677	135	
Mattamiscontis	–	–	2 88	1 50	2	40	2	–	4 44	.002 6-10	121	10	–	131	80	51	
Mattawamkeag	–	44 00	4 45	2 34	37	507	–	–	2 38	.003 5-10	810	638	269	1,717	1,329	388	
Maxfield	–	–	3 25	1 50	12	150	43	–	3 41	.004 2-10	160	112	30	302	273	29	
Medway	2	26 33	4 31	2 19	31	544	22	–	2 59	.004	1,404	603	88	2,095	1,623	472	
Milford	7	39 50	6 60	2 75	62	700	32	–	2 54	.002 4-10	700	622	196	1,518	1,563	–	45
Mt. Chase	–	15 50	3 67	1 60	40	356	123	–	3 15	.008 3-10	361	264	–	625	606	19	
Newburg	–	33 00	3 98	1 64	60	750	56	–	3 05	.002 6-10	781	622	–	1,403	1,270	133	
Newport	6	30 00	5 30	2 15	112	1,050	100	–	3 32	.001 8-10	1,201	731	144	2,076	1,919	157	
Old Town	23	73 00	8 00	3 00	300	4,234	–	16	3 10	.003 2-10	4,234	3,275	–	7,509	7,509		
Orono	–	38 00	7 53	3 00	75	2,300	68	–	2 60	.002 2-10	2,602	2,158	–	4,760	4,633	127	
Orrington	–	28 00	5 88	2 62	136	1,300	175	–	3 76	.003 2-10	1,409	860	69	2,338	2,059	279	
Passadumkeag	–	30 00	4 37	2 25	24	400	126	–	4 00	.008 4-10	432	277	–	709	652	57	
Patten	10	21 50	4 27	2 25	100	740	–	9	2 03	.001 9-10	767	845	70	1,682	1,420	262	
Plymouth	4	26 50	3 69	1 71	52	650	99	–	3 02	.003 4-10	695	506	91	1,292	1,171	121	
Prentiss	–	20 00	3 25	1 50	26	335	14	–	2 10	.004 2-10	395	272	119	786	684	102	
Springfield	–	20 00	4 00	2 00	20	800	258	–	3 68	.006 2-10	979	514	–	1,493	1,236	257	
Stetson	1	40 00	4 50	2 00	60	600	107	–	3 45	.002 5-10	762	384	162	1,308	1,093	215	
Veazie	2	–	6 14	3 00	50	520	–	–	3 58	.001 9-10	520	364	–	884	829	55	
Winn	5	35 00	4 00	1 75	40	750	1	–	2 80	.004 7-10	848	768	50	1,666	1,615	51	
Plantations.																	
Drew	–	26 00	4 00	1 35	12	200	112	–	4 65	.008 2-10	221	109	–	330	318	12	
Lakeville	–	–	3 25	2 00	12	102	–	13	2 04	.001 8-10	119	326	–	445	445		
No. 2, Grand Falls	–	–	3 00	1 50	–	54	–	–	2 70	.001 4-10	54	111	–	165	165		
Seboois	–	–	5 00	2 00	4	60	–	18	1 50	.001 8-10	102	60	–	162	160	2	
Stacyville	3	–	3 50	1 73	9	250	50	–	1 65	.005 3-10	616	264	–	880	445	435	
Summit	–	26 00	5 00	2 50	121	41	42	–	2 28	.001 5-10	55	42	58	155	122	33	
Webster	–	–	3 45	1 82	15	100	–	8	1 92	.002 7-10	228	174	–	402	216	186	
Woodville	–	17 46	3 50	1 83	20	250	56	–	2 58	.004 5-10	309	232	59	600	443	157	
	294	$31 51	$4 49	$1 95	$6,440	$73,069	$15,147	$274	$3 35	.002 6-10	$78,693	$54,503	$4,512	$137,708	$136,439	$7,497	6228

PISCATAQUIS COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Abbot	196	104	90	124	108	.50	160	10		12		168	8	8	-	-	$3,500	-	-	8	8	2
Atkinson	193	115	103	115	98	.52	146	9	3	8	2	124	10	8	-	-	3,000	-	2	5	2	1
Blanchard	64	19	16	29	24	.31	32	9		12		33	1	1	-	-	600	-	-	1	1	1
Brownville	388	247	195	248	203	.51	281	10	4	10	2	311	9	9	-	-	3,800	-	1	12	10	2
Dover	463	323	273	325	260	.57	391	9	3	10	3	400	14	11	-	-	12,000	-	2	13	12	2
Foxcroft	438	288	247	265	238	.55	297	10		10	2	266	7	5	-	-	6,325	-	-	9	10	2
Greenville	313	100	83	164	125	.33	195	8	3	10	3	106	5	3	-	-	2,650	-	-	2	4	3
Guilford	446	293	248	291	285	.60	308	10		10		257	7	5	-	-	17,090	1	-	9	7	3
Medford	125	91	76	88	74	.60	99	7	4	8		71	6	1	-	-	470	-	1	2	3	4
Milo	330	177	148	232	191	.50	292	8	2	8	3	213	9	3	-	-	6,500	-	3	9	4	2
Monson	427	137	125	315	291	.49	352	10		11	1	290	8	6	-	-	1,134	-	-	-	-	-
Orneville	143	70	53	79	56	.39	96	8		10		112	6	3	-	-	1,000	1	1	10	10	1
Parkman	217	137	109	140	121	.53	150	8		8		144	12	9	-	-	1,097	-	-	4	3	
Sangerville	326	153	133	139	117	.38	182	8		9		208	10	5	-	-	7,000	-	-	6	6	1
Sebec	268	140	118	147	127	.45	170	10		10		200	10	9	-	-	3,500	-	-	8	8	
Shirley	82	59	44	61	56	.61	64	7		12		66	3	2	-	-	600	-	-	9	6	
Wellington	217	140	115	151	127	.56	179	10		10		160	8	4	-	-	600	1	3	3	2	
Williamsburg	43	*	*	*	*	*	*	*		*		*	*	*	*	*	*	*	*	*	7	
Willimantic	118	73	64	79	67	.55	89	8		10	3	87	3	3	-	-	2,000	-	-	3	3	1
Bowerbank Pl	14	13	12	11	9	.75																
Elliottsville Pl	12	6	6	7	7	.50	13	10		10		20	-	-	-	-	2	-	-	1	1	
Kingsbury Pl	54	45	40	40	34	.68	45	9	2	8		79	3	2	-	-	550	-	-	3	3	
Lake View Pl	41	27	21	30	25	.56	84	8		9		26	1	1	-	-	375	-	-	1	1	
	4,913	2,757	2,319	3,080	2,646	.51	3,625	9	1	10		3,341	140	98	-	-	$73,793	5	20	125	110	23

* No returns.

PISCATAQUIS COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Abbot	12	-	$4 60	$2 00	$50	$600	$102	-	$3 06	.003 3-10	$652	$486	$65	$1,203	$1,173	$30	
Atkinson	7	$24 00	4 08	1 64	41	500	16	-	2 59	.002 8-10	538	499	75	1,112	1,042	70	
Blanchard	1	-	6 00	2 66	10	171	-	-	2 67	.003 1-10	222	130	41	393	368	25	
Brownville	2	36 75	3 80	2 13	78	860	-	-	2 22	.002 4-10	1,431	938	35	2,404	2,109	295	
Dover	18	36 00	4 13	1 79	123	1,684	130	-	3 64	.002 1-10	1,981	1,170	158	3,309	2,276	1,033	
Foxcroft	9	-	5 80	1 75	80	1,400	19	-	3 20	.002 3-10	1,400	1,090	72	2,562	2,383	179	
Greenville	3	-	5 25	3 00	20	650	25	-	2 08	.002	1,452	711	50	2,213	1,027	1,186	
Guilford	8	55 00	8 00	2 50	100	1,300	483	-	2 91	.002 4-10	1,375	1,073	129	2,577	2,673	-	$96
Medford	3	20 00	4 65	1 80	54	320	75	-	2 56	.004 9-10	320	305	29	654	662	-	8
Milo	-	35 00	3 80	1 61	56	850	27	-	2 57	.002 3-10	1,290	529	304	2,123	1,900	223	
Monson	17	16 00	3 25	2 00	55	990	-	-	2 32	.003 8-10	990	1,005	51	2,046	1,889	157	
Orneville	-	20 00	3 80	1 62	26	397	3	-	2 77	.004 7-10	535	339	40	914	814	100	
Parkman	6	-	5 14	1 75	38	650	-	-	3 00	.002 7-10	847	558	38	1,443	1,171	272	
Sangerville	8	-	4 40	1 85	97	1,000	11	-	3 07	.002 1-10	1,011	766	84	1,861	1,860	1	
Sebec	14	35 20	4 25	2 00	54	600	20	-	2 24	.003 1-10	600	583	114	1,297	1,266	31	
Shirley	3	28 00	4 00	2 43	13	232	-	-	2 83	.003 3-10	277	205	150	632	538	94	
Wellington	1	20 00	3 50	1 25	27	500	33	-	2 30	.004 4-10	500	491	-	991	839	152	
Williamsburg	-	-	-	-	-	180	50	-	-	.005 1-10	205	119	-	324	311	13	
Willimantic	4	-	4 77	1 75	18	320	-	$37	2 71	.002 8-10	320	294	77	691	682	9	
Bowerbank Pl	2	-	3 12	1 40	13	150	80	-	10 71	.002	165	75	20	260	178	82	
Elliottsville Pl	-	-	4 00	-	-	75	33	-	5 77	.001 1-10	90	27	80	197	80	117	
Kingsbury Pl	-	-	4 00	1 30	12	181	17	-	3 35	.004 1-10	184	142	9	335	333	2	
Lake View Pl	2	-	3 84	2 00	5	75	-	-	1 85	.001	105	85	-	190	154	36	
	120	$29 72	$4 52	$1 94	$970	$13,685	$1,124	$37	$2 85	.001 4-10	$16,490	$11,620	$1,621	$29,731	$25,728	$4,107	$104

SAGADAHOC COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of school-houses in town.	Number in good condition.	Number of school-houses built this 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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Arrowsic	56	33	30	41	35	.57	48	8	3	11	3	41	2	1			$500		1	1	1	
Bath	2,861	1,528	1,375	1,603	1,500	.50	1,783	11		12	3	1,322	15	14			100,000	4		39	40	4
Bowdoin	286	179	155	179	155	.54	191	8		8		283	14	10			4,000	2	2	9	9	1
Bowdoinham	390	231	189	245	209	.51	257	9		9		239	12	10	1	$1,784	5,500	2	2	9	10	2
Georgetown	227	150	114	148	126	.53	175	8	2	8	3	176	9	4			2,200			6	5	
Perkins	14	7	7	7	7	.50	7	6		6		24	1	1			400			1	1	
Phippsburg	447	255	205	245	176	.43	288	9		18		297	12	12			2,500	1	1	11	10	5
Richmond	733	468	395	452	402	.54	472	12		9		482	14	12			10,750	3	3	14	14	
Topsham	507	243	215	250	208	.42	266	10		11		383	12	10			5,000	1	2	12	11	3
West Bath	81	55	9	23	20	.43	60	7		9		96	4	4			1,600			4	4	3
Woolwich	245	158	121	160	125	.50	189	8		8		184	8	8			3,067			7	6	
	5,847	3,307	2,855	3,353	2,963	.50	3,736	8	4	10	4	3,527	103	86	1	$1,784	$135,517	15	20	113	110	25

SAGADAHOC COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Arrowsic	1	$20 00	$3 25	$2 50	$ 8	$ 250	$ 108	–	$4 44	.003 4-10	$ 293	$ 139	–	$ 432	$ 374	$ 58	
Bath	38	85 11	6 55	4 00	1,500	14,800	7,822	–	5 17	.002 1-10	14,800	7,452	$388	22,640	22,490	150	
Bowdoin	–	22 20	5 75	–	74	1,000	321	–	3 50	.003 3-10	1,006	738	–	1,744	1,701	43	
Bowdoinham	12	35 00	6 00	2 75	150	1,500	294	–	3 85	.002 2-10	1,438	888	–	2,326	2,073	253	
Georgetown	–	38 00	7 00	2 75	50	800	121	–	3 52	.004 6-10	1,133	674	–	1,807	1,550	257	
Perkins	1	–	5 00	2 50	5	62	7	–	4 43	.001 4-10	62	28	–	90	90		
Phippsburg	2	28 00	4 61	2 74	75	1,125	8	–	2 52	.002 6-10	1,171	1,260	–	2,431	2,411	20	
Richmond	13	54 33	7 95	–	250	2,500	34	–	3 41	.001 8-10	2,669	1,774	99	4,542	4,131	411	
Topsham	9	72 88	4 19	1 82	158	1,500	385	–	2 96	.001 7-10	2,429	1,140	167	3,736	2,640	1,096	
West Bath	–	–	5 00	2 09	16	475	229	–	5 86	.002 6-10	515	185	–	700	739	–	$39
Woolwich	9	24 00	5 17	2 53	79	950	144	–	3 88	.002 3-10	1,032	653	–	1,685	1,530	155	
	85	$42 17	$5 50	$2 63	$2,365	$24,962	$9,473	–	$4 27	.002 2-10	$26,548	$14,931	$654	$42,133	$39,729	$2,443	$39

