

# MAINE STATE LEGISLATURE

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



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

Public Documents of Maine:

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

Departments  Institutions

FOR THE YEAR

1898.

---

VOLUME IV.

---

AUGUSTA  
KENNEBEC JOURNAL PRINT  
1900

*M. C. ...*

REPORT  
OF THE  
STATE SUPERINTENDENT  
OF  
PUBLIC SCHOOLS  
OF THE  
STATE OF MAINE  
FOR THE SCHOOL YEAR  
Ending June 1, 1897.

---

AUGUSTA  
KENNEBEC JOURNAL PRINT  
1897



STATE OF MAINE.

---

Educational Department,  
Augusta, December 31, 1897.

To Governor LLEWELLYN POWERS, 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 1896-7.

Very respectfully,

Your obedient servant,

W. W. STETSON,

State Superintendent of Public Schools.



# REPORT.

---

## SOME NEEDS OF THE SCHOOLS.

Any careful study of the condition of the schools of Maine makes clear the following needs:

Better physical surroundings for the school children.

More complete and competent supervision.

Better equipped teachers.

More intelligent arrangement and thorough mastery of the subjects studied.

Better instruction in manners, morals, economy and citizenship.

Higher literary and art ideals.

### PHYSICAL SURROUNDINGS.

Children are more influenced by their physical surroundings than is realized by persons who have not made careful studies in this matter. The location of the school yard, the scenery which surrounds it, the condition of the yard itself, the location and quality of the school-buildings, are matters which should receive special attention, because of the influence they exert for good or evil upon the children who use them. The school lot should overlook interesting and attractive surroundings. It should be of such size as will give proper seclusion to the school. The community using the grounds should interest itself in the proper preparation and grading of the lot and the planting of such trees, shrubbery and plants as will give it a homelike and attractive appearance. The buildings should be so located as to permit both teachers and pupils to do their work under the most favorable conditions and inflict upon them the least annoyance possible. Such methods should be used in the construc-

tion of these buildings as will render them best suited for the uses to which they are to be devoted.

The details relating to the size of school lots and preparation of the same, the location, construction and furnishing of outhouses and school-buildings are discussed in Appendix I of this Report, and to those pages persons who are interested in this matter are referred. They are also referred to the schoolhouses in their immediately vicinity, and the Report of 1895 of this department for information as to the present condition of the school property of the State. It is believed that a careful study of the facts will result in great changes as well as great improvements in these matters. Such changes and improvements should not stop short of the attainment of the following briefly outlined conditions:

1. The school lot should be at least one acre in area, with a frontage of not less than one hundred eighty feet, and the school-buildings should not be within one hundred feet of the street or road. The lot should be graded and adorned with plants and trees.
2. Every possible precaution should be used to prevent contaminating matter of any kind from reaching the water supply of the school.
3. Separate outhouses should be provided for the boys and girls. They should be as far apart as the limits of the lot will permit, and should be separated from each other by a high board fence.
4. The brick walls upon which the building rests should be, at least, three feet six inches above the level of the ground. The building should face the south. The windows should be at the left and rear of the children when seated. They should extend to within six inches of the ceiling, and the window sills should be, at least, as high as the eyes of the children when seated. There should be no windows in the wall which the children face when at their desks.
5. The interior colors of the schoolroom should be so arranged that the floor will be the darkest part of the room, the wainscoting lighter than the floor, the walls lighter than the wainscoting, and the ceiling the lightest portion of the room. The ceiling should be pure white or light cream. The walls



may be light drab, cream color, light gray, light bluish gray, or light greenish yellow.

6. Schoolrooms should be from two-thirds to three-fourths as wide as they are long. The height should not exceed fourteen feet, nor be less than eleven feet. Each child should have, at least, twenty square feet of floor space, and two hundred and forty cubic feet of air space.

7. Blackboards should not be less than three feet six inches wide. In primary grades the lower edge of the board should be about two feet from the floor, and in other grades about three feet.

8. Desks should be so formed as to allow the children to rest their feet squarely upon the floor when seated, and should fit comfortably the form of the body. For primary grades the edge of the desk next to and in front of the child should be nine inches from the back of the seat in which he is seated. This distance should be ten inches in intermediate grades, eleven inches in grammar grades, and twelve inches in high school grades.

9. The ventilation of the room should be such as to take from the room the impure air and supply the exhaust with warm, pure air. The doors and windows should be thrown wide open fifteen minutes before the morning session and at the noon intermission, and not less than half an hour after the close of school at night. The doors and windows should always be open during recess periods.

## SUPERINTENDENCE.

The legislature at its last session passed a law authorizing towns to unite for the purpose of employing a superintendent of schools who shall devote his entire time to the work of superintendence. This law is explained in detail in the circular given in connection with this section of the Report, and it is hoped this explanation will be carefully read by all persons who have an interest in the improvement of our public schools.

The distinguishing feature of all industrial enterprises of the present time, that involve large interests and are in charge of skillful and successful managers, is that the work is under the direction of trained superintendents. Business men have learned that it is for their financial interest to have their workmen perform their labors under the direction of experts. It has been demonstrated that money devoted to this service is the most remunerative that is invested in the business. What has thus been found true of industrial and business enterprises is equally, if not in larger measure, true of school systems.

The law referred to above provides that one-half the amount spent for superintendents' salaries shall be paid by the State. It also provides that the person elected to serve as superintendent shall be a person of such education and training as will fit him to direct the teaching in the schools under his charge. This is especially important because for some years many of the teachers in the public schools must be persons who have had but little experience as instructors, and who are deficient in professional training. These two facts account for the large number of failures which the local superintendents report from year to year. Many of the persons who serve as teachers have not attended a secondary school more than one or two terms, and have never attended a training or normal school. They enter upon their labors so poorly equipped that failure for one or more terms is the rule rather than the exception. They

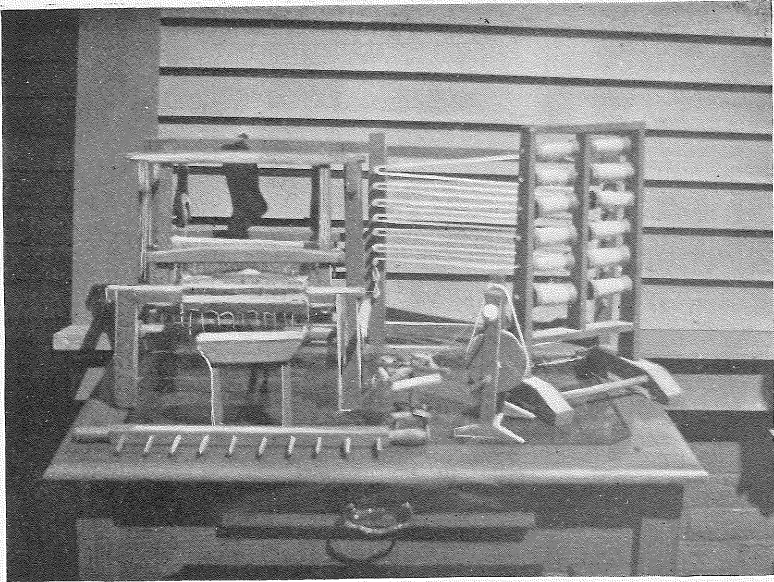


EXHIBIT OF WORK DONE IN THE SCHOOLS BY CHILDREN  
WHO LIVE IN THE RURAL HOMES OF N. E. MAINE.



AN OLD-FASHIONED HOME—N. E. MAINE.



experiment at the expense of the State and the local communities, and in a still more serious way with the time and lives of the children. Some of them continue to be failures, and some of them learn by experience, and develop into efficient instructors. Much of this waste along these two important lines might be saved if the superintendents visited the schools of these untrained persons, indicated to them definitely wherein they were making mistakes and what changes they need to institute in their methods, and suggested to them ways and means, plans and devices by which they could improve their work. Under such supervision they would be able to shorten the experimental stage of their careers, and would soon develop into acceptable teachers, or in an equal length of time demonstrate their unfitness to remain in the schoolroom. In either case a great saving would be made in money, and in that which is worth infinitely more than any sum that could be named, i. e. the early years of the children. This question is not one which has any experimental phase about it. It has been worked out in other states and in other departments so fully that it simply resolves itself into the question of whether we have sufficient intelligence, and sufficient desire to make progress, to render us willing to accept the advantages offered by the law.

The following objections have been urged to its adoption: "It will increase the cost of maintaining the schools." "It takes the office of superintendent from some one who resides in the town and gives it to a non-resident, and thus takes a part of the school money from the town raising the same." "It will tend to introduce teachers from other communities and thus shut out local talent." "It tends to establish a monopoly and looks towards centralization." "It will result in large salaries for a few persons instead of small salaries for a large number of persons." "Some person who lives in each town better understands the wants of his community, than they could be understood by any non-resident."

The answer to the first criticism on the law is given in so complete a form in the circular referred to above, that it seems unnecessary to repeat it at this point. The second objection is made by a class of people who can be convinced only by that kind of logic which results in depositing money in their own

pockets or those of their friends, and therefore, it is useless to discuss the question. The third criticism answers itself. Every person who has an unselfish interest in the schools is interested in their being supplied with the best teachers that can be obtained for the money which can be invested in the service. The tendency always has been to give local teachers the preference, other things being equal. No change of administration will ever make any change in this particular. The introduction of a trained superintendent will not result in the exclusion of any teacher who is resident in the town in which she teaches, if she is fairly well fitted for her position. The desire which naturally exists in every official to win the good will of the people for whom he labors, will be a sufficient pressure to prevent any injustice in this direction, but will, on the other hand, lead him to give quite as much weight to the claims of local candidates as should be conceded to them. The charge that it tends to monopoly and centralization is always made by persons who have no sufficient argument to present against a movement. The law in no ways savors of monopoly except that it reduces the number of officials and calls for a higher grade of preparation for and efficiency in the work. There are no powers given the superintendent under this law which are not given the superintendents of the several towns under the general law. The towns decide by vote whether or not they will unite in the employment of a superintendent. They elect the committees who have in charge the employment of the superintendent, and who may delegate to him as many or as few powers as they see fit. And the law in no way abridges the privileges of the towns that enter upon this arrangement. The only changes it makes in the administration of the schools, are that it reduces the number of persons who act as superintendents by about four-fifths, and increases the amount paid to the individual superintendent in about the same proportion. The duties and powers of the committees under this law are the same as under the general law. The same is true of the duties and powers of the superintendent. The objection urged that big salaries will be paid to a few persons is answered by the fact that it is left with each group of towns to make its own selection of superintendent, and to decide upon the amount which he

shall be paid, and the State furnishes one-half the sum which is expended, under certain conditions and limitations which are fully explained in the circular referred to above. It is still farther urged that some person living in a town knows more about the wants and conditions of the schools of the town than can any outsider. This may in some cases be true. But any person who will make an efficient superintendent for any one town, will make a still more efficient one for a group of towns, if he can devote his entire time to the work. Any person who is fitted to hold one of these positions can get a better idea of local conditions and needs in a few weeks' study of his schools, and can be in a better position to meet these matters than any one can possibly be who devotes the most of his time to some regular work and incidentally devotes a half hour to the schools.

A canvass of the situation makes it clear that it would not be necessary to go out of the State for superintendents even if all the towns decided to take advantage of this law at once. There are a large number of persons who are acting as superintendents at the present time who would be exceptionally efficient officials if they had an opportunity to devote their entire time to the work. There are also a considerable number of persons who are acting as principals of high or grammar schools, or who are teaching who would make equally desirable superintendents. From these three sources could be selected thoroughly competent persons to fill all the vacancies that would exist in the State.

CIRCULAR ON UNION OF TOWNS FOR PURPOSES OF  
SUPERINTENDENCE.

The statute provides that on and after July 1, 1897, the school committees of two or more towns, having under their care an aggregate of not less than twenty-five or more than fifty schools, may unite in the employment of a superintendent of schools, provided they have been so authorized by a vote of their towns at the regular town meetings or at special town meetings called for that purpose.

The school committees of the towns comprising the union shall form a joint committee, and shall be the agents of the towns comprising the union. The joint committee shall meet

annually on a day and at a place agreed upon by the chairmen of the committees of the several towns comprising the union, and shall organize by the choice of a chairman and secretary. They shall choose by ballot a superintendent of schools, in which choice the committee of each town shall have a vote proportional to the town's share of the expenditure for the superintendent's salary. They shall determine the amount of service to be performed by the superintendent in each town, fix his salary and apportion the amount thereof to be paid by the several towns, which amount shall be certified to the treasurers of said towns, respectively. The amount to be paid by each town shall be determined by dividing the entire sum expended for superintendence among the towns comprising the union in the proportion of the service performed in each town.

Whenever the chairman and secretary of the joint committee shall certify under oath to the State Superintendent of Public Schools that a union has been effected, that the towns unitedly have raised by taxation a sum not less than five hundred dollars for the support of a superintendent of schools, that a superintendent of schools has been employed for one year, and that the full amount appropriated for superintendence has been expended for that purpose, then the Governor and Council shall draw a warrant on the treasurer of the State for the payment to the treasurers of the several towns of a sum equal to one-half the amount expended for superintendence by each of the several towns, provided that not more than two hundred and fifty dollars shall be paid to any one town or more than seven hundred and fifty dollars to all the towns comprising any union.

Persons employed to serve as superintendents of schools under this act shall hold State certificates under the act of 1895 providing for the State examination of teachers, and shall devote their entire time to superintendence. The powers and duties of superintendents elected under this act shall be the same as those prescribed for town superintendents.

No town shall receive State aid under this act, unless its appropriation and expenditure for superintendence has been exclusive of the amount required by law for public school purposes.

The above is the most important single statute, relating to the maintenance of public schools, that has been passed by any



Maine legislature for fifty years. It is hoped that the people will make a careful study of its provisions, and will avail themselves of the assistance offered by the State. The following extract from the last report of this department will show the necessity of expert superintendence, and will also explain its benefits and methods of operation:

“A casual study of the special returns made by the local superintendents and tabulated in the first section of the report, of this department for 1896, makes it entirely clear that the time has come when it is necessary to provide for expert superintendence of the public schools of Maine.