SOMERSET COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of school-houses in town.	Number in good condition.	Number of school-houses built this 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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.	
								w.	d.	w.	d.												
Anson	525	251	190	233	180	.35	358	9		9		170	8	8			$7,500		-	11	11		3
Athens	328	172	149	213	173	.49	219	8		9	3	281	12	7			2,000	3	13	13	10		1
Bingham	260	125	111	178	130	.46	216	8		12		136	6	6	2	$2,000	7,000	1	2	6	6		2
Cambridge	104	65	60	72	64	.60	85	9		9	3	84	4	2			500		3	3			2
Canaan	326	219	183	236	219	.61	242	9		7		299	13	11			5,000		1	13	12		2
Concord	106	49	42	58	42	.40	58	7	3	12	2	60	5	3			360		1	3	2		
Cornville	198	118	81	140	102	.46	147	8		12	3	177	12	7			1,500	1	2	7	7		
Detroit	165	90	85	115	91	.53	119	8		11	1	131	5	2			1,050		3	5	3		
Embden	165	115	98	113	90	.57	129	8		12		208	11	4			1,516	2	2	6	6		
Fairfield	969	567	493	571	509	.52	590	8	2	9	1	640	18	13			20,000	1	2	22	21	3	
Harmony	193	120	110	133	111	.57	147	10		12		186	10	4			2,000		1	8	7		
Hartland	290	217	182	211	179	.63	232	9		9	3	226	9	4			3,000	1	1	8	8	2	
Madison	667	404	351	390	312	.50	497	8	2	11	1	272	15	8			4,000	1	2	18	11	4	
Mercer	165	66	52	86	68	.36	93	8		9		122	5	4			-		3	4	2	4	
Moscow	150	75	72	96	71	.48	141	8		12		132	6	3			1,000		1	6	6		
New Portland	261	161	132	202	179	.60	208	9		11		212	15	10			3,650	1	2	9	8	2	
Norridgewock	376	246	215	193	132	.46	260	10		10		279	12				2,500	1	-	10	10	1	
Palmyra	299	162	122	191	141	44	227	9		9		243	15	8			4,075	2	-	9	7	1	
Pittsfield	776	384	305	422	372	.43	496	10		10		446	8	7			17,500	1	3	5	9	2	
Ripley	153	97	82	104	89	.56	115	8		10		130	5	5			2,100	-	2	5	3	1	
Skowhegan	1,554	808	715	850	738	.47	860	8		11		540	18				65,000	1	1	27	26	4	
Smithfield	139	94	78	87	75	.55	108	8		11	2	155	6	5			1,000	-	-	5	5		
Solon	284	161	134	174	137	.48	175	9	2	10	2	225	12	5			1,775		5	11	7	1	
St. Albans	343	207	180	217	188	.53	255	8		8		288	16	12			4,500	1	1	11	11	1	
Starks	225	133	119	144	123	.54	172	10		9		260	13	6			1,800	1	3	10	7	1	

Plantations.																						
Bigelow	17																					
Brighton	165	120	105	125	118	.67	128	9		11		171	9	8	–	–	950	1	2	7	7	3
Carratunk	84	76	46	75	58	.62	84	10		12		76	3	3	–	–	1,000	2	1	2	3	
Dead River	38	40	37	40	35	.94	41	9	3	10	3	40	2	1	–	–	500	–	–	2	2	1
Dennistown	34	17	13	14	11	.35	17	13		13		26	1	1	–	–	300	–	–		1	
Flagstaff	27	27	25	27	23	.90	27	8		9		26	1	1	–	–	350	1	1			
Highland	34	26	24	29	20	.65	29	8		7	3	23	1	1	–	–	200	1	–		2	2
Jackman	85	*	*	*	*	*	*	*		*		*	*	*	*	*	*	*	*	*	*	*
Lexington	96	–	–	61	48	.50	62	–		12		60	7	–	–	–	280	–	–	3	3	
Mayfield	37	28	19	8	7	.35	32	6	2	7	2	37	2	1	–	–	300	–	–	2	2	
Moose River	73	45	36	45	40	.52	45	10		10		40	1	1	–	–	800	–	–	2	2	1
No. 1, R. 2, W. K. R	57	43	38	43	40	.68	43	6		10		48	3	–	–	–	–	–	–	3	3	
The Forks	43	25	22	28	22	.51	28	10		8		54	3	1	1	90	600	–	–	3	3	
West Forks	60	41	31	34	27	.48	42	10		10		40	2	–	–	–	750	1	1	1	1	
	9,871	5,594	4,737	5,958	4,964	.50	6,727	8	4	10	1	6,543	294	162	3	2,090	$166,356	19	51	260	234	44

* No returns.

SOMERSET COUNTY—Concluded.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Anson	4	$70 00	$4 00	$1 75	$100	$2,144	$989	-	$4 08	.003 2-10	$2,083	$1,215	-	$3,298	$3,142	$156	
Athens	12	25 00	3 60	1 41	67	868	16	-	2 64	.002 5-10	839	796	$132	1,767	1,817	-	$50
Bingham	3	37 50	5 50	2 00	142	1,000	394	-	3 85	.004 1-10	1,030	648	63	1,741	1,539	202	
Cambridge	4	24 50	4 40	1 77	25	340	-	-	3 27	.002 8-10	348	267	30	645	639	6	
Canaan	-	33 00	4 40	1 50	100	946	42	-	2 90	.002 5-10	1,026	796	74	1,896	1,940	-	44
Concord	-	20 00	5 95	1 35	40	276	-	-	2 60	.003 6-10	449	210	-	659	464	195	
Cornville	4	21 00	4 07	1 77	45	800	172	-	4 04	.002 2-10	901	504	58	1,463	1,241	222	
Detroit	1	28 00	3 00	1 73	46	475	3	-	2 88	.003 4-10	475	401	59	935	973	-	38
Embden	2	17 50	3 54	1 29	963	579	116	-	3 51	.002 3-10	601	446	-	1,047	913	134	
Fairfield	-	30 00	6 50	2 00	300	4,300	1,492	-	4 44	.002 6-10	4,300	2,583	10	6,893	6,731	162	
Harmony	2	35 00	-	1 36	65	563	-	-	2 92	.002 9-10	573	486	100	1,159	1,141	18	
Hartland	4	49 00	4 87	1 75	120	850	71	-	2 93	.001 7-10	1,230	741	223	2,194	2,026	168	
Madison	-	53 68	4 88	2 09	350	2,000	548	-	3 00	.001 4-10	2,016	1,457	145	3,618	3,207	411	
Mercer	-	23 75	4 05	1 50	25	467	-	-	2 83	.002 9-10	472	397	-	869	858	11	
Moscow	7	23 00	3 85	1 67	51	350	12	-	2 33	.003 8-10	410	334	33	777	775	2	
New Portland	-	31 00	3 08	1 28	100	1,000	173	-	3 83	.002 8-10	1,361	668	30	2,059	1,710	349	
Norridgewock	6	46 00	3 95	1 90	95	1,325	-	-	3 52	.002 3-10	1,408	965	-	2,373	2,292	81	
Palmyra	-	22 00	4 38	1 22	76	805	2	-	2 95	.002 3-10	947	726	151	1,824	1,701	123	
Pittsfield	6	33 00	6 00	2 75	150	2,500	498	-	3 22	.002 5-10	3,079	1,968	-	5,047	5,070	-	23
Ripley	4	20 70	4 00	1 38	36	382	-	-	2 50	.002 7-10	435	382	32	849	795	54	
Skowhegan	-	-	7 75	3 00	900	6,000	1,946	-	3 88	.001 7-10	6,000	3,767	64	9,831	9,831		
Smithfield	8	-	3 75	1 25	41	500	117	-	3 60	.003 4-10	502	347	24	873	871	2	
Solon	6	30 00	4 04	1 69	75	1,066	284	-	3 75	.002 7-10	1,234	701	97	2,032	1,789	243	
St. Albans	6	30 00	4 05	1 40	125	1,190	225	-	3 46	.002 7-10	1,308	861	61	2,230	2,033	197	
Starks	8	22 00	3 50	1 50	65	766	153	-	3 00	.002 9-10	851	580	-	1,431	1,398	33	

Plantations.																	
Bigelow*†																	
Brighton	4	20 00	3 50	1 27	30	400	53	–	2 42	.005 4-10	414	439	5	858	867	–	9
Carratunk	3	20 00	4 50	2 00	14	140	–	14	1 66	.002	140	277	54	471	471		
Dead River	1	–	4 25	1 75	5	125	42	–	3 29	.002 6-10	136	85	53	274	250	24	
Dennistown	–	–	3 75	2 25	2	50	–	3	1 47	.001 3-10	122	80	–	202	125	77	
Flagstaff	1	39 66	–	2 00	–	75	5	–	2 77	.002 8-10	106	156	–	262	277	–	15
Highland	–	24 00	5 75	2 00	8	61	–	–	1 80	.001 8-10	74	118	–	192	189	3	
Jackman†	–	–	–	–	–	174	–	–	–	.003 1-10	174	234	–	408	246	162	
Lexington	–	–	4 76	1 44	20	199	40	–	2 07	.003 1-10	199	219	–	418	418		
Mayfield	–	10 00	2 00	1 00	5	60	–	–	1 62	.001 8-10	122	87	14	223	164	59	
Moose River	2	–	5 31	2 81	27	140	4	–	2 00	.002 4-10	174	192	20	386	331	55	
No. 1, R. 2, W. K. R.	–	–	4 00	1 25	6	125	39	–	2 19	.005 3-10	205	125	–	330	325	5	
The Forks	–	–	3 66	1 53	–	116	–	40	2 69	.002 6-10	225	101	–	326	291	35	
West Forks	–	30 00	5 00	2 00	12	117	–	–	1 94	.003 3-10	298	147	–	445	330	115	
	98	$30 00	$4 38	$1 72	$4,231	$33,274	$7,430	$57	$ 3 30	.001 9-10	$36,267	$24,500	$1,532	$62,305	$59,180	$3,304	$179

*Organized January 18, 1895.

† No school returns.

WALDO COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of school-houses in town.	Number in good condition.	Number of school-houses built this 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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Belfast	1,566	876	835	902	831	.53	1,047	10	3	11	3	809	18	9	–	–	$20,888	3	3	25	22	3
Belmont	120	78	65	85	68	.55	91	6		6	3	109	5	2	–	–	1,075		2	5	3	1
Brooks	215	143	116	151	121	.55	163	9	3	10	2	116	7	3	–	–	1,000		6	5	1	
Burnham	301	171	138	181	141	.46	201	7	1	9	3	198	9	2	–	–	1,000			9	9	2
Frankfort	305	197	155	217	179	.55	217	10		8		182	8	5	–	–	2,915	2	1	5	6	2
Freedom	154	60	41	100	76	.38	141	7	4	10	1	138	8	1	–	–	1,189	1	2	4	2	1
Islesboro	309	197	144	175	138	.46	187	12		10	3	209	8	7	–	–	2,000	1		6	5	1
Jackson	132	75	62	95	72	.51	107	8	2	9	2	143	8	5	–	–	1,000	1	2	5		
Knox	174	117	95	156	129	.64	173	10		12		154	9	2	–	–	1,000		6	7	1	
Liberty	259	176	140	221	180	.52	240	8		9		224	9	6	–	–	2,900		3	8	5	6
Lincolnville	389	244	195	296	237	.55	316	10		10		300	17	13	–	–	5,100		4	15	11	1
Monroe	287	165	134	178	139	.48	221	8		9		228	13	4	–	–	3,000		4	8	6	
Montville	255	128	113	144	119	.46	183	8		9		215	11	9	–	–	3,000	1	6	8	2	
Morrill	140	67	58	87	69	.45	95	10		13	3	94	4	2	–	–	1,000		2	4	2	
Northport	201	120	111	127	102	.53	142	10		9	3	145	9	5	–	–	2,800		2	7	5	4
Palermo	242	127	106	136	111	.45	149	9		10	3	191	13	6	–	–	1,600		4	6	3	1
Prospect	245	156	131	156	130	.53	206	8		9		156	6	5	–	–	2,500		3	6	3	1
Searsmont	305	190	161	192	163	.53	225	8		9	3	270	12	5	–	–	3,051		3	11	8	2
Searsport	410	242	208	241	208	.51	250	10		10		270	10	8	–	–	14,398	1	2	8	7	3
Stockton Springs	287	170	152	192	167	–	226	6	4	8		181	9	6	–	–	4,250		2	8	7	3
Swanville	209	117	102	125	106	.50	150	8	2	8	1	162	6	6	–	–	2,766		3	5	2	1
Thorndike	173	99	79	117	92	.50	137	10		10		120	10	3	–	–	2,000		5	6	1	1
Troy	266	156	130	179	146	.60	188	9	2	10	3	200	11	8	–	–	2,600	1	4	10	6	
Unity	287	180	141	181	157	.50	212	10		10		200	11	1	–	–	1,500	2	1	8	7	2
Waldo	196	90	79	137	119	.50	143	10		10		120	7	6	–	–	2,000		4	6	1	
Winterport	597	239	203	268	255	.40	273	8		10		384	16	5	–	–	3,600	2	5	9	11	
	8,024	4,580	3,894	5,039	4,255	.51	5,683	9		9	4	5,518	254	134	–	–	$90,132	15	84	204	136	35

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Belfast	21	$55 90	$4 98	$2 25	$1,125	$10,400	$6,145	-	$6 64	.003 2-10	$10,400	$3,378	$10	$13,788	$11,535	$2,258	
Belmont	4	24 00	3 58	2 00	15	416	36	-	3 47	.004	468	317	35	820	736	84	
Brooks	2	35 83	5 41	2 15	52	584	-	-	2 76	.002 3-10	886	579	-	1,465	1,429	36	
Burnham	-	-	4 57	1 60	100	672	-	-	2 23	.002 7-10	689	733	21	1,443	1,327	116	
Frankfort	3	26 33	5 66	2 63	85	879	-	$5	2 88	.004	925	851	-	1,776	2,093	-	$317
Freedom	2	38 00	3 95	1 78	30	650	242	-	4 22	.003 8-10	650	394	36	1,080	898	182	
Islesboro	-	35 00	5 07	3 00	47	900	95	-	2 91	.003	903	823	-	1,726	1,768	-	42
Jackson	3	34 20	-	1 66	46	500	82	-	3 78	.003 2-10	511	339	5	855	855		
Knox	-	26 66	3 00	1 34	60	525	-	-	3 00	.002 3-10	606	431	30	1,067	1,014	53	
Liberty	10	28 33	3 98	1 78	-	668	-	-	2 58	.002 6-10	668	586	137	1,391	1,371	20	
Lincolnville	5	28 00	3 91	1 92	86	1,089	-	-	2 80	.003 1-10	1,149	935	-	2,084	2,007	77	
Monroe	1	35 25	4 42	1 77	75	1,200	337	-	4 18	.003 3-10	1,468	658	-	2,126	1,582	544	
Montville	-	24 66	3 81	1 56	75	844	-	-	3 31	.002 3-10	853	644	3	1,500	1,504	-	4
Morrill	-	32 50	3 75	1 70	22	352	-	16	2 51	.002 5-10	418	334	-	752	704	48	
Northport	4	32 00	4 23	1 93	35	600	47	-	3 00	.002 2-10	632	461	-	1,093	1,070	23	
Palermo	5	25 00	4 50	1 75	50	710	-	-	2 93	.003 3-10	903	661	38	1,602	1,453	149	
Prospect	5	30 00	4 23	2 20	92	560	2	-	2 28	.003	681	641	65	1,387	1,325	62	
Searsmont	-	28 33	4 40	1 70	100	914	-	1	2 99	.002 5-10	1,164	776	113	2,053	1,973	80	
Searsport	9	45 00	6 00	2 40	191	1,800	446	-	4 39	.002	1,952	1,100	-	3,052	2,518	534	
Stockton Springs	2	25 00	4 64	2 18	116	1,000	81	-	3 48	.003 3-10	1,078	731	15	1,824	1,730	94	
Swanville	3	37 00	4 20	2 15	98	552	-	-	2 64	.003 4-10	624	509	-	1,133	1,127	6	
Thorndike	-	28 00	3 00	1 50	38	501	30	-	2 90	.001 9-10	545	474	2	1,021	794	227	
Troy	1	26 80	3 99	1 30	52	700	6	-	3 09	.002 5-10	956	646	49	1,651	1,234	417	
Unity	6	40 00	5 00	1 75	87	900	162	-	3 14	.002 4-10	950	726	-	1,676	1,374	302	
Waldo	5	28 00	3 75	1 90	25	475	10	-	2 42	.002 7-10	475	449	-	924	923	1	
Winterport	-	43 00	5 25	2 27	150	2,200	659	-	3 68	.003 5-10	2,543	1,375	2	3,920	3,329	591	
	91	$32 51	$4 37	$1 93	$2,852	$30,591	$8,380	$22	$3 83	.002 9-10	$33,097	$19,551	$561	$53,209	$47,668	$5,904	363

WASHINGTON COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of school-houses in town.	Number in good condition.	Number of school-houses built this 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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Addison	327	230	201	231	208	.71	250	10		8	4	272	12	8			$3,170	5	4	8	9	
Alexander	107	60	36	44	34	.33	80	8		10		90	4	4			1,100		2	4	4	3
Baileyville	85	39	29	46	37	.40	52	8		12		100	3				350			5	5	
Baring	78	48	39	58	51	.60	65	8		11		42	1	1			2,000	1		2	2	1
Beddington	55	51	42	44	33	.70	51	9		6	4	40	2	2			800			2	2	
Brookton	160	105	80	106	83	.51	118	10	2	10	4	96	2	2			2,500	1	1	2	2	
Calais	2,568	1,363	1,071	1,413	1,140	.43	1,527	10		13		936	13	13			30,000	2	2	24	24	3
Centerville	38	26	22	20	14	.47	26	10		10		20	1	1			1,000	1	1			
Charlotte	106	60	52	72	53	.50	76	8	2	10		84	5	2			750	1	2	2	1	
Cherryfield	614	415	395	428	374	.62	446	11	1	11		298	12	10			13,500	1	1	12	12	3
Columbia	181	134	110	133	111	.61	142	9	3	12	2	110	5	4	2	$1,789	2,500	1	3	6	3	
Columbia Falls	226	159	149	146	138	-	160	10		10	1	122	4	4	1	1,150	5,950	2	3	2	1	
Cooper	83	68	53	63	52	.63	69	10	1	12	1	90	4	2			1,550	1	1	3	3	
Crawford	58	32	25	42	28	.45	53	8		16		48	2	2			600			2	2	
Cutler	223	142	121	144	114	.53	159	9		13		138	8	6			1,500			6	4	
Danforth	461	294	243	298	263	.55	313	11		11		306	7	7			4,500	3	2	8	7	3
Deblois	23	14	13	16	14	.58	17	10		10		20	1	1			800			1	1	
Dennysville	149	60	50	50	42	.31	65	10		11		64	2	2			2,400			2	2	3
East Machias	513	320	266	308	262	.51	360	9	3	9	4	324	11	6			5,000	2	1	9	10	
Eastport	1,783	915	741	954	816	.43	1,057	12		13		440	7	6	1	930	16,600	4	5	19	19	2
Edmunds	177	121	90	103	72	.43	177	11		14	3	103	4	4			1,000			4	4	
Forest City	104	80	65	84	65	.62	92	13		13		78	1	1			1,200	1	1	1	1	1
Harrington	406	242	210	168	148	.44	300	10	3	11	1	219	9	4			2,500	3	2	7	3	3
Jonesboro	242	135	126	141	129	.53	158	10		9	4	147	6	4			-	2	2	4	4	

Jonesport	797	452	390	424	365	.47	490	10		9		383	12	12	-	-	6,100	4	3	10	12	1
Lubec	831	491	340	496	383	.43	571	10		11		390	12	5	1	1,500	5,800	2	6	12	8	4
Machias	674	384	352	404	357	.52	404	10	2	10	1	408	9	9	-	-	16,600	1	3	12	11	4
Machiasport	445	277	230	261	204	.48	325	10		9	2	238	8	5	-	-	3,500	2	5	7	2	1
Marion	44	21	19	23	18	.42	29	10		12		44	3	1	-	-	300	-	1	2	1	
Marshfield	115	80	63	77	49	.51	89	11		17	4	86	2	2	-	-	500	-	-	3	3	2
Meddybemps	46	-	-	33	27	.58	41		-	14	3	29	2	-	-	-	300	-	-	-	2	
Milbridge	617	367	320	361	296	.50	398	8	1	11	2	361	10	9	3	2,934	7,333	2	5	9	7	2
Northfield	49	39	31	36	25	.57	39	9	4	11		62	2	1	-	-	350	-	-	3	5	
Pembroke	497	328	271	296	236	.53	355	10		10		322	12	12	-	-	11,800	1	5	12	12	
Perry	358	202	167	144	113	.38	258	8		10		274	11	5	-	-	1,940	-	2	9	7	2
Princeton	384	233	193	223	188	.50	274	10		10	4	180	5	5	-	-	4,000	2	3	5	4	
Robbinston	304	165	123	201	157	.46	235	8		9	3	154	6	6	1	800	3,000	1	2	5	4	2
Roque Bluffs	47	34	30	32	26	.60	37	11	3	8	4	40	2	1	-	-	700	-	-	2	2	
Steuben	312	208	185	205	171	.57	249	10		10		146	10	10	-	-	4,000	-	1	11	10	2
Talmadge	50	46	33	39	29	.62	46	14		9	3	58	2	2	-	-	800	-	-	2	2	
Topsfield	123	83	68	80	71	.56	83	10		10	3	104	3	3	-	-	-	-	2	4	4	
Trescott	208	165	89	128	99	.45	149	9	2	12	4	125	6	3	1	590	1,000	-	2	5	4	
Vanceboro	260	162	147	162	143	.56	167	10		11	3	132	3	3	-	-	1,500	1	1	3	3	3
Waite	50	30	24	31	25	.49	34	10		11		54	2	2	-	-	800	-	-	3	3	1
Wesley	66	44	34	35	33	.51	55	8	3	12		92	4	3	-	-	2,500	1	1	3	3	
Whiting	159	106	89	114	86	.55	124	10		14	3	97	5	3	-	-	1,125	-	2	6	3	1
Whitneyville	133	75	59	73	68	.47	91	10		11		64	1	1	-	-	1,200	1	1	1	1	
Plantations.																						
Codyville	20	13	10	10	7	.42	13	12		10		22	1	1	-	-	150	-	-	1	1	
Lambert Lake	52	29	24	35	30	.52	38	10		10		30	1	1	-	-	1,000	-	-	1	1	
No. 14	31	17	15	15	12	.43	17	10		7		50	2	2	-	-	450	2	1	1	1	
No. 21	45	27	21	23	22	.48	27	10		7		24	1	1	-	-	700	-	1	1		
	15,484	9,131	7,556	9,073	7,521	.48	10,451	10		11		8,153	263	204	10	$9,693	$178,118	51	80	266	241	47

WASHINGTON COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Addison	-	$15 50	$4 13	$1 73	$92	$1,000	$182	-	$3 06	.003 9-10	$1,135	$827	-	$1,962	$1,717	$245	
Alexander	4	40 00	4 37	1 66	30	270	-	-	2 52	.004 2-10	395	264	$109	768	749	19	
Baileyville	3	-	3 10	1 52	25	325	144	-	3 82	.005 6-10	370	222	-	592	591	1	
Baring	-	35 00	6 33	2 50	13	332	114	-	4 25	.004 1-10	332	197	5	534	534		
Beddington	1	-	6 35	1 85	14	172	25	-	3 20	.002 5-10	211	197	75	483	341	142	
Brookton	-	33 00	4 29	2 38	16	300	-	$43	1 88	.002 8-10	562	372	102	1,036	890	146	
Calais	26	80 00	4 75	2 00	300	5,500	-	332	2 14	.002 1-10	5,500	6,349	-	11,849	11,709	140	
Centerville	-	27 50	-	2 50	4	115	24	-	3 02	.002	152	115	15	282	201	81	
Charlotte	1	20 00	5 00	2 00	32	305	-	-	2 88	.004	305	304	50	659	656	3	
Cherryfield	2	34 00	7 89	3 00	136	1,430	-	-	2 32	.002 6-10	2,063	1,579	48	3,690	2,838	852	
Columbia	-	28 00	5 25	1 71	37	760	290	-	4 20	.006 9-10	787	471	20	1,278	1,186	92	
Columbia Falls	4	40 00	7 00	3 00	53	745	187	-	3 30	.003 9-10	753	624	-	1,377	1,327	50	
Cooper	-	32 50	4 29	1 67	30	260	49	-	3 13	.004 8-10	402	197	104	703	642	61	
Crawford	-	-	4 00	1 50	10	200	88	-	3 45	.007	200	127	22	349	290	59	
Cutler	4	35 00	3 75	2 20	42	642	132	-	2 88	.006 9-10	720	544	33	1,297	1,148	149	
Danforth	7	43 04	5 34	2 05	70	1,300	450	-	2 82	.004 9-10	1,300	1,152	101	2,553	2,488	65	
Deblois	1	-	4 00	1 75	6	80	19	-	3 48	.003 5-10	85	57	27	169	137	32	
Dennysville	-	-	6 25	3 00	30	417	55	-	2 80	.002 6-10	492	344	2	838	722	116	
East Machias	6	30 00	5 82	2 25	100	1,400	90	-	2 72	.003 5-10	1,565	1,397	35	2,997	2,831	166	
Eastport	21	52 40	4 00	3 50	200	5,250	1,324	-	2 94	.002 6-10	7,734	4,494	875	13,103	11,907	1,196	
Edmunds	4	-	4 00	2 14	30	316	-	-	1 79	.005 5-10	383	464	-	847	723	124	
Forest City	-	33 00	6 00	2 75	12	250	20	-	2 40	.003 1-10	385	100	-	485	385	100	
Harrington	7	32 00	5 00	2 75	75	912	-	8	2 24	.003 8-10	941	985	-	1,926	1,837	89	
Jonesboro	-	26 00	4 12	2 00	42	500	1	-	2 07	.004 4-10	616	586	25	1,227	1,203	24	

Jonesport	-	26 00	5 00	3 00	200	1,535	1	-	1 92	.004 3-10	1,850	1,959	-	3,809	3,376	433	
Lubec	11	34 50	4 75	2 75	30	1,700	45	-	2 04	.003 3-16	2,077	2,070	75	4,222	4,167	55	
Machias	10	82 86	7 20	3 00	100	2,000	372	-	2 96	.002 4-10	2,000	1,839	43	3,882	3,992	-	$110
Machiasport	3	37 25	4 60	2 65	75	1,150	-	-	2 58	.005 6-10	1,274	1,130	24	2,428	2,285	143	
Marion	1	20 00	2 83	1 82	14	125	53	-	2 84	.004 3-10	257	87	-	344	232	112	
Marshfield	1	-	4 35	2 12	11	250	13	-	2 17	.003 9-10	261	304	-	565	578	-	13
Meddybemps	1	37 50	-	2 00	7	200	75	-	4 35	.007	252	124	-	376	324	52	
Milbridge	3	30 40	4 09	2 35	103	1,560	-	10	2 52	.003 3-10	2,168	1,581	-	3,749	2,742	1,007	
Northfield	-	-	3 62	1 97	17	175	61	-	3 60	.004 3-10	207	90	46	343	327	16	
Pembroke	12	32 50	4 00	2 65	75	1,211	-	-	2 44	.003 7-10	1,294	1,282	-	2,576	2,435	141	
Perry	7	39 33	5 03	2 09	79	756	-	-	2 11	.003 2-10	756	893	123	1,772	1,651	121	
Princeton	3	36 00	4 43	2 60	50	850	28	-	2 21	.003 6-10	915	950	19	1,884	1,749	135	
Robbinston	4	36 00	7 25	2 25	62	850	220	-	2 80	.005 6-10	881	776	104	1,761	1,548	213	
Roque Bluffs	-	-	2 97	1 56	13	100	-	23	2 12	.004 4-10	100	114	-	214	194	20	
Steuben	6	38 00	4 50	2 00	85	786	-	-	2 52	.004 4-10	786	761	75	1,622	1,602	20	
Talmadge	-	-	4 50	2 00	20	100	10	-	2 00	.001 4-10	100	122	86	308	353	-	45
Topsfield	4	30 00	4 12	1 57	40	350	50	-	2 84	.004 9-10	451	272	120	843	784	59	
Trescott	3	27 00	4 52	2 05	41	388	-	-	1 86	.007 5-10	398	486	-	884	888	-	4
Vanceboro	3	50 00	6 00	3 50	35	500	-	196	1 92	.002 5-10	1,247	601	206	2,054	1,191	863	
Waite	1	-	4 10	2 00	10	150	23	-	3 00	.003 5-10	211	135	60	411	337	74	
Wesley	-	26 50	3 62	1 63	22	300	118	-	4 54	.005 9-10	347	149	81	577	568	9	
Whiting	1	43 66	4 12	1 92	30	400	86	-	2 51	.004 6-10	436	399	-	835	752	83	
Whitneyville	-	37 12	5 00	5 33	20	350	20	-	2 25	.005 1-10	399	349	9	757	737	20	
Piantations.																	
Codyville	-	-	3 00	1 50	10	50	-	8	2 50	.001 2-10	153	52	-	205	111	94	
Lambert Lake	1	-	5 00	2 50	-	232	-	110	4 46	.005	232	127	55	414	367	47	
No. 14	2	21 66	2 55	1 84	16	200	110	-	6 45	.007 2-10	278	90	72	440	359	81	
No. 21	-	25 41	3 00	2 08	10	75	10	-	1 66	.003 4-10	76	117	-	193	186	7	
	168	$35 49	$4 68	$2 28	$2,574	$39,124	$4,489	$730	$2 52	.002 9-10	$46,794	$38,827	$2,851	$88,472	$80,887	$7,757	$172