“The returns show that 96 per cent. of these superintendents are engaged in some other occupation, and only give to this work such time as they can spare from their regular business. The work done by such persons must necessarily be, to a great extent, haphazard in character, unsatisfactory in results and wanting in those elements which insure good service. To superintend schools intelligently, one needs scholarship, professional training and experience in the work of the school-room. He needs to know the subjects studied, the methods used in giving instruction, and to be familiar with the history, science and art of education. He must not only be familiar with the facts taught in text-books, but he must also be a student of science, art, literature, history, economy. He must know what the world has done, what it is doing, what it is capable of doing. He must know men, things, means. He must be strong of mind, rugged of body, rich in personality. His work must be his absorbing vocation. To it he must give his entire time and devote his best thought. He must study schools; he must study teachers; he must study children. One cannot do and be all these things unless he has an aptitude for the work, has prepared for it, and gives his whole time to it. If one's best thought is devoted to his patients, his parishioners, his business, or his farming, it is not possible for him to serve the schools in such a way as to help the teachers to give the best instruction, and the children to do the best work.

“The amount expended annually for the superintendence of schools in the State of Maine is about \$60,000. This is a sum large enough to give to each town about \$120 for this purpose.

The State offers to supplement this amount with an equal amount if a number of towns join in employing a superintendent of schools. The contribution made by the State added to the amount raised by the town would give a sum large enough to enable the towns to secure a competent person to perform these duties.

“Perhaps the plan of procedure can be made clearer by using the following illustration. Suppose the towns of Turner, Livermore, Leeds and Greene unite and employ a superintendent. Suppose Turner contributes \$225, Livermore \$145, Leeds \$90 and Greene \$90, making a total of \$550. If an equal sum were furnished by the State, the amount would be \$1,100. On this basis Turner would be entitled to five votes, Livermore to three, Leeds to two, and Greene to two in the selection of a superintendent. If the schools were consolidated even to a reasonable extent in these towns, the whole number would not exceed twenty-five, and in no case would they exceed thirty. The amounts apportioned to each of the towns named above is not materially in excess of the sums now appropriated for this purpose. This union of towns and placing all the schools in the charge of one person who would be expected to devote his entire time to the work, would insure the employment of an official who would have a personal interest and professional pride in making the schools the best which the means placed at his disposal would allow.”

## TEACHERS.

The teacher of the public school of the future must have a mastery of the principles and facts which she is required to teach; must have such knowledge of nature as will enable her to interest children in its study and direct them in their work; must have such love for literature as will make it easy for her to assist the children in forming a taste for good books and guide them in their reading; and must have such appreciation of art as will make her a safe counselor in the planning of school grounds, colorings to be used in schoolrooms, and selection of works of art for her school. She must possess that peculiar power which makes it easy for her to inspire in children a love for work, and a desire to know because of the power which the acquiring of knowledge gives. Her training must include the studies taught in the elementary and secondary schools, together with, at least, one year of study and practice in a professional school. Teachers, school officials and parents must insist upon these conditions as minimum prerequisites to a person's entering upon this field of labor. The State will fail in its efforts to provide the schools with efficient teachers so long as it permits the standard of entering upon the work to remain at its present low mark.

This question of training teachers is a financial as well as a moral one, and it is one in which teachers and patrons of the schools have both a moral and a financial interest. If persons are to be considered fit to take charge of schools when they have but a meager preparation for their work, and if school officials are to place in the schools persons who are unfit for the duties they assume, then the money spent for the maintenance of schools will yield but a small return, and the children will fail of that training which will make them a moral and intellectual force in the world. The necessity for such an inquiry into the fitness of candidates to teach as will insure the exclusion of persons who are deficient in scholastic training is

manifest to all without argument. Every one who has an interest in an intelligent and economical expenditure of public funds has an interest in the employment of competent teachers and the existence of such laws as will prevent selfish or incompetent officials from squandering the school funds on inefficient teachers. These are great questions which the people of Maine must meet and settle, and the settlement of them will not come until they are settled right.

The general principles stated above will govern in the final adjustment of this phase of the school question in all communities. There may be differences of opinion as to the means to be used in accomplishing the ends here outlined, but there can be no question as to the results that are desirable. If the State would insist upon a reasonable preparation for the work on the part of those who are to be teachers in our schools, the local communities would be placed in a position where they could get a fair return for the money which they invest in this department of work. So long as the present hap-hazard system of mismanagement is in force, it is impossible to prevent the squandering of a considerable portion of the public school funds.



TWO REPRESENTATIVE FAMILIES—N. E. MAINE.



## ARRANGEMENT AND MASTERY OF STUDIES.

Our courses of study indicate that their compilers have felt that the results of thinking are of greater value than the processes by which they are reached. The children are overloaded with too many and too great a variety of facts at one time. Self control, concentration, endurance and application are not yet recognized as being on so high an educational plane as the location of insignificant towns, unimportant dates and meaningless definitions. It is unfortunate that there does not exist in the minds of school officials, teachers or parents a well defined conception of what a common school should be. It is equally unfortunate that there is no accepted standard of what it should do. The schools designated as elementary schools should have a clearly defined purpose. Their work should be limited to certain subjects, and the extent of the mastery of these branches should be well and definitely known.

When a child is prepared to enter a secondary school he should be able to write a legible hand, and should know the meanings of and be able to spell the words he will use in a spoken or written form. In arithmetic he should have a mastery of the facts contained in the four fundamental rules, common and decimal fractions, the common application of denominate numbers and the simple applications of percentage, and should be able to apply the principles to concrete examples that come into his daily experience. He should be familiar with the structure of the English sentence, be able to determine whether it is correct or otherwise, and apply this knowledge so readily that he can use correct forms understandingly. He should have a fair knowledge of the physical features and natural and industrial resources of his own town, State and Nation, and a limited knowledge of these subjects in relation to foreign countries. He should be familiar with the noted places, persons and events of his own State and Nation, and have such a foundation for historical research as will enable him to prosecute his

studies intelligently and continue his reading with a reasonable understanding of historical and biographical references. He should have gained a love for and an appreciation of some writer of recognized worth. He should have that appreciation of art which will help him to understand in some measure the teachings and beauties embodied by artists. He should have such an introduction to nature as will make him a lover of some of its forms and an observer of some of its manifestations.

Meager as this outline is, yet it is full enough to indicate with distinctness the difference between what is and what should be. If a child completes his work in the elementary schools without coming fairly up to this standard, some one who is responsible for his training has failed in his work.

It is well to remember that there are certain stages in the development of the child when he does certain parts of this work better than he can do it at an earlier or later date. Early in life the observing and imaginative powers are active and should receive that nurture which will make them helpful through life. This period is followed by one in which it is easy for the child to accumulate material for future use. It is not necessary to state that this is one of the most important periods in the child's development, and that means should be used to store the child's mind with those things calculated to be of the greatest service in his school and adult life. Later comes the time when children examine things in their relations, combine them into wholes and draw conclusions from facts known or relations observed. No school does its work well that fails to develop in the child the ability to reason intelligently and accurately to right conclusions.

There are times in the child's life when certain things appeal to him more forcefully than at an earlier or later period. He has reached a point in his development where he is in tune with the object or thought, and is ready to take it in, in its fullness and richness. It should be a large part of the work of the teacher to watch the child and make use of the facts learned in assisting him to the best use of his school opportunities. A child's aptitudes, temperament, needs and prospective labors, should have more to do with determining the class of which he shall be a member, the studies he shall pursue and the extent to



which he shall master them than his age or size. It is doubtful if there is any single point in our school work in which so little intelligence and judgment are used as in the classification of children in the schools. The fact that a child has been to school a certain number of years, or is of a certain age, or happens to be of a certain size, usually has more to do with determining whether he shall be in the fifth reader class or the large geography than his knowledge of these texts or the use he is to make of the knowledge he acquires.

The country school furnishes the largest opportunities for individual instruction. A teacher has but little excuse for attempting to run all the children in a common mould. If she has square children, she is unwise to attempt, in any school, to pull them through a round hole. And this course is peculiarly unjustifiable in the rural school, because it is here she can make the largest allowance for the mental, moral, physical and racial conditions of her children; hence these schools have been peculiarly fruitful in giving to the world a large number of rugged, independent, helpful characters. And yet the same principles apply, in modified form, to the organization and classification of the country schools as to the graded school. There is need that their work be definitely fixed in scope, and in the order in which it is to be taken. The country child does not differ from the city child in the order in which his powers naturally unfold, and in his consequent fitness for doing certain things at certain times. The country school needs to be made more systematic in its work by having provided for it a well considered course of study, but one so arranged as to preserve that distinctive characteristic by virtue of which the individualism of the pupil can be consulted.

## BETTER INSTRUCTION FOR CITIZENSHIP.

Our public schools as such have as their primary function the promotion of good citizenship. If they fail to perform this primary function, they fail of the purpose for which they are maintained. The good citizen under a social and civil system like ours, must be gentle in manners, sound of morals, industrious and thrifty in so far as to produce and save more than he consumes, regardful of public rights and property, self-governing and cheerfully obedient to rightful authority. Are our public schools doing their full duty in moulding the youth who are being nurtured in them to such citizenship? While they are teaching the practical arts of reading, writing, the use of numbers and of language, and something of history and science, are they also intelligently and systematically teaching that courtesy and honesty, industry and economy, self-control and self-reliance and regard for public rights and civil law, and equally practical things in preparation for right living?

By their fruits they are to be judged. Their fruits are the boys and girls as we see them freed from the restraints of the schoolroom. Observe them in their intercourse with one another upon the playgrounds or as you meet them in groups on their way to and from school; watch them as they mingle with their elders in social assemblies, and, making all due allowance for the exuberant spirit of youth and its impulsiveness, there will be found too often rudeness of speech and manner, and want of respect for age and superiors, which give evidence of lack of right training somewhere. Engage their services in tasks which they ought to be capable of performing, and too often these tasks will be found poorly done or half performed, unless they have been done under constant, watchful oversight. Study the uses they make of the money they earn or which comes to them through parental indulgence, and too often it will be found frittered away for things useless or worse than useless. Observe the condition of many of the school-build-

ings as they are to-day, and of the appliances and text-books furnished at public expense for the use of the children, and too often there will be found abundant evidence of want of respect for public property and of any proper feeling of responsibility for its care and preservation. Nor will one have to seek far for indications of petty lawlessness and disregard for private rights, which are not promising of future self-government and cheerful observance of law. While these things are so, he is not a pessimist who sees in the youth of to-day many things in conduct and habit, which augur ill for the future well being of society. He is not an old fogey who, comparing these things with those of his own youth, thinks the old times were the better. And he is not a chronic faultfinder, who thinks that there is something faulty in the public schools, by reason of which these things are,—that somehow they are failing to do their full duty as agencies for the making of good citizens.

## HIGHER LITERARY AND ART IDEALS.

While the public schools are primarily to educate to good citizenship, such is not their whole duty. While boys and girls are to get in them the training which makes for good citizenship, they ought to get more. They ought to get somewhat of the things which make for purer, nobler feeling and thinking and happier living. And, indeed, getting these they will be the better citizens thereby.

The homes of to-morrow are to be made by the boys and girls who are in the schools of to-day. What those homes shall be will depend in no small measure upon what the schools are doing. The sweet courtesies of life should be in them; a spirit of thrift, honesty and honor should prevade them; a loving, wise, consistent, persistent authority should rule in them, begetting a cheerful, hearty, prompt obedience to parental rule; and better than all else, they should be sweet with an atmosphere of refinement and purity, of fine feeling and high thinking. Such homes are possible however humble they be. Such homes will be, when the home makers have an appreciation of and delight in the best in literature and art. Good books read and re-read, talked about, made friends of, will serve to create such an atmosphere; and good books to-day are within the reach of the poorest. Good pictures—not necessarily expensive paintings—pictures which take hold of the imagination and suggest things sweet and pure, things grand and heroic, will create such an atmosphere; and such pictures are not beyond the reach of any whose appreciation of them is strong enough to lead to a little self sacrifice. Better, sweeter, more refined and happier therefore, is the home wherein are good books and pictures and objects of real art, which are appreciated and loved, than that in which these are lacking, no matter how otherwise sumptuously furnished.

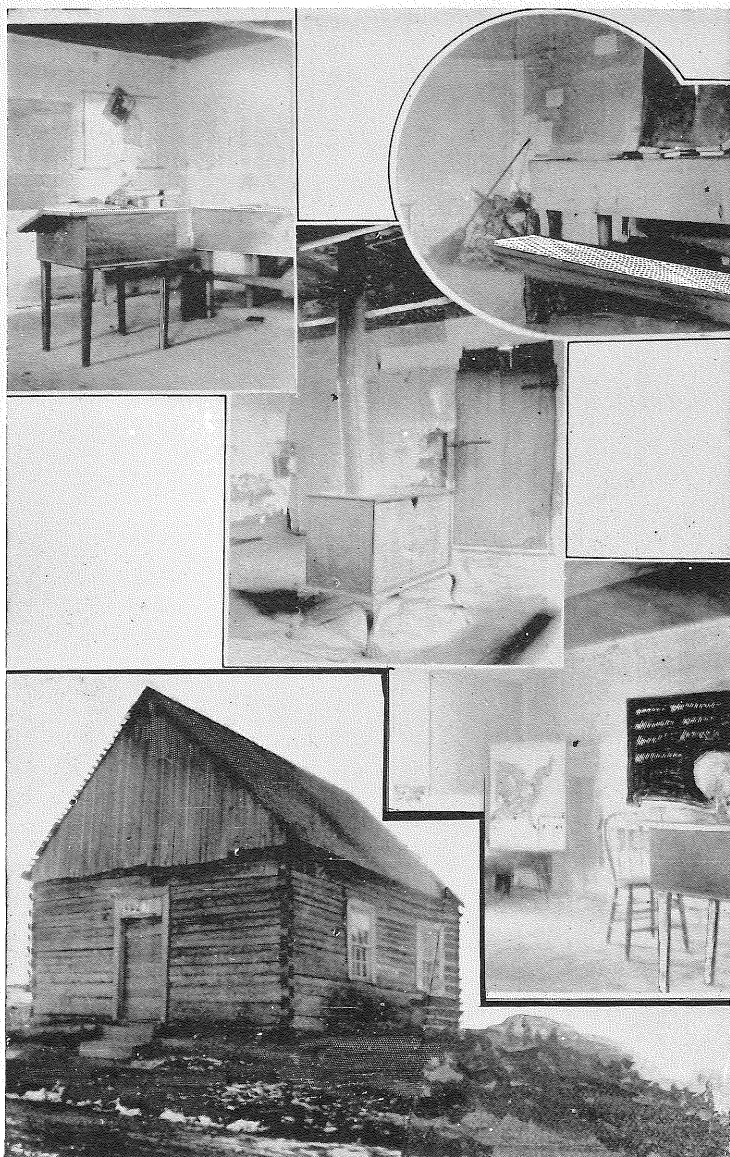
The schools, then, should do something toward making such homes the rule of the future rather than the exception as it too

much the case to-day. To this end they should do something in a systematic, intelligent and persistent way toward creating in the children higher ideals of art and literature. They should require and compel, but not as wearying task work, the reading of something more than patchwork reading books—something of the master-pieces of literature. And the schoolroom should be something more than a seated floor surrounded by four bare walls of dingy or dead white and black. The white should give place to attractive tints, and pictures, and busts and other objects of art and beauty should adorn the room. A few of our schools are doing much to create a love for the best in literature, and a few of our schoolrooms are made thus silent but potent educators to a love of the beautiful; but the great majority of them are doing little or nothing effective in either direction.