YORK COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of school-houses in town.	Number in good condition.	Number of school-houses built this 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.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.											
Acton	215	114	101	133	114	.50	146	8	2	15		178	8	6	-	-	$2,550	-	-	-	-	2
Alfred	322	150	136	176	148	.44	205	9		10		202	7	4	-	-	6,300	-	-	-	-	3
Berwick	631	353	298	359	297	.47	395	12		10	4	423	14	11	1	10,000	14,500	2	2	2	2	2
Biddeford	4,619	1,340	1,177	1,226	1,061	.23	1,772	12		12		1,404	22	18	-	-	160,000	8	8	12	12	1
Buxton	513	287	247	283	235	.47	315	9	3	10	2	459	16	13	-	-	5,990	2	6	14	9	2
Cornish	311	178	156	190	161	.51	193	10		10	2	221	6	5	-	-	7,550	-	1	-	6	1
Dayton	127	63	56	66	59	.45	77	10		11		128	4	4	-	-	22,000	1	2	3	2	2
Eliot	362	207	160	215	181	.47	223	10	2	10	3	278	7	6	-	-	4,200	-	-	-	-	2
Hollis	346	220	189	226	182	.54	235	8		8		288	13	5	-	-	3,095	1	5	11	7	4
Kennebunk	780	510	439	544	472	.58	603	11		10	3	537	13	12	-	-	10,000	2	2	15	15	1
Kennebunkport	575	338	286	332	298	.51	375	11		10	4	393	12	12	-	-	8,797	3	3	9	9	
Kittery	695	361	295	359	314	.44	379	10		10	3	400	11	9	-	-	12,000	1	1	12	12	6
Lebanon	363	234	184	255	200	.53	278	10		9		307	18	3	-	-	5,485	1	1	10	10	1
Limerick	218	134	112	122	101	.49	161	8	2	8	3	195	10	4	-	-	2,235		3	8	5	1
Limington	306	170	146	180	153	.49	211	8	2	7	3	190	5	2	-	-	3,300		8	8		
Lyman	218	163	145	175	132	.63	186	10		14		216	9	9	-	-	4,500		1	9		2
Newfield	200	109	92	92	78	.43	130	10		10		120	6	6	-	-	2,900		1	5	4	2
North Berwick	504	330	295	341	294	.58	415	10	2	10		437	17	16	-	-	10,000	2	4	14	13	
Old Orchard	156	81	68	99	79	.47	115	10		13		108	2	2	-	-	5,000	1	1	2	2	
Parsonsfield	383	179	152	221	195	.45	271	8		8	4	300	14	7	-	-	11,340	2	6	6	8	
Saco	1,815	982	901	1,073	961	.51	1,073	11		13		1,036	16	11	1	11,000	50,000	4	4	25	25	9

Sanford	1,597	766	657	660	602	.38	1,204	10		10		750	14	12	–	–	24,000	4	4	23	23	8
Shapleigh	243	157	136	151	127	.54	209	8		8	3	189	8	3	–	–	3,220	4	5	5	2	
South Berwick	907	479	383	476	393	.43	485	11		11		540	14	12	–	–	11,000	1	2	16	16	1
Waterboro	319	191	163	199	176	.53	228	10		12		264	13	12	–	–	3,200	2	3	10	9	
Wells	600	326	280	259	210	.41	414	10		12		352	17	12	–	–	10,000	1	1	15	14	
York	713	418	343	424	359	.49	431	11		10		465	14	12	3	1,815	10,000	2	4	14	11	
	18,038	8,840	7,597	8,836	7,582	.42	10,729	9	4	10	3	10,380	310	228	5	22,815	$413,162	44	80	312	282	50

YORK COUNTY—CONCLUDED.

Towns.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Acton	2	-	$4 75	$2 00	$42	$ 750	$ 48	-	$3 49	.002 5-10	$1,370	$581	$61	$2,012	$1,317	$695	
Alfred	3	$45 00	4 93	2 50	56	1,200	176	-	3 72	.002 8-10	1,200	782	-	1,982	1,925	57	
Berwick	13	65 00	5 35	3 00	165	2,500	665	-	3 96	.002 6-10	2,703	1,517	-	4,220	4,996	-	$776
Biddeford	15	96 38	9 88	-	1,800	16,000	4,446	-	3 46	.001 9-10	16,000	11,678	868	28,546	28,546		
Buxton	17	20 00	4 00	2 25	115	1,800	171	-	3 51	.002 6-10	2,949	1,267	-	4,216	2,968	1,248	
Cornish	2	20 00	5 58	2 50	89	1,200	306	-	3 86	.002 6-10	1,366	801	44	2,211	2,065	146	
Dayton	8	30 00	7 37	2 00	24	700	300	-	5 51	.002 9-10	745	319	-	1,064	1,095	-	31
Eliot	4	-	6 31	2 65	125	1,800	630	-	4 97	.003 9-10	1,996	913	-	2,909	2,842	67	
Hollis	-	23 13	3 88	2 18	83	1,050	28	-	3 03	.002 5-10	1,235	903	-	2,138	2,043	95	
Kennebunk	12	78 33	5 83	2 50	200	3,000	462	-	3 84	.001 5-10	3,000	2,028	-	5,028	5,147	-	119
Kennebunkport	-	62 00	7 50	-	160	2,300	543	-	4 00	.001 8-10	2,721	1,422	-	4,143	3,463	680	
Kittery	5	50 00	8 00	3 50	162	2,300	9	-	3 31	.003 8-10	2,546	1,744	-	4,290	4,092	198	
Lebanon	-	32 00	7 50	2 00	83	1,500	490	-	4 13	.004	1,572	980	100	2,652	2,416	236	
Limerick	3	20 00	4 20	2 00	65	773	-	-	3 54	.001 6-10	773	612	33	1,418	1,396	22	
Limington	3	29 25	4 25	1 88	80	1,000	126	-	3 26	.002 8-10	1,125	778	-	1,903	1,472	431	
Lyman	6	24 00	4 68	2 00	48	1,000	317	-	4 58	.002 7-10	1,000	611	27	1,638	1,666	-	28
Newfield	2	45 00	4 60	2 50	34	797	160	-	3 98	.003 2-10	912	471	31	1,414	1,189	225	
North Berwick	6	13 66	8 00	3 00	-	2,000	558	-	3 97	.002 4-10	2,245	1,228	57	3,530	3,378	152	
Old Orchard	3	62 78	8 00	-	22	702	-	-	4 50	.001	865	382	-	1,247	1,215	32	
Parsonsfield	12	20 18	3 95	1 94	77	1,200	82	-	3 13	.002 4-10	1,363	873	50	2,286	2,166	120	
Saco	30	65 00	10 00	4 00	625	11,000	6,140	-	6 06	.002 7-10	13,783	4,623	125	18,531	16,497	2,034	

Sanford	12	54 00	7 50	2 75	180	4,000	639	–	2 50	.001 7-10	5,237	3,959	–	9,196	6,897	2,299	
Shapleigh	5	26 00	5 00	2 25	50	749	–	25	3 08	.002 9-10	749	683	45	1,477	1,528	–	51
South Berwick	–	48 00	6 00	2 50	200	3,100	353	–	3 42	.002 5-10	3,944	2,385	–	6,329	4,750	1,579	
Waterboro	–	35 00	4 78	1 85	75	1,084	–	2	3 40	.002 6-10	1,424	783	27	2,234	2,084	150	
Wells	16	35 00	5 66	2 50	176	1,624	–	–	2 71	.002 4-10	1,799	1,527	–	3,326	3,222	104	
York	–	29 00	5 49	2 76	270	2,000	45	–	2 80	.001 2-10	3,101	1,751	–	4,852	4,653	199	
	179	$41 15	$6 04	$2 46	$5,006	$67,129	$16,694	$27	$3 72	.002 2-10	$77,723	$45,601	$1,468	$124,792	$115,028	$10,769	1005

SUMMARY.

Counties.	No. of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms.	Average number 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.	Aggregate number of weeks of all schools.	Number of school houses in county.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in county.	Number of male teachers employed in spring and summer terms.	Number of male teachers employed in fall and winter terms.	Number of female teachers employed in spring and summer terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
Androscoggin	16,334	7,382	6,263	7,276	6,242	.38	8,082	7,164	197	164	3	$7,200	$417,520	19	44	255	228	84
Aroostook	21,999	11,938	8,897	10,789	8,352	.40	14,870	11,909	426	284	21	10,100	197,695	53	102	403	344	91
Cumberland	27,737	15,361	12,498	15,487	12,662	.45	17,038	10,830	343	265	4	7,680	615,613	37	101	433	433	143
Franklin	5,179	3,094	2,595	3,102	2,535	.49	4,081	3,618	175	110	1	223	72,834	12	52	139	115	57
Hancock	11,999	7,398	6,375	7,507	6,399	.53	8,830	7,192	268	204	5	6,450	162,006	13	68	285	239	60
Kennebec	15,714	7,881	6,716	7,999	6,746	.42	9,192	8,745	331	204	3	6,601	354,618	15	49	313	273	48
Knox	9,472	5,440	4,540	5,518	4,619	.48	6,089	5,124	167	115	3	32,243	162,010	14	54	180	143	46
Lincoln	6,290	3,668	3,168	3,727	3,249	.51	4,456	4,363	177	124	–	–	71,925	13	50	151	101	34
Oxford	9,323	5,034	4,303	5,383	4,515	.47	6,715	6,927	320	215	10	39,909	138,364	23	66	271	232	43
Penobscot	21,812	12,998	11,115	13,081	11,004	.51	15,294	13,849	474	330	9	3,399	428,052	23	134	528	417	83
Piscataquis	4,919	2,757	2,319	3,080	2,646	.51	3,625	3,341	140	98	–	–	73,793	5	20	125	110	23
Sagadahoc	5,847	3,307	2,855	3,353	2,963	.50	3,736	3,527	103	86	1	1,784	135,517	15	20	113	110	25
Somerset	9,871	5,594	4,737	5,958	4,964	.50	6,727	6,543	294	162	3	2,090	166,356	19	51	260	234	44
Waldo	8,024	4,580	3,894	5,039	4,255	.51	5,683	5,518	254	134	–	–	90,132	15	84	204	136	35
Washington	15,484	9,131	7,556	9,073	7,521	.48	10,451	8,153	263	204	10	9,693	178,118	51	80	266	241	47
York	18,038	8,840	7,597	8,836	7,582	.42	10,729	10,380	310	228	5	22,815	413,162	44	80	312	282	50
Total	208,042	114,403	95,428	115,202	96,254	.46	135,598	117,183	4,242	2,927	78	$150,187	$ 3,677,715	371	1,055	4,238	3,638	913

SUMMARY—CONCLUDED.