The need here evidently is no theoretical or fanciful one, but a very real and practical need. The fever and unrest of our American life need some antidote, and none more effective can be found than this love and enjoyment of literature and art in the home. Our eager striving for wealth and material good is narrowing in its tendency, and nothing can better counteract such evils, than the broadening and liberalizing force of the great thoughts of the great thinkers of the ages, and the beautiful products of the pencil and the chisel of those who have interpreted for us in picture and statue the grander and more beautiful aspects of nature and man and life, which have revealed themselves to the unsealed eyes of genius.

And there is, moreover, in a people's love for literature and art a source of national power and influence not to be overlooked or lightly estimated. This was the central idea in the old Greek education, and no people had a larger influence over the thoughts of men of other lands and times. True the Greek nationality yielded to the victorious Roman legions; but subjugated Greece by her culture and art, became the mistress of Roman thought and life. We, like the Roman, are pushing for the mastery of the world, not with conquering legions, but conquests are to be wrought by our inventive, industrial and commercial energies. To give us our largest mastery we must put into the products of our industries some-

thing which shall appeal to the sense of the beautiful, something of artistic fineness. And that we may meet the older peoples of the world on equal terms even, in the close political and social relations which must inevitably accompany our commercial intercourse with them, we need to couple with our Roman push and enterprise the intellectual breadth, subtlety and polish of the Greek. As a people, then, in order to fulfil our manifest destiny, we need to add to the utilitarian, scientific and civic elements in our education, this other element of literary and art culture; and with us this culture must have its beginnings in the common schools.



ONE OF THE POOREST SCHOOLHOUSES—N. E. MAINE.  
(From Report of '95.)





## SCHOOL AND HOME.

Some of the needs outlined in the foregoing section of this report become emphasized when we consider more comprehensively and definitely what our common schools ought to do. We are to look to them for the education of the masses, of the great body of citizens termed the common people. But not to them alone. The home has much to do here, and somehow it must be brought to coöperate with the school. To the two agencies working in harmonious co-ordination we must look for the building up of a people intelligent, virtuous, thrifty, thoughtful, law loving and law abiding, able to appreciate the good things of life rightly lived, and so appreciative of the best things that can make life worth the living. It will not be out of place, then, to consider how the right training of the child in some of its more general aspects, involves this co-ordinate action of the school and the home, and some of the conditions which will make such action most efficient.

It is a matter of common knowledge that the men and women who are occupying most of the commanding positions in all walks and stations of life to-day, came from the homes of the common people. Whenever a man or woman is found in professional or business circles with unusual capacity for directing the efforts of others, or with unusual skill in the use of his or her own powers, it is usually found that such person was born in a country home, trained in a common school and performed the work of a farmer's boy or girl. It has become an interesting study to statisticians to discover how many of the presidents, members of the president's cabinet, members of congress, governors and other persons holding distinguished and responsible positions, have passed through these experiences. This condition of affairs is somewhat peculiar to this country; but while it is peculiar, yet it is a part of the genius of our people, and is destined to be as true in the future as it has been in the past. There is something about the surroundings and influ-

ences of some boys' homes and lives, which to an extent deprive them of the experiences which develop those masterful qualities necessary to one's success when they reach a point in life where they must depend upon their own efforts. The fact that a boy has few cares and little of what is known as personal responsibility, accounts for that peculiar quality of character which makes it difficult for him to grapple with a trying situation and wring success out of hostile circumstances. Again the boy reared in affluence knows the obstacles which must be overcome if he is to win a first place in the fields in which his father or his father's associates have won their pre-eminence. The fear induced by this knowledge, together with his lack of physical and mental sturdiness, renders it difficult for him to enter upon a contest which seems so unequal. On the other hand, the country boy is trained from his youth up to overcome obstacles, grapple with difficulties, act upon his own judgment and be personally responsible for doing work under trying circumstances. These struggles develop in him those qualities which urge him to enter the conflict in larger and more difficult fields. He starts in the race ignorant of the trials which beset the professional or business man's career. This ignorance saves him from discouragement and his native resolution and desire to excel push him into the fight, and once in he knows no issue but victory.

Thoughtful people who are observing the children of the present time think they discover that too many of the children who belong in the classes from which we have drawn so many distinguished men and women, are at present wanting in the training and experiences calculated to develop in them those qualities which make eminent careers possible. Some go so far as to say that we are breeding weak boys and girls in the great middle classes, because they are not trained to prompt obedience; that they are not required to work in such a way as to bring into action their physical, mental and moral powers; that they are developing the vices of the classes above and below them without showing the virtues of either; that they have the selfishness and narrowness of the one and the extravagance and frivolity of the other. If these things are true, and it is to be feared that there is too much truth in them, it will be

well for the children of Maine when the parents of the State realize that work will be as great a blessing to their children as it has been to them; and that if their children are to win places that will be a credit to them, they must commence the battle for success in the home and wage it continuously during school life, and be prepared by these efforts for the larger contest which will come to them later in life.

Parents, teachers and the community must share the responsibility of developing in the children those sterling qualities necessary to right and helpful living. If parents put the most of their vitality into their work and dissipations, they can endow their offspring but sparingly with this gift. The general tone and particular arrangement of the home should tend to develop abiding attachments rather than to excite degenerating emotions. The dress of the children should be of such quality and color as not to attract the attention of observers or absorb the thought of the wearer. Their food should be satisfying and nourishing rather than stimulating and irritating. Less time should be spent in walking the streets, vicious gossip, idle loitering and questionable games, and more time should be given to the school and sleep. They should not be brought in contact with such street scenes, social gatherings and public entertainments in unending and unceasing recurrence as to keep their minds in an unwholesome state of excitement and their emotions in a ferment of dissipation.

If the control of the child in the home is slight, fitful and unnatural, this condition should be replaced, in the school, at least, by that firm intelligence which secures unhesitating obedience and saves authority from being defied. If some of our children have weak intellects, small self-control and but little of that peculiar force that characterizes a strong personality, these deficiencies are due to unwholesome surroundings, unrestrained and undirected activities and insufficient and demoralizing training. The teacher must not make the mistake of failing to recognize the aptitudes and deficiencies of the child, and hence put forth small effort to develop the former or correct the latter. There is danger of this in the fact that the children are dealt with in the mass; they lose their individuality and power of independent work or thought.

School officials seem to fail to recognize the fact that there is something masculine about every girl and something feminine about every boy. They do not appreciate how much both need the help that is gained by associating with a brainy and vigorous man, and a refined, cultured and brainy woman. It is from the one that the children derive self-reliance, masculine force of character and an ambitious quality and fibre. By the other the harsher lines are softened, the personality is rounded and balanced and the gentler elements emphasized. This dual association arouses the intellect, schools the emotions and strengthens the will. It was a calamitous day for the children when the men were so largely excluded from the schools and so from vital and formative contact with them. Women should predominate in but should not constitute our entire teaching force.

Many complaints are entered against the manners of children in the home, on the street and in public assemblies. These conditions are due to several causes. Children are no longer required to yield unquestioning obedience to properly constituted authority. Too many people fail to distinguish between a reasonable consideration for the rights and privileges of children and license in settling questions which their age and want of capacity unfit them to decide. And beside, the children are given a prominence in social and public life, which is harmful to them and offensive to those brought in contact with them. Too many parents make the mistake of thinking that it is for the best interests of the child that his life be made easy during his early years, as he will have enough of hardship in later life. All this mismanagement of children is based upon false theories of what is best for them. A failure to give proper training in these particulars ends in the greatest injury which can be inflicted upon youth.

The school to an extent is responsible for the manners of children. If the teacher is considerate, courteous and gentlemanly, the children will follow in her footsteps. And it is believed that not enough is made of the social life of the school. The teacher is sometimes a czar sitting on the throne to command, and the pupils are rebellious subjects to be restrained by force of will or force of muscle. If more

teachers would adopt a conversational tone and the manners used in our cultured homes, the children would be less bold, rude, demonstrative in their conduct. In too many schools, the time before the opening of the sessions and the recess and noon periods, are given up to conduct and conversation that should not be permitted in any schoolroom. No child should be allowed to wear his wraps, and particularly his hat, in the schoolroom. He should be required to conduct himself as a gentleman or lady would be expected to conduct himself or herself in a home. The tone, manner, general conduct should be in harmony with the rules of good society. Loud, coarse, vulgar speech should not be permitted under any circumstances. During the school exercises special effort should be made to have the children walk, talk and conduct themselves as they would in their own homes when on their best behavior. The air of restraint, repression and domination, which is sometimes found in the schools during school hours, should be avoided. The teacher should give the children under her care the impression that she is their friend, guide, director and helper, and that they are all there for the purpose of growth and development.

It is not true that things come to him who waits, unless he is working while he is waiting. Work is as necessary to development as to living, and we cannot make much of ourselves except we grow by our own efforts. It is necessary for us to realize that if we are to grow we must draw our strength from thought, effort, aspiration. It must be clear to any thoughtful person that the tendency of the present age is to breed in the children a Bohemian spirit and tone that is peculiarly unwholesome. The desire for attractive dress, the anxiety to be before the public and the ambition to be amused and entertained have become so strong in many young people that it would be well for parents and teachers to consider for a time the wisdom of developing in the children right ideas of what life is. If we clad our children in plainer apparel, fed them with simpler and more nourishing food and bred in them the desire to be responsible for some service, we should not be discouraged by the manifestations we see exhibited on the part of some boys and girls. They would travel the streets less; they would be found in the home more; they would be less restive under

restraint; they would be more willing to obey directions; they would be less devoted to excitement and frivolities; and they would have a larger interest in study, thought and work. In a word, they would be growing into young men and young women who have some purpose and some object in life, and who are beginning to realize that if they are to fill a place in the world they must commence at the bottom, toil through the stages which come between the beginning and an advanced position, and earn by their own work and merit a respected place in the community. The time has come when it would be well for us to understand that what we become depends upon what we are and what we do, and that others cannot give us grace, strength, right motives. These things must be a part of us, and a power within us.

Our peculiar temptation at the present is to develop the feeling that we can gain benefits without making an effort to win them or giving a fair equivalent for them. Our children need to have impressed upon them that they must pay for what they have; that this pay must be rendered in one form or another. It is as true as it has ever been that we must be saving of what we have if we wish to possess things; that thrift, economy and prudence are as desirable virtues now as they have ever been; and that one cannot be lavish in his expenditures and still possess those things which give comfort and dignity to advancing years. It is equally true that the time has come when it is important that our children be taught how to make use of things to get the greatest good and the greatest value out of them. We have spent our days in studying schemes and devising methods of producing at the least cost. We would do well to spend some of our effort in discovering how we may use the things which we have acquired and get and render the greatest good in their consumption. If we knew more and knew better how to clothe, feed and house ourselves, we should be better clothed, fed and housed. If we had a larger and better knowledge of fabrics, foods and building materials, we would be able to get more of what we need for a dollar than we are getting at the present time. These things are worthy of our time, our attention, our study. We need less of display and more of substance. We need more of those things which are

of the substantial and real and less of decoration and ornament. We need a better knowledge of what contributes to the best in life and a better knowledge of what we can dispense with and not be injured by the failure to possess.

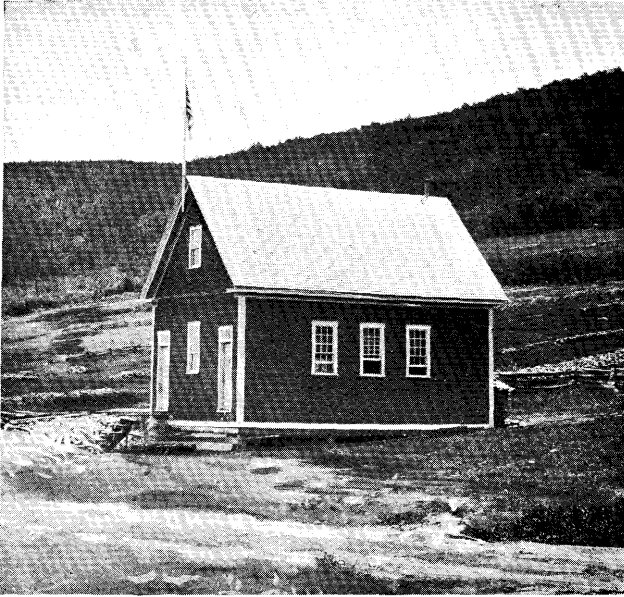
It is a matter of supreme importance that children be so trained as to develop a reasonable sense of values. They should be led to see and properly appreciate what is of moment and consequence as contrasted with what is temporary and frivolous. They should be able to distinguish between what is temporary and what is permanent. The spirit, conduct and teachings of the teachers should be such as will assist them in deciding these questions wisely. A pupil who leaves school unfitted to place a proper estimate upon thought, action, things, is a person who is unfit to take up the serious duties of life. He must know from reading, study, investigation, what things are to abide and should occupy the largest share of his attention, and should be able to separate them from those that are of lesser importance and are but for the moment. He must be so taught that he can easily see the relations, proportions and harmonies of things; where each should be located in relation to the others, and what exaltation should be given to one and what position should be assigned to the other. He must be able to see things as they are, and do things as they should be done. Such teaching will develop thoughtfulness on the questions of why we are here, what we are to do while we are here and our duty to ourselves and to others. Such training will breed in the children self-control, intelligent obedience and self-reliance.