Counties.	Number of teachers who have attended teachers' meetings.	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 1894.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1894, to April 1, 1895.	Amount available from State treasury from April 1, 1894, to April 1, 1895.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1894, to April 1, 1895.	Balance unexpended April 1, 1895.	Balance over-expended April 1, 1895.
							Excess above amount required by law.	Less than the amount required by law.									
Androscoggin	212	$40 64	$5 42	$2 18	$4,787	$61,137	$21,220	-	$3 74	.002 1-10	$63,791	$40,045	$1,711	$105,547	$101,458	$4,200	$111
Aroostook	199	24 84	4 49	1 78	3,891	40,286	6,837	$260	1 83	.003 3-10	52,981	52,596	5,038	110,615	96,813	15,360	1,558
Cumberland	301	43 20	6 42	2 28	6,158	135,020	60,028	-	4 86	.001 9-10	143,567	68,948	8,903	221,418	214,324	8,286	1,192
Franklin	83	26 42	4 02	1 84	1,430	16,681	3,344	74	3 22	.002 4-10	20,160	12,977	929	34,066	29,550	4,568	52
Hancock	134	31 73	4 96	2 16	4,094	35,109	5,588	105	2 91	.002 5-10	38,625	30,383	1,160	70,168	65,413	5,311	556
Kennebec	195	42 99	5 47	2 15	5,058	56,981	12,382	1,211	3 62	.001 8-10	65,780	39,547	11,162	116,489	103,061	13,694	266
Knox	99	42 15	5 34	2 42	3,325	31,495	6,327	-	3 32	.002 3-10	38,428	23,492	1,766	63,686	54,622	9,085	21
Lincoln	122	34 77	5 50	2 41	1,711	20,443	2,947	2	3 25	.002 6-10	23,134	16,073	266	39,473	37,983	2,173	683
Oxford	136	32 39	4 59	1 88	2,655	31,924	7,385	8	3 42	.002 7-10	37,333	23,098	1,906	62,337	56,987	5,666	316
Penobscot	294	31 51	4 49	1 95	6,440	73,069	15,147	274	3 35	.002 6-10	78,693	54,503	4,512	137,708	136,439	7,497	6,228
Piscataquis	108	29 72	4 52	1 94	970	13,685	1,124	37	2 85	.001 4-10	16,490	11,620	1,621	29,731	25,728	4,107	164
Sagadahoc	85	42 17	5 50	2 63	2,365	24,962	9,473	-	4 27	.002 2-10	26,548	14,931	654	42,133	39,729	2,443	39
Somerset	98	30 00	4 38	1 72	4,231	33,274	7,430	57	3 30	.001 9-10	36,267	24,506	1,532	62,305	59,180	3,304	179
Waldo	91	32 51	4 37	1 93	2,852	30,591	8,380	22	3 83	.002 9-10	33,097	19,551	561	53,209	47,668	5,904	363
Washington	168	35 49	4 68	2 28	2,499	39,124	4,489	730	2 52	.002 9-10	46,794	38,827	2,851	88,472	80,887	7,757	172
York	179	41 15	6 04	2 46	5,006	67,129	16,694	27	3 72	.002 2-10	77,723	45,601	1,468	124,792	115,028	10,769	1,005
Total	2,504	$35 11	$5 01	$2 13	$57,472	$710,910	$168,795	$2,807	$3 41	.002 2-10	$799,411	$516,698	$46,040	$1,362,149	$1,264,870	$110,124	$12,845

SPECIAL COMMON SCHOOL STATISTICS.

Counties.	Number towns making returns.	Number different schools in county.	No. graded schools.	No. ungraded schools.	Per cent of graded schools to whole number.	No. ungraded schools in which U. S. History is taught.	No. ungraded schools in which Physiology is taught.	No. ungraded schools in which book-keeping is taught.	No. ungraded schools in which are taught branches other than those mentioned in the statutes.	No. 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 continued through the year.
Androscoggin	14	231	96	135	.41	120	106	55	52	55	89	85	368	151
Aroostook	69	467	39	428	.08	325	326	140	110	64	251	254	678	180
Cumberland	27	352	118	234	.33	210	179	120	65	71	97	118	601	356
Franklin	26	161	15	146	.09	87	93	61	43	37	82	38	275	55
Hancock	34	286	50	236	.17	217	204	120	73	77	118	156	422	122
Kennebec	30	315	87	228	.28	171	168	130	84	54	146	155	475	148
Knox	17	183	56	127	.31	95	84	54	47	29	25	54	292	93
Lincoln	18	169	26	143	.15	115	98	88	57	23	71	54	206	70
Oxford	39	289	30	259	.10	212	181	138	96	31	136	101	462	113
Penobscot	64	527	158	369	.30	291	288	195	91	93	176	201	806	266
Piscataquis	22	134	28	106	.21	93	91	54	32	17	76	36	209	61
Sagadahoc	11	122	50	72	.41	56	45	34	13	20	43	37	174	66
Somerset	38	271	60	211	.22	135	148	98	73	25	113	72	378	121
Waldo	26	219	28	191	.13	140	135	120	56	34	58	55	361	76
Washington	51	305	99	206	.32	177	160	94	43	34	90	87	438	180
York	27	355	120	235	.34	189	175	131	70	66	137	152	471	242
	513	4,386	1,060	3,326	.24	2,633	2,481	1,632	1,005	730	1,708	1,655	6,676	2,300

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.	Amount expended for teachers' wages and board, and janitors' services, school year 1894-5.	Amount expended for fuel.	Amount expended for new buildings, repairs and insurance.	Amount expended for apparatus and appliances.	Amount expended for free text-books, school year 1894-5.
Androscoggin	310	58	.84	-	10	6	$83,351	$6,011	$11,480	$9,657	$4,427
Aroostook	573	105	.84	5	24	91	87,264	5,973	16,668	4,196	6,371
Cumberland	543	58	.90	1	8	54	195,199	12,530	78,485	15,095	7,083
Franklin	243	32	.88	-	1	15	26,512	1,591	2,438	1,538	1,439
Hancock	361	61	.85	-	-	26	59,804	3,980	6,313	1,626	2,948
Kennebec	403	72	.85	1	3	31	83,334	6,581	12,097	12,657	4,738
Knox	255	37	.87	-	3	58	46,751	3,176	7,896	4,698	3,587
Lincoln	190	76	.71	3	4	24	35,036	2,0 4	2,221	624	1,722
Oxford	390	72	.84	2	12	38	53,283	2,982	21,894	758	4,022
Penobscot	712	94	.88	1	1	41	114,728	7,487	12,234	3,181	7,664
Piscataquis	165	44	.79	-	5	13	22,952	1,563	2,890	718	1,130
Sagadahoc	154	20	.88	-	-	12	32,857	2,635	4,601	4,238	3,150
Somerset	334	44	.88	-	1	32	50,100	3,488	6,588	857	3,983
Waldo	303	58	.84	1	1	23	44,359	2,536	2,487	717	1,966
Washington	368	70	.84	-	7	18	70,427	4,443	14,022	5,901	4,407
York	425	46	.90	2	3	14	101,450	6,707	50,413	5,852	4,565
	5,729	947	.86	16	88	496	$1,107,407	$73,747	$252,727	$72,313	$63,202

COMPARATIVE STATEMENT—I.

Items.	1895.	1894.	Increase.	Decrease.
Whole number of scholars between four and twenty-one	208,042	206,504	1,538	
Number registered in spring and summer terms	114,403	109,606	4,797	
Average attendance in spring and summer terms	95,428	90,626	4,802	
Number registered in fall and winter terms	115,202	108,916	6,286	
Average attendance in fall and winter terms	96,254	89,589	6,665	
Per cent. of average attendance of whole number	.46	.44	.02	
Whole number different scholars registered during year	135,598	135,815	-	217
Number of school houses in State	4,242	4,320	-	78
Number reported in good condition	2,927	2,940	-	13
Number school houses built during the year	78	44	34	
Cost of same	$150,187	$62,680	$87,507	
Estimated value of school property in State	3,677,715	3,619,120	58,595	
Number of male teachers employed in summer	371	356	15	
Number of male teachers employed in winter	1,055	1,115	-	60
Number female teachers employed in summer	4,238	4,419	-	181
Number female teachers employed in winter	3,638	3,824	-	186
Number of teachers graduates of Normal Schools	913	782	131	
Average wages of male teachers per month, excluding board	$35 11	$36 39	-	$1 28
Average wages of female teachers per week, excluding board	5 01	4 81	.20	
Average cost of board per week	2 13	2 08	.05	
Amount of school money raised by towns	710,910	761,621	-	50,711
Excess above amount required by law	168,795	190,726	-	21,931
Average amount per scholar	3 41	3 69	-	.28
Per cent. of valuation assessed for schools	.002 2/16			
Amount available from town treasury for school year	799,411	902,144	-	102,733
Amount available from State treasury for school year	516,698	506,003	10,695	
Amount derived from local funds	46,040	76,911	-	30,871
Total school resources	1,362,149	1,485,058	-	122,909
Amount expended for common schools	1,264,870	1,393,175	-	128,305
Net balance unexpended	97,279	91,883	5,396	
Amount paid for school supervision	57,472	45,325	12,147	

COMPARATIVE STATEMENT—II.

Items.	1895.	1885.
Whole number of scholars between four and twenty-one..	208,042	213,863
Number registered in spring and summer schools.....	114,403	118,794
Average attendance in spring and summer schools	95,428	98,637
Number registered in fall and winter schools.....	115,202	121,803
Average attendance in fall and winter schools.....	96,254	99,841
Per cent. of average attendance to whole number	.46	.46
Whole number of scholars registered for the year.....	135,598	144,909
Number of school houses in State	4,242	4,343
Number reported in good condition	2,927	3,045
Number built during the year.	78	72
Cost of same	$150,187	$48,128
Estimated value of all school property	3,677,715	3,075,296
Number male teachers employed in summer	371	260
Number male teachers employed in winter	1,055	1,796
Number female teachers employed in summer.....	4,238	4,723
Number female teachers employed in winter..... ...	3,638	2,959
Wages of male teachers per month, excluding board.....	$35 71	$32 07
Wages of female teachers per week, excluding board.....	5 01	3 96
Average cost of teachers, board per week.	2 13	2 03
Amount of school money raised by towns.....	710,910	674,676
Excess above amount required by law.....	168,795	154,960
Average amount per scholar.....	3 41	3 11
Amount received from State Treasurer....	516,698	331,218
Amount received from local funds	46,040	25,157
Amount paid for school supervision	57,472	32,509

STATEMENT.

Amount of School Fund and Mill Tax Apportioned to the Several Cities, Towns and Plantations in the State for the Year 1895, and Payable January 1, 1896.

Towns.	Scholars.	School Fund and Mill Tax.
Abbot	196	$487 06
Acton	215	534 27
Addison	327	812 58
Albany	195	484 57
Albion	235	583 97
Alexander	107	265 89
Alfred	322	800 16
Allagash Plantation	127	315 60
Alna	127	315 60
Alton	113	280 81
Amherst	113	280 80
Amity	152	377 72
Andover	243	603 85
Anson	525	1,304 60
Appleton	340	844 89
Argyle	76	188 86
Arrowsic	56	139 16
Ashland	318	790 22
Athens	328	815 07
Atkinson	193	479 60
Auburn	3,495	8,684 97
Augusta	3,162	7,857 48
Aurora	44	109 34
Avon	159	395 11
Baileyville	85	211 22
Baldwin	237	588 94
Bancroft	107	265 90
Bangor	5,514	13,702 12
Baring	78	193 83
Barnard Plantation	31	77 04
Bath	2,861	7,109 50
Beddington	55	136 67
Belfast	1,556	3,866 61
Belgrade	287	713 19
Belmont	120	298 20
Benedicta	144	357 84
Benton	281	698 28
Berwick	631	1,568 02
Bethel	550	1,366 73
Biddeford	4,619	11,478 07
Bigelow Plantation	17	42 25
Bingham	260	646 09
Blaine	393	976 59
Blanchard	64	159 04
Bluehill	691	1,717 11
Boothbay	694	1,724 57
Boothbay Harbor	613	1,523 28
Bowdoin	286	710 70
Bowdoinham	390	969 14
Bowerbank Plantation	14	34 79
Bradford	357	887 13
Bradley	248	616 27
Bremen	196	487 06
Brewer	1,284	3,190 70
Bridgewater	345	857 31
Bridgton	690	1,714 63
Brighton Plantation	165	410 02
Bristol	787	1,955 67

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Brooklin	320	$795 19
Brooks	215	534 27
Brooksville	413	1,026 29
Brookton	160	397 60
Brownfield	363	902 04
Brownville	388	964 17
Brunswick	2,036	5,059 40
Buckfield	291	723 12
Bucksport	684	1,699 72
Burlington	166	412 51
Burnham	301	747 98
Buxton	513	1,274 79
Byron	55	136 67
Calais	2,568	6,381 40
Cambridge	104	258 44
Camden	730	1,814 03
Canaan	326	810 10
Canton	265	658 52
Cape Elizabeth	231	574 03
Caribou	1,716	4,264 21
Carmel	302	750 46
Carratunk Plantation	84	208 74
Carroll	184	457 24
Carthage	110	273 35
Cary Plantation	150	372 75
Casco	277	688 33
Castine	304	755 43
Castle Hill Plantation	270	670 94
Caswell Plantation	146	362 81
Centerville	38	94 43
Chapman Plantation	191	474 63
Charleston	293	728 10
Charlotte	106	263 41
Chelsea	225	559 11
Cherryfield	614	1,525 77
Chester	158	392 63
Chesterville	215	534 26
China	369	916 95
Clifton	96	238 56
Clinton	413	1,026 29
Codyville Plantation	20	49 70
Columbia	181	449 78
Columbia Falls	226	561 60
Concord	106	263 41
Connor Plantation	248	616 27
Cooper	83	206 25
Coplin Plantation	23	57 16
Corinna	343	852 34
Corinth	291	723 13
Cornish	311	772 83
Cornville	198	492 03
Cranberry Isles	106	263 41
Crawford	58	144 13
Crystal Plantation	175	434 87
Cumberland	475	1,180 37
Cushing	200	496 99
Cutler	223	554 14
Cyr Plantation	227	564 08
Dallas Plantation	55	136 67
Damariscotta	241	598 87
Danforth	461	1,145 57
Dayton	127	315 59

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Dead River Plantation	38	$94 43
Deblois	23	57 15
Dedham	101	250 98
Deering	1,765	4,385 98
Deer Isle	1,337	3,322 40
Denmark	197	489 54
Dennistown Plantation	34	84 49
Dennysville	149	370 26
Detroit	165	410 02
Dexter	810	2,012 82
Dixfield	336	834 95
Dixmont	269	668 45
Dover	463	1,150 54
Dresden	319	792 70
Drew Plantation	43	106 86
Durham	343	852 34
Dyer Brook	107	265 90
Eagle Lake Plantation	172	427 42
Eastbrook	103	255 95
East Livermore	422	1,048 66
East Machias	513	1,274 73
Easton	398	1,089 02
Eastport	1,783	4,430 70
Eddington	210	521 84
Eden	712	1,769 30
Edgecomb	228	566 57
Edinburg	22	54 67
Edmunds	177	439 84
Eliot	362	899 56
Elliottsville Plantation	13	32 31
Ellsworth	1,550	3,851 70
Embden	165	410 02
Enfield	349	867 25
Etna	178	442 33
Eustis	140	347 90
Exeter	229	569 05
Fairfield	969	2,407 93
Falmouth	436	1,083 45
Farmingdale	191	474 64
Farmington	1,006	2,499 88
Fayette	164	407 54
Flagstaff Plantation	27	67 10
Forest City	104	258 44
Fort Fairfield	1,664	4,134 99
Fort Kent	1,139	2,830 38
Foxcroft	438	1,088 42
Frankfort	305	757 92
Franklin	491	1,220 12
Franklin Plantation	41	101 88
Freedom	154	382 69
Freeman	137	340 44
Freeport	735	1,826 46
Frenchville	1,288	3,000 64
Friendship	252	626 21
Fryeburg	408	1,013 87
Gardiner	1,530	3,802 00
Garfield Plantation	35	86 97
Garland	249	618 75
Georgetown	227	564 08
Gilead	81	201 28

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Glenburn	144	$357 84
Glenwood Plantation	66	164 01
Gorham	845	2,099 80
Gouldsboro	348	864 77
Grafton	22	54 67
Grand Falls Plantation	20	49 70
Grand Isle	509	1,264 84
Gray	376	934 35
Greenbush	247	613 78
Greene	190	472 15
Greenfield	72	178 92
Greenvale Plantation	24	59 64
Greenville	313	777 79
Greenwood	227	564 08
Guilford	446	1,108 30
Hallowell	837	2,079 92
Hamlin Plantation	238	591 42
Hammond Plantation	42	104 37
Hampden	644	1,600 32
Hancock	372	924 41
Hanover	53	131 70
Harmony	193	479 60
Harpswell	530	1,317 03
Harrington	406	1,008 90
Harrison	302	750 46
Hartford	188	467 18
Hartland	290	720 64
Haynesville	120	298 20
Hebron	145	360 32
Hermon	439	1,090 90
Hersey	76	188 86
Highland Plantation	34	84 49
Hiram	295	733 06
Hodgdon	400	993 99
Holden	150	372 75
Hollis	346	859 80
Hope	174	432 39
Houlton	1,339	3,327 37
Howland	131	325 54
Hudson	143	355 36
Hurricane Isle	67	166 50
Industry	182	452 27
Island Falls	249	618 75
Isle au Haut	68	168 98
Islesborough	309	767 85
Jackman Plantation	85	211 22
Jackson	132	328 02
Jay	525	1,304 60
Jefferson	274	680 88
Jonesborough	242	601 36
Jonesport	797	1,980 52
Kenduskeag	123	305 65
Kennebunk	780	1,938 28
Kennebunkport	575	1,428 86
Kingfield	155	385 17
Kingman	321	797 68
Kingsbury Plantation	54	134 19
Kittery	695	1,727 06
Knox	174	432 39
Kossuth	-	-

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Lagrange	234	$581 48
Lake View Plantation	41	101 88
Lakeville Plantation	50	124 25
Lambert Lake Plantation	52	129 22
Lamoine	192	477 12
Lang Plantation	30	74 55
Lebanon	363	902 05
Lee	310	770 34
Leeds	285	708 21
Letter E Plantation	9	22 36
Levant	302	750 46
Lewiston	8,116	20,168 02
Lexington Plantation	96	238 56
Liberty	259	643 60
Limerick	218	541 72
Limestone	325	807 61
Limington	306	760 40
Lincoln	560	1,391 58
Lincoln Plantation	20	49 70
Lincolnville	389	966 65
Linneus	386	959 20
Lisbon	1,143	2,840 32
Litchfield	296	735 55
Littleton	316	885 25
Livermore	291	723 12
Long Island Plantation	77	191 34
Lovell	187	464 69
Lowell	96	238 56
Lubec	831	2,064 96
Ludlow	123	305 65
Lyman	218	541 72
Machias	674	1,674 87
Machiasport	445	1,105 81
Macwahoc Plantation	99	246 01
Madawaska	656	1,630 14
Madison	667	1,657 47
Madrid	145	360 32
Magalloway Plantation	23	57 15
Manchester	162	402 57
Mapleton	385	956 71
Mariaville	92	228 62
Marion	44	109 34
Marshfield	115	285 77
Mars Hill	418	1,038 72
Masardis	76	188 86
Mason	33	82 00
Matinicus Isle Plantation	68	168 98
Mattamiscontis	9	22 36
Mattawamkeag	213	529 29
Maxfield	44	109 34
Mayfield Plantation	37	91 95
Mechanic Falls	386	959 20
Meddybemps	46	114 31
Medford	125	310 62
Medway	210	521 84
Mercer	165	410 02
Merrill Plantation	99	246 01
Mexico	196	487 06
Milbridge	617	1,533 22
Milford	275	683 36
Milo	330	820 04
Milton Plantation	87	216 20
Minot	247	613 78

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Monhegan Plantation	34	$ 84 49
Monmouth	296	735 55
Monroe	287	713 18
Monson	427	1,061 08
Monticello	500	1,242 48
Montville	255	633 67
Moose River Plantation	73	181 40
Moro Plantation	82	203 77
Morrill	140	347 90
Moscow	150	372 75
Mt. Chase	111	275 84
Mt. Desert	443	1,100 84
Mt. Vernon	212	526 81
Naples	203	504 44
Nashville Plantation	19	47 22
Newburgh	246	611 30
New Canada Plantation	149	370 26
Newcastle	321	797 68
Newfield	200	496 99
New Gloucester	290	720 64
New Limerick	252	626 21
Newport	316	785 25
New Portland	261	648 57
Newry	99	246 02
New Sharon	264	656 03
New Sweden	330	820 04
New Vineyard	175	434 87
Nobleboro	311	772 82
Norridgewock	376	934 35
North Berwick	504	1,252 42
Northfield	49	121 76
North Haven	177	439 84
Northport	201	499 48
North Yarmouth	200	496 99
Norway	952	2,365 69
No. 1, R. 2, W. K. R. Plantation	57	141 64
No. 2, Grand Falls Plantation	-	-
No. 7 Plantation	18	44 73
No. 14 Plantation	31	77 03
No. 18 Plantation	-	-
No. 21 Plantation (Hancock county)	15	37 28
No. 21 Plantation (Washington county)	45	111 82
No. 33 Plantation	51	126 74
Oakfield Plantation	316	785 25
Oakland	516	1,282 24
Old Orchard	156	387 66
Old Town	1,364	3,389 50
Orient	67	166 50
Orland	387	961 68
Orneville	143	355 35
Orono	884	2,196 71
Orrington	345	857 31
Otis	71	176 43
Otisfield	236	586 45
Oxbow Plantation	44	109 34
Oxford	385	956 72
Palermo	242	601 36
Palmyra	299	743 00
Paris	864	2,147 01
Parkman	217	539 23
Parsonsfield	383	951 75

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Passadumkeag	100	248 50
Patten	364	904 53
Pembroke	497	1,235 03
Penobscot	375	931 86
Perham Plantation	200	496 99
Perkins	14	34 79
Perkins Plantation	23	57 16
Perry	358	889 62
Peru	228	566 57
Phillips	474	1,177 88
Phipsburg	447	1,110 78
Pittsfield	776	1,928 34
Pittston	347	862 28
Plymouth	215	534 26
Poland	404	1,003 93
Portage Lake Plantation	46	114 31
Porter	303	752 94
Portland	10,795	26,825 25
Pownal	193	479 60
Prentiss	159	395 11
Presque Isle	1,251	3,108 69
Princeton	384	954 23
Prospect	245	608 82
Randolph	280	695 79
Rangeley	209	519 35
Rangeley Plantation	26	64 61
Raymond	308	765 37
Readfield	253	628 70
Reed Plantation	103	255 95
Richmond	733	1,821 48
Ripley	153	380 20
Robbinston	304	755 43
Rockland	2,337	5,807 37
Rockport	672	1,669 90
Rome	141	350 39
Roque Bluffs	47	116 79
Roxbury	62	154 07
Rumford	778	1,933 31
Saco	1,815	4,510 21
St. Albans	343	852 34
St. Francis Plantation	222	551 66
St. George	958	2,380 60
St. John Plantation	155	385 17
Salem	40	99 40
Sanford	1,597	3,968 49
Sangerville	326	810 10
Scarboro	538	1,336 91
Searsmont	305	757 92
Searsport	410	1,018 84
Sebago	215	534 27
Sebec	237	588 93
Seboeis Plantation	40	99 40
Sedgwick	328	815 07
Shapleigh	243	603 85
Sherman	370	919 44
Shirley	82	203 77
Sidney	339	842 40
Silver Ridge Plantation	59	146 61
Skowhegan	1,554	3,861 64
Smithfield	139	345 41
Smyrna	122	303 17
Solon	284	705 73
Somerville	167	414 99

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Sorrento	41	101 88
South Berwick	907	2,253 86
South Portland	1,716	4,264 21
Southport	139	345 42
South Thomaston	429	1,066 05
Springfield	217	593 23
Stacyville Plantation	151	375 24
Standish	429	1,066 05
Starks	225	559 11
Stetson	174	432 39
Steuben	312	775 31
Stockholm Plantation	44	109 34
Stockton Springs	287	713 18
Stoneham	116	288 26
Stow	104	258 44
Strong	216	536 75
Sullivan	402	998 96
Summit Plantation	18	44 73
Sumner	256	636 15
Surry	308	765 37
Swan's Island Plantation	248	616 27
Swanville	209	519 35
Sweden	91	226 13
Talmadge	50	124 25
Temple	118	293 23
The Forks Plantation	43	106 85
Thomaston	769	1,910 94
Thorndike	173	429 91
Topsfield	123	305 65
Topsham	507	1,259 88
Tremont	731	1,816 51
Trenton	146	362 81
Trescott	208	516 87
Troy	266	661 00
Turner	536	1,331 94
Union	392	974 11
Unity	287	713 18
Unity Plantation	18	44 73
Upton	77	191 34
Van Buren	619	1,538 19
Vanceboro	260	646 09
Vassalborough	637	1,582 92
Veazie	145	360 32
Verona	100	248 50
Vienna	110	273 35
Vinalhaven	922	2,291 14
Wade Plantation	89	221 16
Waite	50	124 25
Waldo	196	487 06
Waldoboro	870	2,161 92
Wales	138	342 94
Wallagrass Plantation	344	854 83
Waltham	68	168 98
Warren	602	1,495 95
Washburn	420	1,043 69
Washington	383	951 74
Waterboro	319	792 70
Waterford	285	708 22
Waterville	2,696	6,699 48

School Fund and Mill Tax—CONTINUED,

Towns.	Scholars.	School Fund and Mill Tax.
Wayne	219	544 20
Webster	338	839 92
Webster Plantation	52	129 22
Weld	256	636 15
Wellington	217	539 23
Wells	600	1,490 98
Wesley	66	164 10
West Bath	81	201 28
Westbrook	2,582	6,416 19
Westfield Plantation	81	201 28
West Forks Plantation	60	149 10
West Gardiner	180	447 30
Westmanland Plantation	31	77 03
Weston	161	400 08
Westport	122	303 17
Whitefield	338	839 92
Whiting	159	395 11
Whitneyville	133	330 55
Williamsburg	43	106 85
Willimantic	118	293 23
Wilton	463	1,150 55
Windham	517	1,284 72
Windsor	234	581 48
Winn	268	665 97
Winslow	589	1,463 64
Winter Harbor	149	370 26
Winterport	597	1,483 52
Winterville Plantation	76	188 86
Winthrop	495	1,230 07
Wiscasset	509	1,264 85
Woodland	383	951 74
Woodstock	222	551 66
Woodville	98	243 53
Woolwich	245	608 82
Yarmouth	580	1,441 28
York	713	1,771 79

School Fund and Mill Tax—CONCLUDED.

RECAPITULATION BY COUNTIES.

Counties.	Scholars.	School Fund and Mill Tax.
Androscoggin	16,334	$40,589 50
Aroostook	21,969	54,592 29
Cumberland	27,737	68,925 60
Franklin	5,179	12,869 66
Hancock	11,999	29,817 15
Kennebec	15,714	39,048 82
Knox	9,472	23,537 63
Lincoln	6,290	15,630 46
Oxford	9,323	23,167 36
Penobscot	21,788	54,142 52
Piscataquis	4,919	12,223 56
Sagadahoc	5,847	14,529 61
Somerset	9,871	24,529 12
Waldo	8,014	19,914 55
Washington	15,484	38,477 26
York	18,038	44,823 88
	207,978	$516,818 97

FREE HIGH SCHOOL STATISTICS.

Returns for the Year Ending June 1, 1895.