In discussing these more general phases of training for right living, in which school and homes are co-ordinate factors, educators should not hesitate to give due emphasis to the influence of home. Indeed, the home is, in many respects, the more important of these factors. A careful student of American life makes the following statement in relation to this home training: "The lack of primary education in the household in obedience and properly constituted authority, explains why so many American boys of respectable parentage and fairly educated in other respects, are a disgrace to their parents, a nuisance to their neighbors and a menace to society." He also says, "that self-conceit is no doubt a natural failing of the

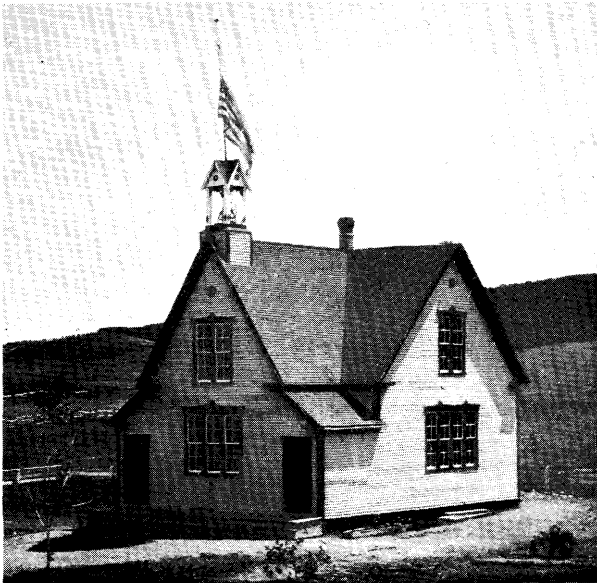
immature, but its exorbitancy in irreverence and contempt for legitimate authority, is now so serious that it has become an urgent question how to reduce it to safe and tolerable limits." He further states, "that students of social questions are now bringing into prominence the fact that the prime causes of social degeneracy and the roots of social regeneration are in the family life. The primary lesson of self-control, a respect for authority and prompt and unquestioning obedience to law, is unlikely to be begun or learned later if untaught in these plastic years."

It is, then, one of the first duties of the school to teach prompt and complete obedience to the commands of all persons who have the right to give directions to others. This should be the instruction of both the home and the school; it should be the practice of both. Any school which fails to develop in its pupils a just regard for lawful authority, fails to an extent that is only appreciated by those who realize the extent to which children in these days defy authority, are restive under its restraints and are disposed to do those things which show contempt for its restrictions. One evil that results from these practices is found in the want of respect which children show for their elders, their superiors, and for public property. All thoughtful people must regret the selfish manifestations which come under their daily observation. It is noticeable that children will crowd themselves into places where it is becoming in them to wait until their elders have been served. Any one who has occasion to be present at public dinners or public assemblages of any kind, notices that children are wanting in that consideration which keeps them from pushing themselves to the first table, and into the best seats, and prevents them from showing proper courtesies to those who are older, and entitled to respectful treatment at their hands. The disposition to destroy public property or use it in a destructive way has increased to an alarming extent within the last twenty years. Many children seem to have the feeling that, if anything is furnished and paid for by the public, they have no responsibility for protecting it or using it in such a way as to get the greatest good out of it and inflict the least injury upon it. They are destructive to an extent that





AN AVERAGE SCHOOLHOUSE—N. E. MAINE.



ONE OF THE BEST SCHOOLHOUSES—N. E. MAINE.



shows a condition of feeling which gives one great uneasiness when he realizes to what results such practices must lead. The school and the home both should train children to a proper regard for public property and the rights of the public, and should teach that one is no more justified in abusing property owned by the public, than he is in abusing property owned by a private individual.

The children must have homes which are centers of attraction and promoters of soberness of thought, fixity of purpose and are nurturers of ideals. Their food, dress and amusements must be wholesome, appropriate and helpful. What is to be studied, when it is to be studied and the methods of instruction must be under the control of an educational expert. No teacher must be asked to care for more children than she can serve as individuals. She must be a scholar in the sense that history will tell her the path her children have come and why the ages have made them what they are. Her knowledge of science must be so familiar that she can count the pulse of nature. Her companions in art and literature must be those who have written the record of the world before it was lived and have made their prophecies and longings a part of the progress of the race. Her knowledge of the children must be founded on a sympathy as just and an intelligence as broad as all this training makes possible. When these conditions are found in a majority of our homes, and in the schools, then, will parents have furnished their children with that capacity for work which is necessary to labor in the schoolroom and to success in life; and, then, will the school cooperate with the home toward the same great end. Then, too will be begotten in the home the beginnings of that refinement of spirit and love for the beautiful upon which the school can build a love for the best in literature and art.

The children must have school surroundings and a school atmosphere conducive to refinement of spirit and manner and high ideals of literature and art and life. Rude and ugly surroundings are not promotive of refinement of feeling, thought and action. A lifeless spiritual and mental atmosphere does not conduce to quickened spiritual and mental activity. And so

school site, room, furnishing and teacher must be of a character to inspire and nurture high, pure and refined ideals. The ideal common school will have a yard of not less than one acre and a frontage of not less than one hundred eighty feet which will be so located as to furnish attractive scenery in its vicinity, and will be furnished with necessary drainage. On its area will be built outbuildings and an attractive schoolhouse. The material and colorings of the school-building, the lighting and ventilation of the same, will be of such a character as to be most helpful to the pupils who use it. The school will be supplied with the necessary text-books so that the pupils may prosecute their work to the best advantage. The walls will be decorated with, at least, one work of art which will be a source of inspiration to the children. The school officials, teacher and children will provide such maps, charts, and other apparatus as are needed in the work the school has to do. The teacher will have a thorough mastery of the facts she has to teach, a reasonable knowledge of those which are naturally tributary to them, and will have such a knowledge of history and current events as are necessary in the intelligent teaching of any subject. She will be a student and lover of some author of acknowledged merit, will be able to interpret some work of art and will have a reasonable knowledge of the methods approved by educational leaders. The parents living in the community in which the school is maintained will know the teacher who has charge of their children, will be acquainted with her antecedents and qualifications and will give her that support which comes from an intelligent sympathy with the school and its work. Modest as are these statements, yet, one is sometimes shocked at the contrast which is exhibited when one compares this outline with the conditions found in many communities. When a school housed, equipped, taught and supported as indicated above has been in operation for a series of years, it should graduate boys and girls who have that moral quality which makes it easy for them to distinguish between right and wrong, and give them the strength which enables them to do the right and shun the wrong. They will be gentle in their manners and courteous in their conduct. They will have had enough training to enable them to master the printed page and delight in its study. They will

have that control of their bodies and knowledge of its care which will make it a delight for them to engage in mental and physical work. They will have that skill in the use of their hands and heads, which will assist them in making the most of the best in them.

The teacher's manners, conduct, tone, carriage and speech should be such as are found in cultured homes. It is no longer necessary for a teacher to be a tyrant. It is possible for a teacher to conduct a school on the same principles that the most intelligent parents manage their homes. The requesting of pupils to do things instead of commanding them to do them, the observing of the forms of courtesy which prevail in good society, and the air and atmosphere of ease, comfort and quiet which prevail among good people should be found in every school-room. Children should be so instructed that they will go quietly and industriously about their work and will no more think of being rude and annoying in the schoolroom than in the home. It is a part of the work of the school to train people to live in other relations. This training can never be well done until it is given in such a way as to be in harmony with the other relations in which children are placed.

But to make the ideal common school there must be in it the ideal teacher. Such will be a teacher of culture, and culture comes from the mastery of something of the best in literature. She will be, therefore, a lover and student of good books. It is a regrettable fact that some of our teachers of to-day are not of this class. Statistics furnished by about one thousand of the most capable and progressive teachers in the State indicate with considerable clearness that many of them are not readers of a sufficient number of books to enable them to be considered well read. It is difficult to understand why it is true that so many teachers read so few books of recognized merit. It would be supposed when the works of the masters, and our best papers and magazines can be procured for so small a sum, that every teacher would have mastered some work that might properly be called a classic, and that she would be a regular and critical reader of some first class periodical. But when certain teachers are asked to state definitely what they have read and to express their opinions of the books they name, they seem to have

failed to do this work at all or have done it in such a way as to have derived little benefit from it. It seems necessary, therefore, to preach a crusade on this matter of the reading which teachers should do.

No instructor can be of much service to those placed under his care until he has come to love some of the masters and is thoroughly familiar with some of their representative works; not familiar in the extent to which a casual reading will give familiarity, but familiar in the sense of being the companion, the intimate friend, and be daily counseled by some superior mind. The teachers of Maine must learn to appreciate and love Chaucer for the realistic faithfulness with which he draws the portraits of people; to delight in Spenser for the beauty of the ideal characters he created before they were born into the world or the world was ready for them to be born; to understand the wonderful interpretations of character, quality and motives given us by Shakespeare; to go with Milton and Bunyan in their splendid flights of imagery, and to feel at home in the worlds they created and bodied forth; to take delight in the literary finish, polish and grace of the writings of Addison and Pope; to understand nature better because they have seen it through the eyes of Burns and Wordsworth; to know the heart more fully because of the revelations which Tennyson, Longfellow and Whittier have given us of the emotions which make so large a part of modern living, and give tone, quality and philanthropy to our lives. Some one or more of these must be a constant companion, a familiar friend, a delight in leisure and an inspiration in busy moments. They must be read, pondered, digested, assimilated until they see what these men saw, feel what these men felt, and breathe that divine atmosphere which they created. When this great and good day comes, the wooden use of fourth and fifth readers will cease in our schools. The divine harmony which our great masters have sung, and the great thoughts which our leaders have given us, will again inspire our children to better work, and hence to better preparation for work. Most children will remain strangers to the best in our literature until they are introduced into this world of beauty and wisdom by one who knows of its richness and value by personal experience. What

a teacher reads because he loves to read it, shows itself in his face, manner, carriage, tone, conversation, life, influence. If he is not a reader, he cannot be a helper to the children. If he is a reader and understands what he reads, his personality will do more for the children than is done by many teachers who teach the facts of the text-book with a wearisome and wearying faithfulness.

## THOUGHTS BY THE WAY.

In the study or discussion of educational problems many thoughts occur which do not seem logically related to the problem studied, or which seem superfluous to the discussion in hand. Frequently such "thoughts by the way" have in them a kind of truth or a suggestiveness, which give them value and render them worthy of expression. Of such character it is hoped the following will be found; and because of such hope they have been roughly grouped together and given place in this Report.

## I.

The successful teacher has the instincts of the student and the habits of the scholar.

Teachers must become more conscious of the fact that it is not what they say and do, but it is the size and quality of the person behind what is said or done that gives it power.

The teacher is to a certain extent responsible for the interest which the best people in the community have in her and the work she is trying to do. The best people in the community are responsible for the interest which the teacher manifests in the children under her instruction, and the quality of the work she helps them to perform.

One of the great thinkers read some part of a great poem, listened to classical music, and studied a great picture each day. Would not the teachers of Maine do better work if they learned a lesson from one of the masters? A teacher who cannot distinguish between teaching and training is less than a teacher.

Teachers and school officials would do well to keep silent under criticism unless they are sure that explanation or denial will serve some purpose.

A teacher should know her pupils so well that she knows who sat in the rear right hand corner last term, and also knows what he was interested in, and what he is best fitted to do, and will have devised some means of assisting him to do his best.



The wise teacher studies books a part of the time and children all the time.

When the teacher is what she should be in tone, manner and conduct, then, will the children go from our schools with the habits, instincts and graces of gentlemen and gentlewomen. Any teacher who is observant of the children under her charge will know that the thirst for sympathy is so great that it is impossible for a child to do his best unless he feels that he has the kindly, individual interest of his instructor, and this interest may be indicated by a word, a look, a tone, or a gentle hand upon the shoulder. A great man has said that even a dog goes down the street with a better heart if he has a pat on his head at the head of the street.

It is as true in teaching as in any other work, that things should not be done unless there is a sufficient reason for doing them.

While we should use the utmost precautions to prevent children from using stimulants or narcotics, we should use no less effort to prevent them from indulging in mental and moral dissipation which will be as fatal to their welfare as are those physical injuries. Instruction that does not influence pupils in their morals, manners and reading out of school is poor teaching. The teacher does a great service for the children when she impresses them with the fact that cheap thought and cheap action result in cheap people.

To develop the power to do, the child must be thrown on his own resources for themes of thought and means of growth. He must be at times brought into closest contact with his tasks and nature, and left to work out his problem and mental salvation. He must be an interesting companion to himself, and breed force enough to shun vicious associates voluntarily. His work must tend to concentrate his thought and form the habit of digging out his results without the aid of others. He must win the power to return and work upon his problem until the point of saturation is reached.

## II.

The best test of the quality of one's scholarship is found in the quality of the company he is in when he is alone, and the ease with which he entertains himself.

Education should not be valued for the facts we learn but for the power it gives us to do better work.

We are not educated until we can see, feel, know and appreciate instinctively, and hence unconsciously.

We never know facts as we should, until we know them so well that we are unconscious of our knowledge, and they cease to be a burden.

The school is responsible for such training as will make it easy for the children to observe conventional forms.

The school which fails to develop right motives fails grievously.

A true education will enable us to see objects, appreciate thought and understand relations. It will enable us to combine facts, weigh arguments and draw conclusions. It will make us responsive to our best emotions; our purest feeling will control our acts, mould our conduct, direct our thought and give tone to our life.

### III.

Communities will not maintain the best schools until the people realize the difference between furnishing employment for teachers and instruction for children.

If we put more intelligence into the administration of our schools, we would need to put less money into jails and the administration of our criminal code.

It is discouraging to realize that many people do not want to know how to do, but rather want things done for them. It is true in some cases that teachers and school officials do not want directions and outlines for work, but some one to systematize and do the work for them.

The school that does not make the indifferent in the community different, needs to be changed.

Those who have our school interests in charge would do well to consider seriously the following question: Can we improve the schools if we continue to use the machinery now in existence, or must new methods be devised for their administration? Put in a more general form, is it possible for any age to use successfully the methods which were useful in a preceding age?

Many of the children who attend rural schools never attend any other school; hence the importance of having them so administered as to enable the children to prepare for life.

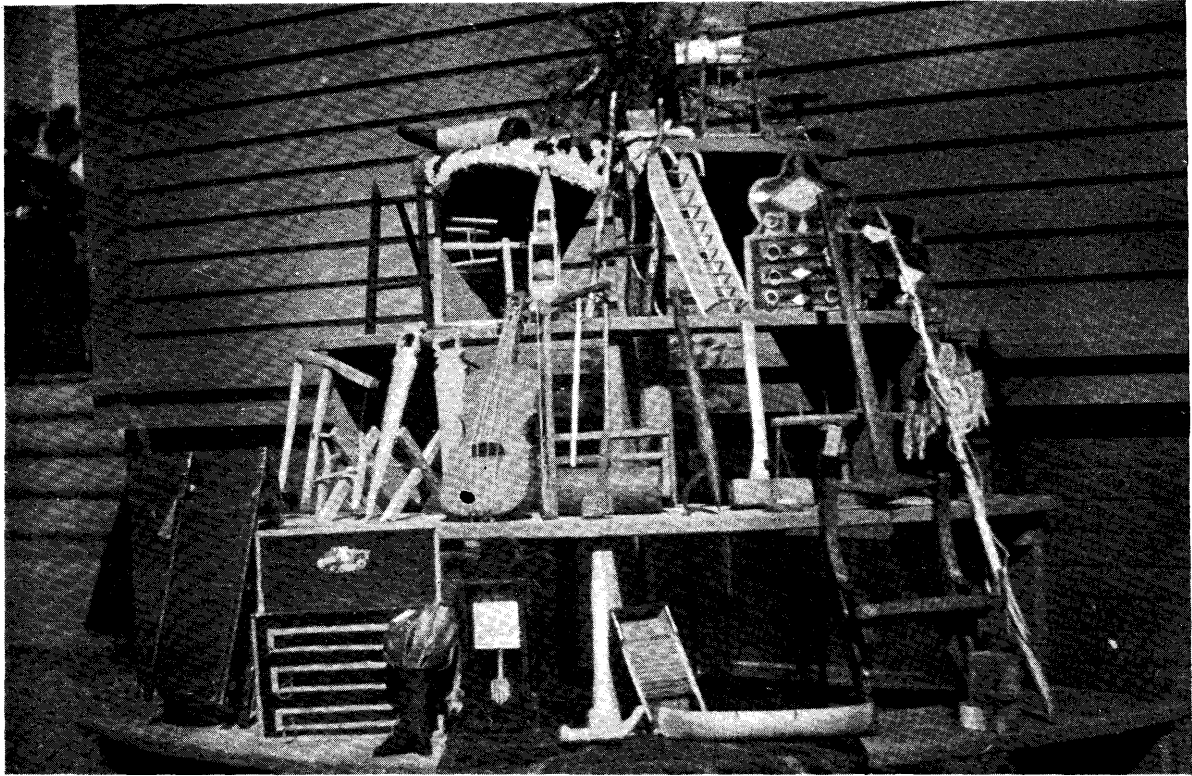


EXHIBIT OF WORK DONE IN THE RURAL SCHOOLS—N. E. MAINE.



## IV.

A school may have suitable physical surroundings, necessary buildings, furniture and books, and be provided with a teacher, and have the necessary number of pupils and still be a failure as a school. The steam that makes the engine go in the running of the school is the sentiment which exists in the community in favor of the school. If it is hearty and intelligent, the school will do much for the children. If this interest and sympathy are wanting, the school will fall but little short of a failure. No school is doing the best work until it is recognized as the intellectual and art center of the community. Any teacher who cannot help in making it such a center is less than the demands which her position place upon her.

It will be well for the schools when we realize that some of the old fashioned things were good things in their day, and would be good in these days. If we had more mental arithmetic; if the pupils did more of their own work; if they were able to analyze some of the English classics in such a way as to understand their thought and appreciate their beauties, we should be doing some things much better than we are doing them now.

## V.

The extent to which we are interested in children becoming good citizens limits the extent to which we are concerned about the quality and character of the children who are in our public schools. Manifestations of boldness and ill manners, exhibitions of selfishness and an unwillingness to think seriously of serious things should make us apprehensive of what these same children will be when they become men and women.

It is unfortunate for children to be old beyond their years, to know things which it is unwise for them to know, and to be thinking of sex relations long before such thoughts should enter their minds. If they have lost their relish and interest in the duties which should make up a large part of their lives and are more anxious to fill an inferior place in some store or shop

than they are to continue their education, and fit themselves for a useful place in society, then, we must realize that some one has failed in what he has given these children at their birth or made them since they were born.

It is natural for young people to be ambitious, and when we find them limp, lifeless and frivolous, we do not wonder that they dislike work and look with contempt upon labor and those who perform it.

One's work is or should be his university. Boys tumble down, tumble over themselves, tumble against others, because they do not know how to use their powers.

Our civilization and prosperity cost too much if they deprive our young people of the sturdiness that characterized those who lived in a simpler way. We are furnishing so many amusements for the children that they have ceased to be amused. We are giving so much instruction that they are incapable of learning. We do so much work for them that they are losing the desire and capacity to work.

Is it true that learning has become so extensive in its scope, so easy in its acquirement that we have ceased to love learning, as our ancestors did, for learning's sake?

One can easily acquire what man has gathered into cities, because in this acquisition he has to gather to himself what others have gathered together. One must be born in the country to acquire the strength that comes from living close to nature, because it is only here that one comes in direct contact with causes and wisdom at first hands.

The boy who is born in the country has the advantage of his disadvantages, because he is forced into a place where he must struggle if he wins. The boy who is born in the city suffers from the disadvantages of his advantages, because he in so many cases has simply to push a button to have his wants supplied.

One of the greatest misfortunes that can come to a child is to feel that he does not need to fit himself for work, and, therefore, does not need to work, because his parents have the money which will save him from work. To feel that one does not need to engage in any occupation because there is no pressing immediate necessity, or to win the ease which money can give without being willing to perform the labor necessary to earn it, is to

degenerate into a condition that leaves but little hope for the victim.

Poverty and want of social success save many boys from temptation, drive them in on themselves and urge them to do something worthy. The consciousness that we are failing in certain minor ways often stimulates us to vindicate our ability to win success in larger fields.

It is peculiarly unfortunate for our rural communities that so few of the young men and young women who are pursuing courses in our colleges spend any part of the time they are collegians in our common schools. This misfortune affects three interests; the college, the student, and the local community. The college is dropping out of touch with the smaller towns and to an extent is losing that interest which formerly existed, and which came into being through the contact of the students with the people in the relation of teacher and taught. It is an injury to the students, because they lose the experience and training which come from being responsible for devising ways and means for teaching the school, a knowledge of life in various conditions and relations, and the stimulus which comes from being considered of a superior order of beings. The college student who took charge of a country school was placed in a position where he was held responsible for dignity of conduct, quality of judgment, extent of reading, and capacity for management. All these things go to make breadth, strength and grasp, and hence were peculiarly useful to him in his work in college and in preparing for his work in life. The community, and particularly the children, have lost the inspiration which came from contact with some one who was fresh from college halls, and who was eager to impart to others of his knowledge. The older people lived over again their younger days, and the young people were stimulated to better conduct, greater effort, and a desire to walk the paths which this comely collegian was traveling.

Vile physical surroundings, vicious literature and cigarette smoking are among the great evils from which our common schools are suffering. If we get the physical and intellectual eyes and ears of the children open and can breed in them the desire to know, we have made it possible for them to be educated.

While we are praying for something to happen, it will be well for us to work for knowledge. It is better to work than wish for things.

It is noticeable that the teacher tends to become absorbed in his text-book; the preacher in his sermon; the lawyer in his briefs; the business man in his merchandise; and the farmer in his crops. The tendency of the age seems to be in the direction of intense occupation with the special interests which have come to be our life work. All this is well enough in its way, but it is working great evils, both to the people who follow such practices and to general interests which must depend upon the general public. If each knew more about the other and the work of others, each would be better prepared for his own work. It is only by contact, conference, and concert of action that the best work can be done by the individual and the best things can be done for all. A man who is not larger than his profession is too small to be large in his work or useful to himself or helpful to others.



## A STUDY OF THE SCHOOLS OF NORTHEASTERN MAINE.

During the past three years the State superintendent has annually visited the schools of northeastern Maine for the purpose of learning their condition and devising means for their improvement.

In the following pages will be found an account of the work done. The sketch includes a brief history of the settlement of this section of the State, an outline of the development of its schools and a detailed statement of work being done in them at the present time.

### THE ACADIANS IN NORTHERN MAINE.

#### ORIGIN AND CHARACTER.

The story of the expulsion of the Acadians from their quiet homes "on the shores of the basin of Minas," is familiar to all students of history and to all readers of Longfellow's beautiful poem, *Evangeline*. Whether we regard it as an act of wanton and heartless cruelty, or as a political measure necessary for the safety of the English Colonies, it stands out sharply in the history of the race as one of the most cruel examples of "Man's inhumanity to man." A rural and peace loving people, quietly engaged in agricultural pursuits were, without warning, seized and hurried from their homes, and dispersed throughout the inhabited portions of the continent. Families were broken up, parents torn from their children and husbands from their wives, and carried to distant parts of the land never to be reunited on earth; and all because they were true to the instincts of their race, to their sentiments of patriotism and to the religion in whose teachings they had been nurtured.

The territory now known as Nova Scotia, originally called Acadia, was ceded by France to Great Britain in the treaty of Utrecht, which in 1713 closed the war known in America as

Queen Anne's War and in Europe as the War of the Spanish Succession. The treaty of 1713 did not determine the boundaries of Acadia, and in 1744 the war known in America as King George's War and in Europe as the War of the Austrian Succession, again brought the English and French Colonies to open hostilities. By the treaty of Aix-la Chapelle in 1748, the war was terminated, all conquests were mutually restored, but the boundaries between the British and French possessions in America were still left unsettled. Disputes and quarrels between the English and French Colonies immediately ensued. The French insisted that Acadia included only that territory comprised within the limits of the present province of Nova Scotia, while the English colonists claimed that it embraced the entire region east of the Penobscot and south of the St. Lawrence. The quarrel was taken up by the parent nations and resulted in the war known in American history as the French and Indian War and in Europe as the Seven Years War.

The spring of 1755 found the American colonies engaged in this contest, which proved to be the last as well as the severest of the intercolonial struggles. Early in that year, an expedition against the French in Nova Scotia was planned by the English colonies, and the land forces were placed under the command of Gen. John Winslow, for whom the town of Winslow on the Kennebec river was named. The expedition reached the Bay of Fundy in June, and the French forts in the province were speedily reduced and the whole region east of the Penobscot was brought under British authority. An attempt was then made to induce the Acadians to take the oath of allegiance to the crown of England; but they being French by birth and Catholics in religious faith, demurred at taking this oath unless it was modified in certain respects. A council of the commanders of the land and naval forces was held, and it was considered that this colony of French sympathizers was a standing menace to the perpetuity of English rule in that province. It was, therefore, determined that the settlements should be broken up and the Acadian colonists scattered throughout the British possessions in North America.

On the eastern coast of Nova Scotia an arm of the Bay of Fundy stretches far up into the land and into this sheltered

basin, known as the Basin of Minas, flows the river Gaspereau upon which some of the French forts were located. Not far from the mouth of this river was situated, at the time of the English expedition in the summer of 1755, the peaceful village of Grand Prè. The soil in the immediate vicinity was fertile, and the frugal and industrious French peasants had brought it to a high state of cultivation. Here, in the early autumn of that fateful year, the inhabitants of this beautiful region were dwelling in fancied security and were happy in the prospect of an abundant harvest. They were a quiet, peace loving people, simple in their habits, of a light and joyous temperament, contented and happy in their rural occupations.

On the 5th day of September, 1755, the inhabitants of Grand Prè were summoned to meet in the little church in which they were wont to worship, to hear an important communication from the English king. Suspecting no treachery and dreaming of no harm, the colonists filled the church to the doors, curious to hear what their new rulers might have to say to them. When the building was filled to its utmost capacity, the doors were closed and guards placed around the church. Gen. Winslow then addressed the assembly, charging the Acadians with disloyalty to the king, with having aided the French and Indians in their raids upon the colonists of New England, and with being a constant menace to the peace and safety of the English settlements. He closed his harangue by reading to them the following cruel sentence of doom: "Know then that your lands, tenements, cattle and live stock of all kinds are forfeited to the crown, with all other effects of yours excepting your money and household goods, which you will be allowed to carry with you; and that yourselves and families are to be removed from this province to places suiting his majesty's pleasure—in the meantime to remain in custody under the inspection and control of the troops I have the honor to command." Stricken with horror at the heartless doom, the assembly was dismissed though still kept under guard by Winslow's troops.

At the other Acadian settlements the same sentence was read and preparations for the removal of the heart-broken people were at once commenced. At Grand Prè, the principal settlement, the embarkation was ordered to commence during the

week following the fatal 5th of September. The first band of exiles, consisting of nearly 150 young men, was marched to the shore amid the tears and lamentations of their mothers, sisters and sweethearts, and the sad farewells of their grief-stricken fathers. During the following three months the work of disruption and deportation continued as fast as vessels could be had for the purpose. In the month of December the last of the colony, a weary company of sad-eyed, broken hearted women, whose husbands and children had been torn from them and carried on board other vessels, sailed away from the beautiful "Basin of Minas," and the cruel deed of destruction was complete.

Of all the exile laden vessels that parted from the shores of Acadia no two found the same harbor. This quiet, peaceable people were scattered from the Penobscot to the Rio Grande. Some of them were landed and distributed among the several settlements from Maine to Georgia, and numbers of them, yearning for kindred and friends, started to make the weary forest march across the wilderness to the Mississippi and thence to the French settlements in Louisiana.

Prof. Edward Everett Hale, Jr., in his introduction to an edition of Longfellow's *Evangeline*, uses this language:

"The New England Colonies saw that unless some severe measures were taken Nova Scotia could not be saved to England, and that Nova Scotia should remain English was necessary to the safety of New England. It was resolved, not by England but by New England, that the Acadians should be dispossessed of their country. At the particular time, the English settlers were in alarm at Braddock's defeat. It was a harsh act, but it seemed to be an act necessary to self-preservation. Not only must the Acadians be taken from Acadia, but they could not be allowed to retire to the friendly colonies, thereby to strengthen the power of England's enemies. They must be brought to the English colonies and scattered among them, lest, being together, they should do some harm. About six thousand Acadians were taken from their homes and sent to the various English colonies; about three thousand five hundred escaped and found their way to Canada. The act seems to be one of the horrible necessities of war. Doubtless it is no more

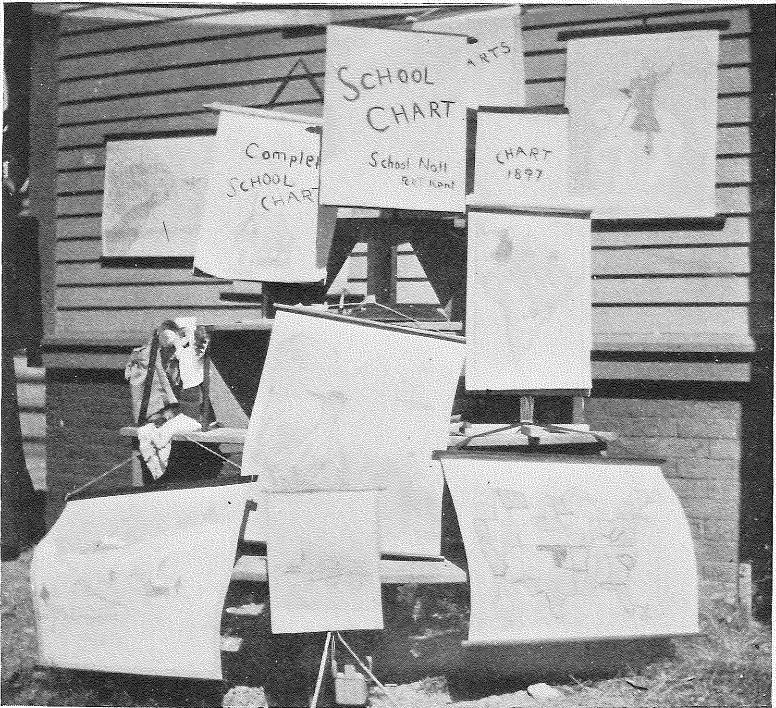
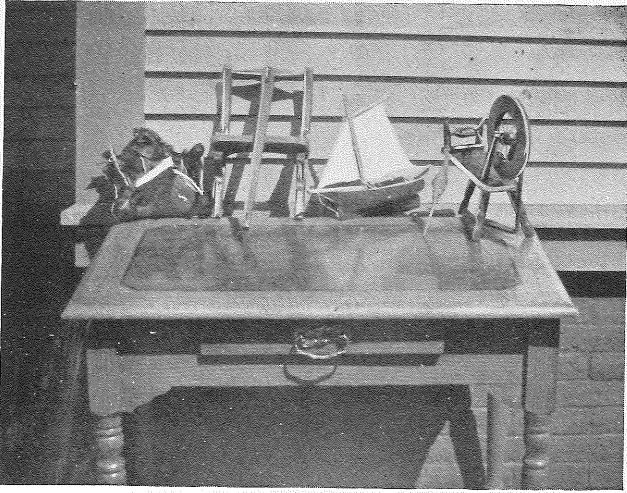


EXHIBIT OF WORK DONE IN THE RURAL SCHOOLS—N. E. MAINE.



to be justified on that account than is the slaughter of more than six thousand in one great battle; but, on the whole, not more brutal or inhuman. When we read 'Evangeline,' we need not feel fiercely toward the English (or, more exactly, toward the New Englanders) as if they had devised an unprovoked act of pure cruelty.