Towns.	Districts and Precincts.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	Whole number of weeks.	Number of scholars registered.	Average attendance.	Number in Fourth Reader and above.	Number in Arithmetic.	Number in English Grammar.	Number in Geography.	Number in United States History.	Number in Ancient Languages.	Number in Modern Languages.	Number in Natural Sciences.	Number in Higher Mathematics.	Number in Book-keeping.	Number who have taught or intend teaching during the year.
Abbot		$215 00	$125 00	$107 50	20	42	24	36	30	25	20	10	9	1	6	10	4	3
Addison		325 75	200 00	162 87	22	71	62	42	59	62	24	4	-	-	-	25	3	8
Albion		300 00	150 00	150 00	20	82	69	26	52	20	14	10	2	10	6	5	10	10
Alfred		532 00	250 00	250 00	28	56	42	18	8	-	7	10	5	3	13	25	4	
Andover		202 50	202 50	99 75	10	63	54	57	60	54	34	-	6	-	12	20	9	6
Anson		1,375 00	250 00	250 00	33	62	55	-	25	30	-	-	30	-	30	62	20	18
Appleton		213 50	200 00	105 50	20	86	74	81	83	79	50	28	-	-	8	30	14	9
Ashland		468 00	220 00	234 00	36	60	46	32	52	31	38	22	-	-	-	13	16	2
Atkinson		249 00	125 00	124 50	20	60	53	60	58	49	46	19	-	-	-	-	4	1
Auburn		4,227 00	5,000 00	250 00	36	226	209	-	78	21	83	-	130	44	63	162	67	8
Augusta		4,400 00	6,000 00	250 00	36	150	140	-	-	-	-	-	100	150	125	130		8
Bangor		4,978 75	4,500 00	250 00	36	330	300	-	230	-	74	-	297	103	86	298		
Bath		4,420 60	4,000 00	250 00	37	164	127	164	26	48	-	5	69	48	77	88	20	
Belfast		2,000 00	2,150 00	250 00	35	103	85	103	9	7	36	-	69	19	25	45	15	1
Berwick		737 00	500 00	250 00	22	31	29	29	18	18	10	10	4	10	14	17		
Biddeford		4,000 00	500 00	250 00	36	115	106	-	-	-	-	-	62	33	94	77	20	
Bluehill		1,064 50	400 00	250 00	46	117	44	9	22	26	1	10	2	-	48	39	-	4
Boothbay		548 70	300 00	250 00	40	117	29	25	26	21	17	15	10	-	12	13	8	4
Boothbay Harbor		694 54	425 00	250 00	33	32	30	-	6	-	-	6	29	12	-	27	5	
Bowdoinham		840 00	500 00	250 00	35	66	56	60	28	28	16	28	30	3	15	23	23	2
Bradford	Precinct No. 1	200 00	100 00	100 00	10	40	36	-	40	21	19	12	-	-	-	18	12	
Bradford	Precinct No. 2	264 50	132 25	132 25	20	78	39	-	42	36	11	10	-	-	6	9	5	9

Bradley		195 00	99 00	97 50	12	44	40	32	44	20	23	9	-	-	-	7	3	
Bremen		125 00	75 00	62 50	10	34	28	-	34	34	34	34	4	-	-	-	-	2
Brewer		1,416 67	1,300 00	250 00	36	65	56	60	11	-	-	-	60	16	4	36	-	6
Bridgton		1,254 45	1,100 00	250 00	36	76	50	-	18	15	5	13	25	11	23	29	9	
Brighton		200 00	100 00	100 00	21	46	35	45	43	38	35	15	-	-	6	15	12	6
Bristol		350 00	175 00	175 00	20	73	63	71	71	71	42	25	-	-	16	22	11	4
Brooklin		358 00	200 00	179 00	24	92	28	86	76	60	56	50	24	20	-	18	7	6
Brooks		350 00	200 00	175 00	26	138	44	46	48	40	32	14	2	-	9	20	14	3
Brownville		300 00	154 25	150 00	20	26	28	23	17	16	3	13	4	12	1	27	2	1
Brunswick		2,750 00	2,250 00	250 00	36	111	101	-	5	-	-	-	56	90	46	47	5	
Bryant's Pond		159 75	100 00	79 87	9	51	39	23	47	23	36	18	-	-	-	12	-	3
Buckfield		310 00	175 00	155 00	10	78	73	49	76	76	38	24	3	-	-	25	12	4
Bucksport		1,000 00	750 00	250 00	39	59	48	14	10	9	-	-	23	9	22	24	15	7
Buxton		612 00	600 00	250 00	36	51	48	51	16	16	16	20	6	30	34	17	7	5
Calais		1,968 00	1,400 00	250 00	36	112	96	-	44	-	15	-	83	14	20	80		
Camden		1,240 00	900 00	250 00	34	52	42	40	20	18	12	-	34	-	17	11	-	3
Canton		415 00	200 00	200 00	20	80	68	50	60	25	40	25	10	15	5	15	10	6
Cape Elizabeth		709 00	900 00	125 00	33	130	126	20	20	27	-	-	50	19	-	130		
Caribou		1,208 06	1,000 00	250 00	34	108	75	-	60	20	-	50	25	15	40	50	20	30
Carratunk		100 00	50 00	45 09	8	18	14	12	18	15	14							
Castine		714 50	500 00	250 00	33	33	29	31	13	17	-	-	30	-	31	31	5	
Chester		191 25	100 00	95 62	17	36	31	-	36	21	18	9	3	34	3	4	10	1
Cherryfield		1,100 00	550 00	250 00	36	115	104	-	20	20	20	14	29	-	54	25	2	6
China		348 00	174 00	174 00	20	39	26	38	27	30	30	-	-	-	15	12	14	3
Clinton		432 00	300 00	213 30	32	152	76	56	89	89	47	18	-	-	-	40	12	15
Columbia		169 80	100 00	84 90	10	60	51	38	46	41	34	-	-	-	12	27	12	4
Columbia Falls		202 00	100 00	100 00	12	27	24	9	6	17	13	1	2	-	1	9	3	6
Cornish		800 00	500 00	250 00	33	48	44	-	22	-	17	-	22	14	20	22		
Cumberland		1,126 00	1,200 00	250 00	33	62	45	-	21	6	4	6	10	16	20	28	-	4
Danforth		850 00	500 00	250 00	34	41	37	37	9	37	-	-	37	-	21	18	-	6
Deering		2,560 00	2,700 00	250 00	36	143	133	126	24	33	4	26	81	17	123	108	8	
Deer Isle		745 00	500 00	250 00	42	151	100	-	44	44	23	16	12	-	13	55	6	15
Denmark		405 00	200 00	200 00	27	35	28	20	28	16	-	12	14	4	3	28	8	8
Dennysville		308 00	189 00	154 00	22	26	19	22	13	13	16	-	3	-	5	10	3	2
Detroit		184 00	100 00	92 00	20	48	29	15	41	18	11	23	3	-	-	9	2	2
Dexter		1,560 00	1,000 00	250 00	33	90	79	-	18	18	18	-	23	10	33	36	14	13
Dixfield		450 00	225 00	225 00	20	133	117	109	118	56	60	27	-	-	-	21	12	5
Dover		476 00	250 00	238 00	31	47	32	25	27	33	24	19	-	-	35	5	2	
Eastbrook		130 00	75 00	65 00	10	32	19	32	32	25	20	5	-	-	4	-	-	7
East Livermore		628 75	500 00	250 00	34	48	38	-	12	-	5	-	20	6	9	13	13	9
East Machias		324 00	324 00	162 00	38	37	30	30	22	15	7	-	15	-	9	22	9	4
Easton		400 00	200 00	200 00	24	78	40	68	65	53	12	15	-	-	-	24	14	12
Eastport		1,332 00	500 00	250 00	38	110	89	-	-	-	-	-	54	17	32	26		
Eddington		317 00	150 00	150 00	33	77	23	60	72	43	54	10	6	5	4	9	7	4
Eden		699 40	700 00	250 00	30	92	81	47	58	31	39	3	44	-	44	4	29	2
Edgecomb		277 20	200 00	138 60	29	123	102	84	103	47	50	17	-	-	-	10	10	
Edmunds		182 00	100 00	91 00	13	33	23	33	29	24	27	20	-	4	-	12	9	1

Returns for the Year Ending June 1, 1895—Continued.

Towns.	Districts and Precincts.	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.
Eliot		$ 485 00	$ 400 00	$250 00	37	35	29	36	35	36	-	20	1	-	-	27	-	3
Ellsworth		2,000 00	2,000 00	250 00	36	108	102	-	55	75	18	37	56	14	60	72	13	
Etna		203 75	100 00	91 12	20	70	31	32	37	24	17	-	-	-	4	20	10	12
Fairfield		750 00	500 00	250 00	39	43	37	30	17	6	5	3	35	3	19	5	8	
*Farmingdale		517 00	250 00	250 00	20	-	-	-	-	-	-	-	-	-	-	-	-	
Farmington		1,400 00	1,000 00	250 00	36	75	51	60	30	28	28	-	40	-	4	55	-	
Fayette		300 00	150 00	150 00	47	77	24	18	20	8	12	-	-	-	-	8	5	
Forest City		411 00	400 00	205 50	36	42	31	30	40	40	40	40	-	-	4	3	3	
Fort Fairfield		1,260 00	1,000 00	250 00	36	105	82	38	48	35	35	23	15	-	40	52	5	10
Foxcroft		786 41	682 00	250 00	-	58	47	-	18	14	12	12	13	11	37	17	15	7
Franklin		160 00	160 00	80 00	10	23	20	21	20	16	14	11	9	-	-	12	2	1
Freeport		1,760 00	1,500 00	250 00	36	83	76	-	8	21	-	12	48	14	35	45	9	
Freedom	Precinct 2, 3, 6	200 00	100 00	100 00	10	49	43	43	47	21	27	4	-	-	2	10	15	2
Frenchville		300 00	150 00	150 00	20	41	37	41	41	41	41	41	41	41	-	-	41	23
Friendship		125 00	100 00	62 50	10	24	20	24	24	22	17	4	-	-	-	9	4	1
Gardiner		3,400 00	3,900 00	250 00	36	135	130	23	-	-	-	-	52	10	85	65	35	
Garfield Pl		100 00	50 00	50 00	12	20	19	11	20	20	20	7	-	-	7	-	2	
Garland		255 00	175 00	127 50	20	56	40	56	56	45	30	13	-	-	-	8	25	6
Gorham		1,216 29	900 00	250 00	41	116	100	108	51	39	59	67	51	6	10	77	-	5
Gray		533 00	250 00	250 00	12	64	62	64	25	20	20	16	28	8	16	30	22	
Greenfield		200 00	200 00	100 00	16	28	19	11	18	12	10	7	-	-	-	3	-	4
Greenville		487 50	450 00	243 75	30	32	27	27	22	15	14	21	8	-	6	12	2	3
Guilford		764 00	500 00	250 00	22	54	48	40	15	22	-	15	33	-	18	28	13	5
Hallowell		1,835 00	1,800 00	250 00	-	110	98	70	29	35	-	-	37	21	62	42	21	4
Hancock	Union Precinct,	172 50	92 70	86 25	10	32	28	30	30	24	10	20	-	-	28	16	15	3
Hancock	Mt. Desert Prec	160 00	81 50	80 00	10	30	26	26	29	28	27	-	3	-	13	21	-	3

* Paid tuition at Hallowell and Gardiner.

Harmony		$125 00	$125 00	$62 50	10	47	25	42	29	29	26	7	1	–	–	20	11	8
Hartland		656 00	500 00	250 00	30	45	33	29	39	31	11	12	3	–	14	15	10	5
Hartford		112 50	100 00	56 25	10	27	25	16	25	18	12	9	3	–	1	–	–	1
Harrington		324 75	175 00	152 37	16	70	65	68	60	60	50	30	12	–	22	35	–	10
Haynesville		102 50	60 00	48 75	10	30	28	25	30	20	20	6	–	–	–	8	11	2
*Hebron		500 00	250 00	250 00	36	36	28	–	–	–	–	–	–	–	–	–	–	2
Hermon		314 00	173 75	154 87	20	64	35	46	45	47	12	–	–	4	2	38	–	10
Hersey		50 00	50 00	25 00	11	36	26	26	30	9	20	7	–	–	2	–	8	3
Hollis		123 75	123 75	61 87	9	37	33	41	29	38	4	–	1	–	6	15	23	1
Hope		100 00	70 00	56 00	10	19	15	19	19	19	19	7	–	–	–	4	12	2
Houlton		1,250 00	1,000 00	250 00	38	73	62	73	26	11	–	26	39	17	61	39	26	13
Industry		80 00	40 00	40 00	10	23	20	15	22	12	20	12	–	–	–	2	–	
Island Falls		207 60	200 00	99 30	18	45	33	35	35	32	33	6	–	–	6	3	8	5
Islesboro		350 00	150 00	150 00	20	98	75	37	68	46	58	39	–	3	23	2	7	4
Jackson		175 00	100 00	85 62	17	47	20	31	33	25	12	6	2	–	1	4	1	5
Jay		392 00	200 00	196 00	32	101	31	16	35	27	16	16	5	–	7	5	3	
Jefferson		232 50	150 00	115 62	20	53	47	49	52	26	28	9	–	–	27	13	9	1
Jonesboro		135 00	90 00	67 50	10	45	38	35	45	30	45	27	–	–	–	10	–	4
Jonesport		487 50	400 00	243 75	25	39	35	37	32	32	32	24	24	–	8	–	–	3
Kenduskeag		142 50	101 91	69 37	18	29	24	35	37	25	16	6	–	–	4	7	–	
Kennebunk	District No. 5	1,100 00	1,000 00	250 00	36	37	32	37	20	–	–	–	15	37	13	24	8	1
Kennebunkport		1,163 00	700 00	250 00	36	48	42	–	16	16	–	–	37	–	32	38	9	
Kingfield		188 00	100 00	94 00	10	54	43	27	37	54	54	27	–	–	–	17	22	
Kingsbury		100 00	50 00	46 82	16	33	24	–	19	9	15	6	–	–	–	2	4	1
Kittery		1,050 00	800 00	250 00	36	60	50	35	30	10	7	15	7	–	12	40	11	
Lamoine		207 00	125 00	100 25	12	39	35	–	38	39	31	–	–	–	11	21	7	1
Leeds		240 00	150 00	120 00	30	37	28	23	34	9	32	4	–	12	–	10	4	3
Lewiston		5,050 00	2,500 00	250 00	37	232	210	232	18	63	–	–	142	30	61	157	34	6
Limerick		750 00	500 00	250 00	33	55	43	44	14	14	22	20	36	7	14	43	11	4
Limestone		194 00	100 00	97 00	16	65	41	48	50	30	28	4	1	–	–	4	3	8
Limington		550 00	400 00	250 00	36	50	32	12	18	40	4	30	26	2	–	26	–	10
Liberty		182 00	80 00	74 79	16	43	30	30	30	25	20	7	2	–	7	9	6	5
Lincoln		404 00	300 00	202 00	20	75	59	32	74	27	16	15	8	–	–	27	9	10
Lincolnville		292 50	150 00	146 25	20	92	68	92	91	54	38	18	5	–	–	37	1	10
Linneus		180 90	90 00	90 00	10	36	28	30	36	36	24	10	–	–	4	8	–	3
Lisbon		1,888 00	750 00	250 00	24	120	97	105	37	20	15	10	39	–	72	54	14	3
Livermore		260 00	250 00	130 00	20	55	35	42	34	17	18	–	–	–	18	17	–	
Lubec		1,084 00	884 00	250 00	38	90	53	58	49	35	32	54	18	–	13	20	–	1
Machias		1,240 00	700 00	250 00	34	59	42	–	24	28	9	38	53	5	20	58	4	18
Macwahoc		127 00	75 00	63 50	12	28	20	17	28	18	14	–	–	–	–	9	8	2
Madawaska		200 00	100 00	100 00	16	69	54	44	69	69	69	20	–	–	–	–	–	2
Madison		526 00	250 00	250 00	29	138	60	26	39	39	26	21	20	–	11	20	13	1
Manchester		200 00	100 00	100 00	20	46	23	–	28	13	24	5	–	–	–	2	–	
Merrill		90 00	45 00	45 00	10	50	35	20	30	20	20	15	–	–	–	7	2	4
Milbridge		640 00	800 00	250 00	32	57	37	57	33	50	14	–	19	–	–	42	28	2
Milo		452 50	150 00	150 00	20	76	61	76	76	40	27	–	33	–	11	63	73	7
Monmouth		988 00	500 00	250 00	34	56	35	15	41	8	2	–	10	–	8	25	4	9

*Tuition paid at Hebron Academy.