As time went on, a few of them found their way back to their old homes, as we learn in the last lines of the poem. But a larger number (among them the Basil of the poem) found their way to Louisiana, which, although then belonging to Spain, was still French in feeling. Here they were well received by those of their own language and religion. They found homes, as the poet tells us, in the fertile country by the river Tèche, where they settled comfortably and permanently. 'Their descendants are to be found in every parish of lower Louisiana' writes Alcée Fortier. 'They form an important and useful part of our population.' Although a simple farming people, they have had some men of eminence in the State and their lot has been by no means miserable."

While, as is related above, many of the doomed Acadians escaped into Canada, a hardy band, avoiding their English guards, made their way into New Brunswick. Finding a home for a time with the aboriginal tribes of that Province, they soon made their way to the river St. John and made a temporary settlement a short distance above Fredericton. But the fear of pursuit and capture by their relentless enemies was ever before them, and in the spring and early summer of 1756 they procured boats and pushed on up the river carrying their canoes and meager effects around the mighty cataract of Grand Falls, and settled at different points on the beautiful intervalles along the banks of the upper St. John. Here, from time to time, they were joined by members of the unfortunate colony who had escaped to other portions of New Brunswick, and later by many of those who had been landed from the English ships in parts of Maine and Massachusetts. Thus the settlement along the upper St. John continued to increase and, being a prolific people, and receiving frequent additions by immigration from Canada, before many years they had made an almost contin-

uous settlement on both sides of the river from the Grand Falls to the mouth of the St. Francis.

From the fact that the first settlement was made at a point on the St. John opposite the mouth of the Madawaska river, the whole region soon became known among the French settlers as "Madawaska," and it is customary still to refer to it by that name. From that portion of this "Madawaska Territory" lying in the State of Maine, have since been formed the towns and plantations of Hamlin, Van Buren, Grand Isle, Madawaska, Frenchville, Fort Kent, St. John and St. Francis, all lying along the banks of the beautiful St. John river. In addition to these there are south of Fort Kent, the plantations of Wallagrass, New Canada, Eagle Lake and Winterville, and of Van Buren the plantations of Cyr and Connor, all inhabited almost entirely by French Catholics. There are also scattered settlements in adjoining unorganized townships. The population of these towns and plantations, with the outlying settlements, is to-day nearly, if not quite 12,000 souls, while the number in the parishes on the opposite side of the river, of the same race and faith, must swell the total of the French population on the upper St. John to upwards of 20,000.

For some time after the first settlement was made opposite the mouth of the Madawaska river, no Catholic clergyman was settled in this region. As the inhabitants increased, however, the faithful fathers of that church found their way to this isolated and scattered portion of the flock, and now in every parish on either side of the St. John and in the settlements remote from the river, are church edifices more or less costly and pretentious in which the rites of the Catholic church are administered and which are periodically thronged with faithful worshippers. The people of this section are a simple minded, home loving people, clinging fondly to the traditions, the manners and customs, and the religious faith of their ancestors.

Until within a comparatively few years they were, as far as their own feelings, language and intercourse were concerned, as distinct from the other portions of the State of Maine as though they were indeed a separate nation. Their commerce and intercourse were carried on almost entirely among themselves, and nearly all the necessaries of life, which they were



unable to produce, came to them from Canada. Although the same thing is still true to a great extent, yet a marked change has taken place within the past few years. During that time large numbers of the men of the region have each year gone to work for a time in the extensive potato fields in the valley of the Aroostook, and many have worked for a portion of the year in the great hemlock forests farther south, peeling the bark for the large tanneries of that section. This has given them a large measure of intercourse with the English speaking people of Northern Maine, and each year they carry back to their homes an increased appreciation of the fact that they are citizens, in common with them, of the same great State, and are like them amenable to its laws and sharers of its bounty and protection.

#### EDUCATIONAL HISTORY.

From the time of the settlement of the northeast boundary of the State and United States by the Ashburton treaty in 1842, by which the status of this people as American citizens was definitely fixed, the question of their education has received attention. For a long period the whole section settled by them was legally known for school purposes as the "Madawaska Territory," and formed, as it were, a single school district under the control and direction of a State agent. The legislature made annual appropriations for the support of schools therein, and these were expended by these agents as wisely and effectively as the conditions would allow. These agents were without exception men of intelligence; having the confidence of the people for whose well being they were laboring, and thoroughly conversant with their customs, feelings and needs. Under this system and by their efforts a beginning was made in the education of these people, but apparently a feeble beginning. As late as 1866, twenty-four years after they had become a part of our commonwealth, the report of Col. David Page of Fort Kent, who was then the State's agent, shows that there were "but seven schoolhouses in the whole territory, most of them quite small and illy constructed," and that during the year but twenty schools were maintained, with an aggregate of 614 pupils, 322 of whom studied English. In 1871, the last year during which the schools were maintained under this plan, the

number of schools had increased to forty-seven, two of which, i. e. those at Fort Kent and Frenchville respectively, were denominated high schools.

In 1872, with the passage of the act establishing the mill tax, the policy outlined above was changed. By a special act the townships included within the Territory and organized as towns or plantations were put on an equal footing with the other towns and plantations in the State so far as sharing in the distribution of State moneys, provided they should organize school districts, maintain schools whose discipline and instruction should be in the English language, and should annually raise for the maintenance of schools certain definite sums fixed in the act. Under this law the seed planted under the former system sprung into life and began to bear fruit. In 1876, four years after its inauguration and ten years after Col. Page had made his report cited above, in eleven towns and plantations were maintained eighty-three schools attended by 2,075 children. There were, however, but forty-two schoolhouses in these towns and plantations. Thirty-five of these buildings were of the most primitive character, and not more than three were in condition fit for the accommodation of schools in other than the warmer months of the year.

The schools thus established and maintained were necessarily of a very elementary character. Notwithstanding the special requirements of the law governing them, but few could be fairly considered as disciplined and instructed in the English language. There was a dearth of any kind of text-books, and the larger part of those used were in French; nor was it possible to find teachers who could read and speak English well enough to meet the requirements of law; for of necessity they must be familiar with the native French spoken by their pupils in order to teach efficiently the rudiments of English. To meet this latter condition it was necessary to provide some efficient agency for the training of the native boys and girls to meet the demand for properly qualified teachers. Accordingly the legislature of 1877 authorized the trustees of the State normal schools to establish within the limits of this territory two schools to be maintained annually at least twenty weeks, whose special work should be the preparation of teachers for the common

schools therein. These schools were established at Fort Kent and Van Buren, and the terms were so arranged that the same teachers were in charge of both. The school at Van Buren was subsequently, for local and other reasons, transferred to Grand Isle. In accordance with an act of the legislature of 1886 the two schools were united, and became the Madawaska Training School which was permanently located at Fort Kent. There a large, commodious and well arranged school-building, and a boarding-house large enough to convene all who may desire to take advantage of its privileges, have been erected. Since the establishing of the Training School at Fort Kent a greatly increased interest in the education of the young, especially in the English language, has been developed. The clergymen of the several parishes have lent their aid to this good work, and a noticeable improvement has been made from year to year. In the meantime the free text-book law has changed the conditions existing before its enactment, and the schools to-day are fairly well supplied with English books in all branches of instruction. The progress made under the influence of these agencies is indicated by the fact, as shown in the report of this department for 1895, that, for the school year ending April 1 of that year, there were maintained in fifteen towns and plantations 118 schools attended by 3,690 pupils, 103 of which schools were in schoolhouses. Of these schools thirty-two were taught by graduates of the Training School, and most of the others were taught by the more advanced students of that school.

#### AN EXPERIMENT AND ITS RESULTS.

It was with reference to this section and its schools that, in the report of this department for last year, the following statements were made:

“While the State Superintendent has been collecting information from the several sources stated above\* he has at the same time been making a careful study of the condition of about a hundred schools in a section of the State where the children and parents speak a foreign language, where but few of the parents can read or write, and where the children seldom hear an Eng-

\* Vide pp. 173-174, Report of 1896.

lish word or see an English book in their homes. It is discovered from the assessors' books that these people are among what may be termed the least prosperous of the inhabitants of the State. They are as a rule unable to have many books, papers or magazines in their homes. They do not have sufficient means to build or furnish schoolhouses of the kind needed to maintain the best schools. The most of their teachers received their training in schools supported in their own territory. The wages paid are not sufficient to make it possible for many of them to attend schools other than those within easy access.

The majority of the schools inspected are taught in schoolhouses which are wooden shells, without interior finish and are provided with long tables for desks and benches without backs for seats. The pupils enjoy but few of the advantages which come from associating with people who can help them in home study, aid them in their use of English, or direct them in their school work. The most of the homes count for but little in the facilities they furnish, the influence they exert and the material they supply in supplementing the regular work of the school.

This section of the State was selected because it furnishes the most unfavorable intellectual and financial conditions of any equal number of communities in the State. If such interest can be developed and such work can be done as will show that superior schools can be maintained in these communities, then all arguments that superior schools can not be maintained in all parts of the State will fall to the ground.

The State Superintendent has not only visited these schools, inspected the work done, but has furnished the teachers with carefully prepared statements as to what subjects shall be taught, and has given suggestions as to the methods to be used in teaching the same. He has requested the teachers to make a careful study of the course of study prepared for the elementary schools of the State, and to make such use of it in their schools as will, in a reasonable time, make it a record of the work done.

He has directed the teachers to give instruction in music, drawing, physical culture, current events, the geography and history of the town, county, State and Nation, sketches of noted men and women in Maine, New England and the United States;

to commit to memory selections from standard authors, and to give quotations from choice passages in our literature. He has also expressed not only a willingness, but a desire to have the children taught to read, write and speak in their native tongue, but he has insisted that the regular work of the school, including the discipline and instruction, shall be given in English. It is but just to state that the majority of the school officials and teachers, together with the parents, have heartily seconded the efforts which have been made to improve these schools. The circulars which have been sent to the teachers and school officials have been read from the pulpits of the churches, translated into the language which the people understand, and the influence of the spiritual advisers of the people has been thrown heartily and effectively in favor of an honest compliance with the requests that have been made and the instructions that have been given.

The change which has taken place in these schools is hardly less than a revolution. If the improvement continues for another year, the department will be able to place before the people of the State of Maine, in a graphic form, such a record as will show that it is possible to have our rural schools in charge of skillful teachers, who give instruction in the subjects which should be taught in the schools of to-day, and use the methods approved by the best thinkers on educational subjects.

The experiment which has been tried in this new field has been so much more successful than was anticipated that it has given courage to extend the scope of the departure."

#### PRELIMINARY WORK.

To carry still further the experimental work outlined in the foregoing extract, and to test still further the theory which would thus be proved or disproved,—that it is both possible and practicable to have our rural schools everywhere in charge of skillful teachers giving instruction in the subjects which should be taught in the schools of to-day by methods approved by the best educational thinkers,—it was determined to continue the work another year along the same lines. As the first step in this direction the following circular was prepared and sent to every teacher, superintendent and clergyman in the territory.

## CIRCULAR.

To the Teachers of Northern Aroostook:

While visiting the schools of Northern Aroostook last September a record was made of the things seen with which I was not pleased, as well as the items that gave me great satisfaction. I hope you will be able, during the coming year, to avoid the following mistakes, if you have been making them in the past.

I noticed in certain schools that the pupils were idle and listless. You must realize that one of the great advantages which children derive from attending school comes from learning to work, to study, to dig out things for themselves.

I hope you will not permit the children to interrupt you with silly questions during the time you are conducting recitations. It is better for the children at their seats to attend to their studies, and do their work without aid from any one while you are hearing lessons. If they need help, have regular times for assisting them. Do not allow them to run to you on every foolish pretext.

I noticed in several of the schools during the singing and concert exercises that the pupils did not keep together in their work. It is important in these exercises that all speak the same word at the same time. I would suggest that you have but little concert work, except during the singing exercises.

I noticed that many of the teachers insisted that the children speak louder. It is not loudness of tone, but distinctness of pronunciation that is desirable. It is very unfortunate to have children speak in shrill, harsh, grating tones. It is important that you teach them to speak in smooth, clear, distinct tones. It is of equal importance that the teacher use these tones herself. I hope this matter will receive special attention. It was also noticed that in many of the schools the children had what is known as a sing-song tone, and closed their sentences with the rising inflection. Will you see if changes cannot be made in this direction.

Do not allow the children to snap their fingers when they wish to attract your attention. Do not allow them to indulge in any habits or practices which are not consistent with good

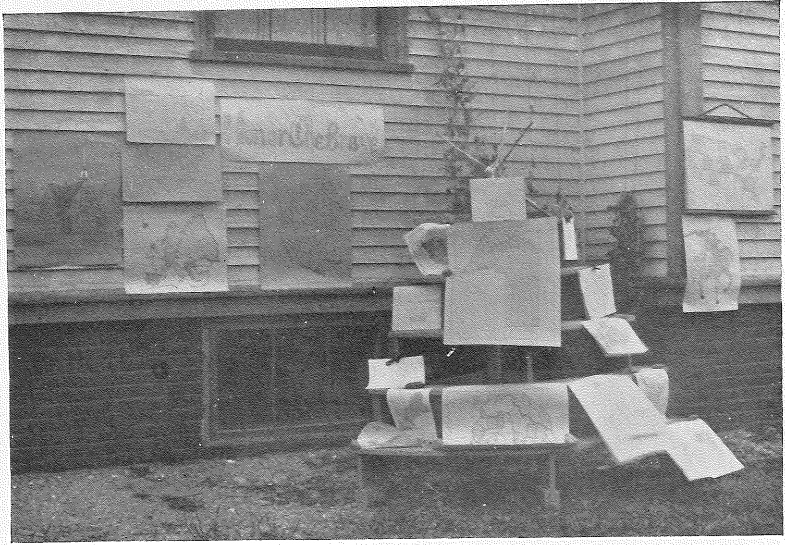


EXHIBIT OF WORK DONE IN THE RURAL SCHOOLS—N. E. MAINE.





manners. Do not place upon the walls of your schoolroom advertisements of tobacco, or other pictures representing objects with which the children should not become familiar.

Be very careful to have your statement of facts correct. If you are giving information in history, geography, or upon any subject, be sure that what you state is true.

I am very sorry to have to say that some teachers were found who gave evidence of being so slow in doing their work, and so heedless of what was required of them, as to be unprepared for their exercises when their schools were visited. It was manifest that they had not been doing work of any value, and had nothing of interest to exhibit. There were so many evidences of laziness and shiftlessness in these schools as to make the visits very disagreeable. It is hoped that during the next season there will be a marked improvement in these schools.

It is suggested that you place upon the board lists of words, and have the children point to the object which the word names or describes, or represent the action of which it is capable, or what may be done to or with it. I would then have the words put in sentences, but do not have them short or meaningless. Have them use such sentences as will tell something about some person, event, or object. If you use the word *largest* the pupils may say, Aroostook county is the largest county in the State. If you call for a proper noun, they may reply that Hannibal Hamlin, of Maine, was vice-president of the United States in 1861. Do not allow different children to use the same sentence, and do not allow them to use the same kind of sentences in giving examples. Introduce some variety into these exercises, and require the children to give such sentences as will express some information of value.

In giving general exercises, I would suggest that you make use of the work in geography, history, physiology, plants, rocks, quotations, complete selections, and that you make a special study of your own town, county, State and Nation. I consider it important that the children know something about persons of distinction who have lived in Maine and New England, and also have some knowledge of what they have done that is of importance.

In all the work of the school the teacher should have a carefully prepared outline of what she proposes to do, the order

in which it shall be taken up, and the results which she hopes to attain. This cannot be done unless the teacher makes a careful study of each lesson and the whole subject, and has a clear idea of what the children can do, and what they should do.

It is of vital importance that the children be made to feel that they are responsible for attending school regularly, applying themselves industriously to their work, and mastering thoroughly the lessons assigned them. I hope you will be able to impress your children with the fact that if they are to do anything in this world, become anything as men and women, they must study, think and work.

I was greatly pleased to notice that much had been done in the direction of making the schoolrooms more attractive. I was gratified to see the grass and bushes cut and removed from the school yards, the schoolrooms clean and the walls and ceilings decorated with leaves, flowers, plants, pictures, maps and other materials. I believe this work is of great value, and I hope you will continue it in the future, as mention will be made of your efforts in this direction in my next Report.

During my next visit I hope you will be prepared to give brief reviews of the important points of the subjects your children are studying. In these reviews have your questions short and definite, and insist that the answers of the children be correct and concise. As a rule do not ask questions which can be answered by yes or no, nor in such a way as to indicate the answer. Do not answer questions for the children. Do not repeat the answers which they give. Do not allow pupils to guess at the answers. Have clearly in mind the precise topics you are to consider, the order in which they are to be taken, and how much you are to take in connection with each. Then, have your questions so framed that these points will be covered, and the children will be able to show by their answers whether they are familiar with the subject or not.

I would suggest that while pupils are doing work in arithmetic on their slates or the black-board, you have other classes recite in other subjects; the purpose of this plan being to crowd as much work as possible into the time I am in the school. It is important that those who are reciting give the strictest attention to the work they are doing, and that those in their seats devote themselves to their studies.

I would suggest that you have a program of what you are to do, and that as soon as I enter the room you commence upon this work and go through with your exercises without waiting for me to call for any given subject, or suggest to you what you shall do; in a word, my wish is that you be prepared to take up the work promptly when I enter the room, go through with it regularly, and give me a chance to judge what you have done, by conducting your exercises in your own way. If I wish for any special subjects, or if I wish you to omit any of the work you have prepared, I will state what my desire is; otherwise, you are to proceed with the lessons as arranged. Do not spend any time in telling me what you have done, what you have not done, or what you are going to do, but proceed at once with the exercises. In conducting a recitation do not have different pupils answer the same question. When a question has been asked, and answered, that is quite sufficient for any given topic.

While I shall not be able to hear reviews in all the subjects studied in any given school, yet it will be necessary to be prepared in all of them, as I shall decide upon those I wish to hear after entering the schoolroom. These reviews should include reading, spelling, arithmetic, geography, history, language and grammar, physiology, general exercises, quotations, selections, singing and physical exercises. I hope you will have your specimens of written work and drawing ready so I can examine them during the time you are conducting the other exercises.

I was exceedingly pleased with the specimens of work from the several schools which were exhibited at the teachers' meeting held in Fort Kent last September. I hope you will do as much of this work during the coming season as your time and opportunities will permit. Photographs were made of the exhibit last year and the same will be done of the material prepared during the coming year. These photographs are to be used in the next Report, to illustrate the work your school has done. You will remember that there were placed on exhibition specimens of work in penmanship, drawing, including reproduction of pictures, miniature specimens of the different utensils used in the home and upon the farm, canes, rulers, knives, forks, dishes, harrows, plows, rollers, sleighs, easels,

charts and stands, and many useful and ornamental articles. There were also many very creditable samples of work in history, arithmetic, geography, grammar, spelling, civil government, composition, and a number of globes, charts and other specimens of apparatus and appliances. I trust you will make a special effort to have the exhibit this year a great improvement over the one made last year.

I think you will find common manilla paper very useful for maps, sketches and charts of all kinds.

I was very much pleased with the singing in many of the schools last year. When I visit your school the next time I hope your children will be able to sing the American and French national songs. I will suggest again that you be careful that they sing in smooth, clear, pleasant tones, and not in that shrill, harsh key which is so disagreeable to those who have to listen.

If you have made a study of your work, you realize that there is a great difference between *teaching* school and *keeping* school. To *teach* school, one must have such a knowledge of the subjects which she teaches as will enable her to direct the children in their work, and stimulate them to acquire a mastery of the subjects they study. To *keep* school one needs simply to be able to read the questions printed in the book and listen to the answers. This last form of work is of no value to the teacher, and is a serious injury to the children.

I think it is very important that you visit and make a careful study of the best schools in your vicinity. When you visit these schools observe the conduct of the children in the yard, as they enter and leave the room, and while the school is in session. Notice the order of exercises, how each subject is taught, what general work is done, and the methods and devices used to make the work interesting and helpful.

I hope you will exchange questions in general exercises, and in history, geography, physiology, nature study, etc., etc., with teachers who are doing the same lines of work. By making these exchanges you will get many points that will be of special service to you, and the children you are teaching. I would suggest that you exchange books on teaching, and also educational papers with teachers with whom you are acquainted. By

pursuing this plan, you will be able to read a number of works of value with but small expense to yourself. One of the best things a teacher can do to fit herself for her work is to study out methods of her own, and then be willing to explain them to others as she may have opportunity. Such explanations will make them clear to herself, and possibly they may be of service to others. Let me urge you to be ready at all times to visit and study schools, to exchange topics, books and papers with your associates.

It is impossible for a teacher to do good work in a school unless she have an accurate knowledge of the subjects she is to teach, be familiar with the best methods of giving instruction in these branches, and have some definite plan for conducting all her exercises.

It is necessary for me to call your attention to the following extracts from the statutes of Maine.

“No teacher shall be employed in any school, receiving the benefit of the Madawaska Territory School Act, who is not able to speak and write the English language satisfactorily, and the English language shall be used in giving instruction and directing the discipline of the same.” Also, “The State Superintendent shall prescribe the studies to be taught in the common schools of this State.”

By virtue of the power granted me by the statutes quoted, I prescribe that the studies enumerated in the School Laws of Maine shall be taught in your schools. To do this work as the law intends it shall be done, will require the entire time of the school sessions, i. e. from 9 A. M. to 12 M., and from 1 to 4 P. M. It is clearly stated in the above extract that the instruction and discipline of the schools must be given in English. If this work is faithfully done your children will, in a short time, be able to read, write and speak the English language fluently. When I visit your schools next fall I shall be able to decide if you are complying with the requirements of the law cited above.

These statements do not debar you from giving instruction in another language, if your superintendent wishes you to do so. It does not prevent you from giving instruction in other subjects outside of school hours, if you are willing to do so.

But I must insist that, during school hours, the work of the schools shall be confined to teaching the subjects specified in the law.

I feel that this is a matter of importance; therefore, do not fail to have all the conversation of the school both on the part of the teacher and the pupils, carried on in English; and also have all the instruction, and all explanations, directions and commands given in this language.

A failure to do this will endanger the fund which your town draws from the State. It must be clear to you that there are important reasons for your being very careful to live up to the letter and spirit of the statute.

I realize that I am outlining a large amount of work for you for this spring and summer, but if you do a little each day, you will find before the year is closed, the work has already been done.

It is but fair to state that your schools will be examined this year along the lines indicated in this circular. I hope it will be possible for me, at the close of my journey through your section of the State to recommend the re-employment of all the teachers whose schools I visit.

I wish you the hearty co-operation of the parents of your pupils, and a very pleasant and successful year's labor.

#### INSPECTION AND RESULTS.

The second step in carrying forward the experiment was to make careful and thorough inspection of the schools in order to ascertain the extent to which the teachers had been able to reduce to practice the suggestions of the circular, and to observe and study the results of such practice. To make this inspection count, however, as a force for creating a deeper and more general educational interest among the people, it was not conducted alone nor made the sole object of the visit to any section. School officers and people were invited to be present at as many of these visits as practicable. And to add still more to its force in this direction, his Excellency, the Governor, was prevailed upon to make a tour of the territory, join in visiting some of the schools, and meet the people both socially and formally.

This visit of the Governor will prove of great good to this people in every way. His genial and democratic manners won their confidence and regard. The deep and intelligent interest in their educational, material and civic affairs which he manifested on all occasions, both social and formal, can but prove an inspiration to better things. No tour that he has made or may make to other sections of the State, will produce more or better results than this.

The scope and thoroughness of this inspection are indicated by the following copy of the notes made during a visit to one of these schools:

"Room 7 by 17 by 18; floor one thickness of rough boards; ceiling, the rafters; walls were the frame of building. Cook-stove used for heating room; desks horizontal boards fastened to upright pieces of board with a piece at the front about the width of the top piece; seats straight pieces of board on inch boards for standards; no backs to seats. Building located near a small stream and at some distance from the road; formerly used as a dwelling house.

"Pupils read fluently in French and English. Translate from one language to the other; name objects in both languages, tell how they are produced, used, or what they can do. Pupils are clean, bright, wholesome looking; dressed neatly and becomingly. Manners, courteous and easy.

Excellent compositions. Prompt and accurate recitations. Gave creditable exercises in physical culture. Sing well both French and English songs. Drawing shows skill and taste. Attractive colored maps, charts and mottoes, made by children. Mottoes consist of the words "Reform." "Charity Begins at Home." "Speak the Truth." "Union." "Be True." These mottoes made by the children on card-board, beautifully colored and ornamented. Had on exhibition implements of the farm and utensils of the household, made by children. Room attractively decorated with leaves, flowers, maps, drawings and pictures. Decorations prepared and arranged by pupils under direction of teacher.

"Creditable exercises in language, arithmetic and reading. Methods employed by the teacher are such as would be used by our best teachers in cities.

“In the dictation exercises the capital letters, and punctuation marks are correctly used. Words spelled correctly and penmanship excellent. Used compound words, compound, complex and simple sentences in the dictation exercises. But two errors noted in the work put upon the board by the children; both of these corrected when the child was asked if there was an error in the sentence where the error was found. Exercises also given in geography, grammar and history. Thirty-five pupils enrolled; thirty-two present.”

When the present educational condition of this section is compared with that existing three years ago it is clear that substantial gains have been made. The parents have a more general, more active and more intelligent interest in the schools. They realize more fully than ever before that the children must attend school regularly and apply themselves persistently to be benefited by their work. The children are disposed to devote themselves more faithfully to their studies, and hence show a greater interest in their lessons. They have more respect for the school, its teacher, and for authority generally. The teachers are more devoted to their work, have a more intelligent conception of its ends, and more skill in the use of right means for securing those ends. These changes have resulted in an increase in the number enrolled and the average attendance.

In calling and dismissing classes a marked improvement is noted. In many schools when the signal is given, the children rise in their places, face in the direction they are to march, keep step as they are passing to their places, face the teacher and visitor, and bow simultaneously at a given signal. All of these things are done promptly, quietly and gracefully, showing what is the regular practice of the school. It is easy for one to discover when things are done for the occasion. The children are embarrassed, the teacher is self-conscious, and many awkward incidents occur which reveal that the visitor is not seeing the school in its every day dress and work.