Returns for the Year Ending June 1, 1895—Continued.

Towns.	Districts and Precincts.	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.
Monson		$500 00	$250 00	$250 00	32	55	49	55	19	28	16	15	43	13	43	22	6	20
Montville	McFarland Cor.	70 00	50 00	35 00	10	20	16	13	19	10	7	11	-	-	3	-	4	
Montville	Centre	115 00	57 50	57 50	10	32	24	20	26	11	7	-	-	-	7	-	4	
Mt. Desert		285 00	230 00	142 50	20	79	32	43	43	43	25	7	-	-	21	25	21	15
Mt. Vernon	[more Prec.	219 00	250 00	104 56	18	51	40	31	40	17	12	12	10	-	-	11	3	1
Newburg	Rigby and Gil-	113 00	56 50	55 00	10	33	22	31	31	26	13	4	-	-	1	14	5	1
Newfield		260 00	150 00	130 00	20	47	23	23	22	15	15	12	6	-	5	4	3	
New Limerick		300 00	150 00	150 00	30	83	25	77	83	38	59	21	-	-	11	13	9	5
Newport		500 00	250 00	250 00	30	102	84	64	75	42	42	32	23	-	14	23	3	3
New Portland		492 00	250 00	244 50	36	72	64	61	61	41	18	7	10	-	12	40	6	7
Newcastle		385 77	200 00	192 88	38	94	31	24	28	10	18	7	-	-	2	6	3	2
New Sharon		300 00	148 00	148 00	20	76	60	26	62	22	26	5	4	-	5	5	-	1
New Vineyard		250 00	125 00	125 00	20	35	29	32	16	22	6	13	5	-	10	12	17	2
North Berwick		1,160 00	1,000 00	250 00	36	60	38	38	27	18	-	-	24	13	20	26	-	3
Norridgewock		495 00	500 00	239 42	22	58	44	58	46	32	-	-	4	1	7	37	10	2
North Haven		310 00	150 00	155 00	20	47	34	13	24	24	13	34	-	-	6	9	9	
Northport	H.H.White Prec	100 00	100 00	50 00	10	32	27	30	32	26	26	-	-	-	10	10	11	2
Norway		815 00	500 00	250 00	10	68	58	30	6	-	-	9	43	-	42	31	3	6
Oakland		1,213 00	1,000 00	250 00	34	48	44	-	-	-	12	-	25	-	34	20	12	2
Old Orchard		700 00	400 00	250 00	36	30	25	-	15	26	-	26	12	24	16	10	20	1
Old Town		1,400 00	1,200 00	250 00	35	62	54	3	46	44	12	14	42	38	12	58	12	
Orono		1,350 00	500 00	250 00	36	87	72	62	46	61	-	26	29	13	21	42	24	
Orrington		150 00	75 00	75 00	10	21	15	21	20	20	6	-	4	2	5	12	3	1
Oxford		525 00	250 00	250 00	21	40	33	35	18	10	15	10	14	-	12	30	10	4
Parsonsfield		1,094 37	540 00	250 00	38	75	61	9	32	49	9	17	28	-	12	46	8	14
Paris	So. Paris, Prec.	1,020 00	500 00	250 00	34	78	56	15	15	15	16	10	33	4	24	23	10	3

Patten		820 00	250 00	250 00	34	45	35	45	25	38	3	2	20	-	13	26	-	6
Pembroke		859 50	250 00	250 00	30	91	61	23	56	23	18	15	14	-	7	23	25	2
Penobscot		142 50	75 00	71 25	10	31	27	6	27	31	14	6	2	2	9	25	-	1
Perkins		96 00	50 00	48 00	12	7	7	5	7	5	5	2	-	-	-	1	1	
Phillips		832 00	250 00	250 00	30	45	34	45	16	-	-	-	10	-	30	35	14	10
Pittsfield		750 00	500 00	250 00	35	78	59	18	42	18	5	8	24	6	16	26	12	12
Pittston		408 00	200 00	200 00	28	49	58	42	20	18	16	-	8	-	11	10	6	2
Poland		497 56	250 00	194 35	54	61	43	34	44	23	30	8	1	-	-	10	-	
Portage Lake		128 00	100 00	64 00	16	18	15	-	18	11	15	9	-	-	-	2	2	1
Portland		4,767 95	4,767 95	125 00	18	602	580	600	88	-	-	-	391	115	211	426	31	
Presque Isle		1,704 00	1,200 00	250 00	32	96	81	85	38	57	34	29	23	1	30	29	6	8
Princeton		595 00	250 00	250 00	32	56	46	-	43	21	36	5	8	-	4	16	13	4
Randolph		456 00	250 00	228 00	10	46	41	46	46	46	46	13	-	-	13	-	13	
Rangeley		200 00	100 00	100 00	15	44	38	42	42	23	30	11	-	-	6	12	7	
Readfield		326 00	160 00	160 00	26	64	22	35	50	40	44	11	-	-	-	3	4	1
Richmond		592 00	750 00	125 00	16	83	70	70	18	18	32	18	37	11	31	41	-	
Ripley		100 00	60 00	48 00	10	62	58	62	60	50	40	12	-	-	-	25	20	2
Rockland		2,700 00	1,500 00	250 00	34	161	151	-	21	-	-	-	66	67	129	120	21	
Rockport		550 00	500 00	250 00	32	28	20	-	4	7	23	18	5	20	-	20	-	1
Rumford		565 00	500 00	250 00	36	57	40	-	44	44	39	16	17	-	14	9	-	6
Saco		3,220 00	3,220 00	250 00	37	161	146	100	12	-	-	24	78	28	46	107	25	12
Sanford		1,025 25	800 00	250 00	54	69	62	42	45	30	25	22	12	-	25	21	16	3
Sangerville		490 00	250 00	244 87	37	41	36	37	10	10	-	-	-	28	-	-	10	1
Scarboro		660 00	500 00	250 00	30	59	43	25	24	23	-	-	15	-	10	39	12	
Searsmont		309 00	150 00	150 00	28	45	25	32	32	32	30	-	-	-	8	10	7	2
Searsport		460 00	500 00	230 00	30	30	24	30	25	23	-	13	21	16	-	9	16	6
Sedgwick		456 00	250 00	228 00	32	60	23	28	28	23	21	8	-	-	-	13	4	2
Sebec		250 00	250 00	125 00	20	54	46	27	25	24	11	6	-	-	5	12	3	4
Shapleigh		1,051 63	390 68	250 00	30	33	30	33	18	10	9	3	5	7	18	18	4	5
Sherman		300 00	150 00	150 00	12	49	45	49	40	49	12	30	-	-	25	28	-	12
Sidney		475 00	250 00	237 50	36	106	59	66	79	84	42	72	-	-	-	15	44	5
Skowhegan*		2,334 00	500 00	250 00	36	108	102	-	-	-	-	-	-	-	-	-	-	
Solon		393 75	200 00	196 87	29	95	30	29	27	26	14	2	-	26	17	-	8	2
South Berwick		1,3 4 20	1,000 00	250 00	40	128	117	-	-	-	-	-	42	30	30	68	20	1
South Portland		1,800 00	1,800 00	250 00	33	134	127	-	18	44	-	-	32	18	167	71	40	
South Thomaston	Grade Precinct	225 00	225 00	112 50	19	40	29	40	30	30	20	20	4	-	-	8	10	
Springfield	Precinct No. 3.	885 50	500 00	250 00	22	76	54	26	61	20	19	7	-	-	4	45	20	18
St. Albans		300 00	150 00	150 00	20	72	54	66	45	38	14	8	-	6	14	22	-	10
Standish		656 25	500 00	250 00	25	45	38	42	28	32	3	20	10	-	13	24	-	1
Starks		150 75	75 00	74 12	10	40	35	40	34	30	20	24	6	-	21	25	10	10
St. George		351 25	400 00	175 62	25	49	38	43	34	43	7	21	-	-	19	28	-	1
Stockton Springs		171 25	200 00	85 62	13	36	28	19	19	18	18	12	-	18	-	5	1	2
Stetson		125 00	91 01	62 50	10	26	21	17	17	18	14	-	-	-	2	3	2	1
Steuben		195 00	100 00	95 00	13	35	31	34	29	10	11	12	6	13	3	18	21	7
Strong		200 00	100 00	96 15	18	39	33	35	36	25	7	21	17	-	8	13	22	2
Sullivan		400 33	400 33	198 42	20	94	69	52	85	30	27	20	16	12	-	10	8	8
Surry		175 00	100 00	87 50	10	48	42	29	37	28	28	16	4	-	4	17	-	7

* Pupils sent to Bloomfield Academy.

Returns for the Year Ending June 1, 1895—Concluded.

Towns.	Districts and Precincts.	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.
Thomaston		$1,480 00	$1,000 00	$250 00	32	48	39	-	22	-	-	-	13	12	36	42	29	
Thorndike		200 00	100 00	97 00	20	67	55	47	61	49	53	10	-	-	-	11	4	2
Topsham		818 28	500 00	250 00	36	34	28	13	16	17	21	-	13	7	14	8		
Tremont		358 00	200 00	179 00	24	99	30	37	37	34	24	14	6	-	-	17	10	1
Trenton		200 00	100 00	100 00	16	59	30	58	59	57	51	17	-	-	-	8	8	3
Troy	Precinct No. 1	318 00	109 00	109 00	30	73	30	23	35	31	8	6	-	-		10		3
Troy	Precinct No. 2	100 00	50 00	50 00	10	20	13	14	14	7	8	-	-	-	-	5	-	1
Turner		480 00	250 00	220 00	26	119	89	53	64	42	34	27	9	-	7	32	10	5
Union		310 00	100 00	100 00	20	33	23	8	10	10	11	13	-	-	-	15	3	2
Unity		500 00	250 00	250 00	40	93	42	67	68	64	61	38	26	12	-	34	10	16
Vanceboro		534 75	250 00	250 00	36	32	26	26	18	13	-	-	11	13	15	11	22	
Veazie		121 00	150 00	60 50	35	30	26	30	22	20	22	20	-	7	7	7	12	
Vinalhaven		1,120 00	950 00	250 00	35	72	60	-	38	-	33	-	26	8	23	30	30	1
Waldoboro		936 42	700 00	250 00	41	86	48	39	20	22	22	-	6	11	46	34	9	6
Wales		186 84	250 00	93 42	24	40	22	9	36	24	29	25	7	-	21	12	17	2
Warren		875 00	750 00	250 00	30	72	65	30	30	30	30	30	-	-	12	27	27	
Washburn		283 00	150 00	141 50	21	50	29	35	30	26	11	12	18	-	-	24	18	13
Waterboro		489 00	250 00	238 50	34	47	36	42	24	29	10	18	14	-	8	24	-	4
Waterville		3,249 99	4,500 00	250 00	36	170	157	-	44	36	35	25	106	23	24	93	36	
Wayne		190 00	100 00	95 00	20	41	37	34	40	20	20	4	7	-	-	13	4	2
Webster		353 75	150 00	176 87	33	39	35	39	39	28	12	7	-	-	-	8	9	1
Wells		500 00	250 00	250 00	40	105	93	53	72	58	40	12	14	1	6	22	8	8
Westbrook		3,100 00	3,000 00	250 00	36	175	139	143	36	24	-	20	70	24	100	75	20	6
West Forks		150 00	60 00	69 00	12	23	18	18	18	16	6	-	-	-	6	6	6	
Whitefield		237 50	125 00	118 75	10	68	57	48	68	43	47	26	-	7	9	20	7	6
Wilton		506 77	256 77	250 00	32	22	19	10	9	7	-	2	10	1	9	5	2	1

Windsor		428 00	214 00	214 00	38	87	46	50	50	28	22	33	-	-	12	21	9	
Winslow		475 00	500 00	237 50	30	58	21	18	20	16	6	11	1	-	-	6	3	1
Winthrop		900 00	250 00	250 00	30	46	39	45	16	16	15	5	45	-	14	21	17	1
Wiscasset		924 00	500 00	250 00	36	74	60	26	25	27	23	13	27	5	22	25	10	
Windham		310 25	500 00	155 12	19	33	27	31	12	22	18	18	7	-	20	20	11	
Yarmouth		1,410 00	1,200 00	250 00	36	67	48	53	18	15	15	-	33	12	15	37	6	1
		$180,779 07	$134,076 35	$44,091 48	6,249	16,848	12,891	8,873	8,594	6,467	4,743	2,928	4,424	1,734	4,064	6,706	2,318	939

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