Perhaps the one point in which the teachers showed the most marked improvement was the dispatch with which they conducted the exercises. The classes were called, questions were asked, answers were given in a way which showed that the



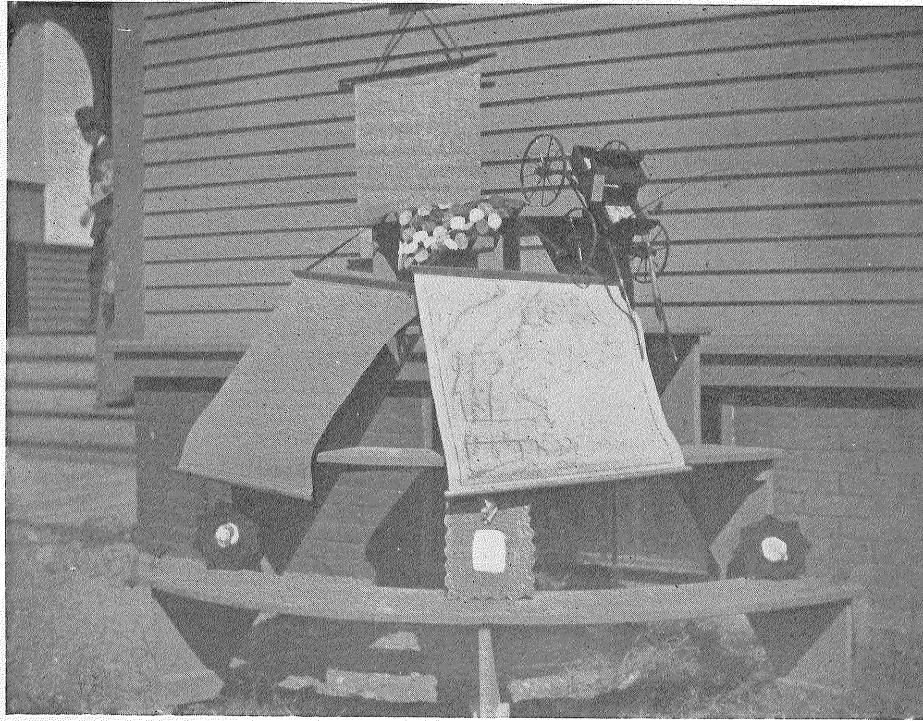


EXHIBIT OF WORK DONE IN THE RURAL SCHOOLS—N. E. MAINE.



teacher had arranged in her own mind a point at which to begin, the line of work she proposed to pursue, and a point she expected to reach. The children had developed that capacity of attention from this method of doing work which held them to the subject that was being treated, and relieved them from the embarrassment they would naturally feel at reciting in the presence of strangers. The teacher and pupils seemed to have but one object, and that was to attend to the business in hand. They were so absorbed in this that they forgot their surroundings, and hence acquitted themselves with great credit. The color in the face, the brightness in the eye and the alertness in the poise, all indicated that they were aroused by the subject they were considering and were devoted to their work. The teachers showed skill in conducting a recitation while at the same time they were having pupils put work in language, or geography, or history, or arithmetic on the board, thus saving the time of the school as well as that of the visitors. The most of the teachers did not use the text-books in conducting regular recitations, or the reviews, or special exercises.

As soon as the visitors entered the room, the teacher proceeded at once to carry out the instructions previously given. Classes were called and recitations were conducted in reading, spelling, geography, history, language, singing, physical culture, both oral and written arithmetic, quotations, recitations of selections and general questions on the town, county, State, noted men in New England, particularly in Maine, and special exercises in geography of Maine, and physiology and hygiene. During the progress of these exercises visitors had an opportunity to examine the charts, maps, sketches and other decorations found upon the walls, and in some cases even upon the ceilings. Some schoolrooms were entirely covered with autumn leaves and evergreens, and the maps, charts and drawings of the pupils, making the rooms not only unusually attractive but placing the work done by the children in such a form that it could be easily inspected and estimated.

It was peculiarly gratifying to those who were inspecting the schools to notice not only the promptness with which the teacher began her work, the continuity with which it was

carried on but also the judgment with which the essential points were selected in any given study, and the fairness and impartiality with which questions were assigned pupils. The teacher commenced with no particular student, proceeded in no special order, and if a failure was made, other pupils were prompt in making the necessary corrections. While it was evident that the work given was in the form of a review, still it was presented in such a way as to place its fairness beyond all question. In subjects like geography, history, language and arithmetic, the teacher usually began with the first principles and proceeded in a regular order to the point to which the pupils had advanced. Usually she did not have a set form of questions, often varied the wording when the point was not clearly understood, and showed great skill in so framing the question that the pupil would receive no hint of the answer expected, but left him free to tell what he knew and express his judgment and knowledge in his own words. With a few exceptions questions could not be answered by yes or no, and the emphasis and inflection did not aid the child in his answers. The visitors tested the pupils in their work by asking questions from the texts used, and giving the children an opportunity to express independent opinions on the subjects upon which they had recited. The test in their ability to use English was more searching than in any other subject. The children were asked to name many of the objects in sight, describe them, tell how they were produced or manufactured and state the uses to which they might be put, and how they might be changed, etc. In these exercises children were led to state their names and ages, locate their homes, describe the country in the vicinity of the school and give an intelligent description of the garments they wore, the food they eat and the occupations in which they engaged. These tests were for the purpose of ascertaining if the directions in regard to conducting the instruction, management and discipline in English, had been faithfully carried out. In a majority of the schools the results attained were satisfactory. In a few schools it was necessary to indicate to the teachers that changes must be made, or it would be necessary to make changes in the teaching force. All classes of people seemed to have a genuine interest in having the children instructed in English in such a

way that they could write and speak the English language intelligently and fluently. An unusually intelligent French woman said: "It is necessary for us to master the English language or starve."

The pupils were able to recite complete selections in both French and English. These selections were taken from the best French and the modern English authors. The English selections included such pieces as "The Psalm of Life," "The Bridge," "The Day is Done," "Eternal Goodness," "The River Path," "Crossing the Bar," "The Bells," etc. They were also able to render in both French and English the popular and patriotic songs of both nations. A large number of children could sing "America," "Columbia, The Gem of the Ocean," "The Star Spangled Banner," "The Red, White and Blue," "Marching Through Georgia," etc. It was noticed that a marked improvement had been made in the matter of adding columns of figures rapidly and accurately. The visitor would step to the board, write a column of figures from top to bottom and the children could add as rapidly as the pointer indicated the figures. Samples were shown of the work the children had done in writing sketches of persons, places, things, events, and also specimens of their penmanship and samples of their work in business and conventional forms. Much of this work was done with neatness and accuracy. Many of the letters written by the children were correct in form, and showed a creditable knowledge of the use of capitals. Lists of words were placed upon the board, and children were drilled in pronouncing the words, giving the sounds of which they were composed, putting the words into sentences, and then substituting a word of the same meaning for the word given.

The children are coming to have a better idea of why they are in school and the necessity for doing their own work. These changes have bred in the children a sense of responsibility, a desire to do, and an ambition to master their lessons. In giving sketches of Lincoln, Grant, Longfellow, Whittier and others, it was noticed that the children seemed to be familiar with enough facts relating to these men to give them intelligent ideas of their character, quality and life. The work in anatomy and physiology showed a fair knowledge of the structure of the

human body, its functions and the care which should be given to its development and protection. In a number of schools the children had an intelligent idea of the civil government of the town and State, and also knew something of the physical features, resources, productions and industries of the town, county and State. It was astonishing to see the great service that common manilla paper served when placed in the hands of an intelligent teacher. The value of the maps, charts, etc., which were made from this inexpensive material can hardly be overestimated.

Work in manual training was undertaken three years ago. As has already been indicated, many of the parents can neither read nor write. A considerable number of the homes are log cabins or houses of primitive construction, some of them being sheathed, others have frame walls covered with paper, and some of them are plastered. The utensils and implements in the home and on the farm are of the simplest construction, and many of them are provided by the efforts of the people who use them. The apparatus in the school is almost altogether made by the teachers and pupils. The tools used by the children in making the material placed on exhibition in their schoolrooms, and later in the teachers' meetings, were of the most limited number and primitive make. Occasionally a child had an opportunity to use a plane, but the most of them were limited to a saw, jackknife, hammer, bits of iron, pieces of wood and a few nails. The teachers usually gave a part of Friday afternoon of each week to directions and instruction in the manufacture of articles upon which the children were working. With these simple materials and insufficient tools they were able to construct weaving looms, spinning wheels, sleds, harrows, plows, racks, shovels, axes, charts, maps, easels, picture frames, miniature houses, mats, rugs, quilts, spreads, embroidery, sleighs, wagons, balances, a complete blacksmith shop including bellows, tools and anvil; in fact, all the different implements and utensils found on the farm and in the home, and apparatus seen in the school. In another section of this Report will be found reproductions of photographs of as much of this material as could be represented in this way. One familiar with this work can easily understand how imperfectly the extent and

quality of the exhibits can be represented, particularly in penmanship, drawing and kindred subjects.

Over eighty-five per cent of the schools were provided with flags. At several schools banners, emblems and flags of various kinds were displayed. It was evident that a special effort had been made to put the yard in an attractive condition by the removal of rocks, rubbish, bushes, grass, etc. In many instances something had been done in the direction of grading the grounds, and in most cases trees and cultivated flowers had been planted. Not a room was visited without finding either wild or cultivated flowers in pots or vases. The use which was made of autumn leaves, evergreens and plants, did great credit to teachers and pupils. The charts included work in language, phonics, number, civil government and history. The maps included those of the towns, county, State, United States and different countries of the world. The pictures found in the papers and magazines to which the teachers and pupils had access, were used for decorating the schoolrooms; many of them were mounted upon card-board, and a considerable number were provided with frames furnished by the skilful hands of the children.

These children have the advantage of many pupils in other parts of the State in that they have an opportunity to be instructed in two languages. They are taught to read, write and speak both English and French. The regular work of the school is conducted in the English language. French is taught the same as any other subject. As the French language is used almost exclusively in the homes, and the English language is used in the schools, the children have opportunities of becoming familiar with both. The tendency is for the children to use the French language on the street, at their play and in their homes; hence they do not acquire the same facility in the use of the English that they possess in the use of their mother tongue. But substantial gains are being made, and it is believed that in a few years the majority of the people will use both languages with equal facility. It is a great advantage to one to be familiar with two languages, have such a knowledge of them that he can use their idioms understandingly, and gain the rare skill which comes from such knowledge and training.

The force of what one says depends largely upon the aptness with which he expresses himself. The accurate knowledge of words which comes from the study of their form and meaning in several languages gives one possessing this knowledge great power over one who is destitute of it. While it will not be possible for the English speaking children in other sections of the State to be instructed in two languages in the common schools for many years to come, it cannot be considered otherwise than fortunate that some of our people are to have the advantages which come from such instruction.

These children are distinguished for ease and grace of movement, knowledge and observation of conventional forms, and smooth, pleasant tones. When a visitor enters the room, they rise in their places and bow to him respectfully and gracefully, and remain standing until he indicates they may be seated. If they have occasion to address him, or present him with any object, or pass in front of him, or in any way come in contact with him, they know the forms that should be observed, and in their observation of them they have that grace and ease which comes from a knowledge of the usages of good society. It is peculiarly gratifying to note their thoughtfulness, considerateness and courtesy. These things seem to be both instinctive and acquired; instinctive in that they do them without previous consideration, and acquired in that they do them with so much grace. As a rule they are skillful in their work in drawing, whether of maps or charts or representations of objects, and they read with fluency and expression. Their penmanship is smooth, round and legible. They seem to acquire early the ability to form letters with precision. They have good powers of description, and to the extent of their familiarity with the language in which they speak, they express themselves with force and appropriateness. They are ambitious to excel, grateful for recognition and fairly faithful in devotion to their work.

A large proportion of the teachers are taking one or more educational journals, and it was evident from the character of the work done that these papers were studied, and that many of their suggestions and devices were used in the schoolroom. A considerable number of the teachers have purchased and are studying works on pedagogy, and the improvement in the



instruction given shows that they have benefited by this reading. Over ninety-five per cent of them attended the teachers' meetings which were held in this section. They presented class exercises, read papers, participated in the discussions and took notes of things they observed and heard. The class exercises given in physical culture, language, arithmetic, geography, music and general exercises, were of a character to be a credit to any body of teachers. They showed a knowledge of modern methods, an intelligent adaptation of them to local conditions, and excellent judgment in the selection of materials used and subjects considered. An increasing number of them are visiting the schools of the best teachers and are making careful note of methods, devices, etc., which are used by those who are recognized as leading teachers. They are also exchanging topics and questions, papers and books, and carrying on correspondence upon school matters.

#### EVIDENCE OF RESULTS.

As further and more definite evidence of the kind, scope and excellence of the work done in these schools, specimens of composition work in English and penmanship were collected; and teachers were requested to make lists of questions covering more or less completely the work done in the common school studies, of the songs, both English and French, sung, and of the selections recited by the pupils as practice in English. A large amount of material was thus collected. Average specimens of the compositions, and lists of the selections recited and songs sung, are here given. The compositions presented are selected because prepared in one of the smaller schools, and because of the unfavorable surroundings in which they were written. They are given with the mistakes and shortcomings found in the original papers. The illustrations found in this volume fairly represent the work done in manual training.

## COMPOSITIONS.

## SCHOOL.

It is very useful for boys and girls to go to school. Some do not like it but I like to go to school very well. The school is not at the same place as last year. Last summer we were in one part of our old kitchen. It was very small and lonesome. We had only some flowers in the school but none round it. But this year we have this little house all to ourselves and have flowers in it and all round it. We have the teacher we had last summer. She is a very good teacher and I like her very much.

At school we draw maps and pictures. We also learn to read and write and talk English and many other lessons. Next summer we will have a new schoolhouse on the big sandy hill. It is a nice place and we will have a nice playground and we will have a better chance to plant our flowers.

## TAME CROW.

Sometime in the month of June I went into the woods and found in the top of a spruce tree four little crows ready to fly. I took them all off the nest put them in my hat and took them home. I did not keep them all. The mother crow came to get one, one morning and I gave two to some other boys and I kept the other one. I kept it for a long time and it became very tame. I named it Jark and every time I called her name she would come to me and eat from my hand. She would follow me everywhere, she would go in the fields and come back with me. She would not mind the other crows but one morning, I am sorry to say, she flew to the barn of a neighbor for a little chicken and the man shot her.

## LIST OF FRENCH AND ENGLISH SONGS.

America. Our Country. Flag of the Free. A Song For Our Banner. The Hunter on the Hill. Leaving Port. The Sower. Chiming Bells. Oh Bright Merry Smiles. Old Folks At Home. Angel Hours. Whom Shall We Let In. Summer. The Merry Spring-time. Sweet Summer's Gone Away. Welcome Friends. Our Public Schools. Now The Bells Are



EXHIBIT OF WORK DONE IN THE RURAL SCHOOLS—N. E. MAINE.



Ringing. Marching Through Georgia. Home Sweet Home.  
 The Merry Heart. Christmas Carol. Greeting Glee. Live  
 For Something. The Battle Hymn of the Republic. Swing-  
 ing 'neath The Old Apple Tree. Bon Soir, Mes Amis. Les  
 Bons Hurom. A La Claire Fontaine. En Roulant Ma Boule.  
 Ma Normandie. La Prière Du Chatelain. La Patrie. Le  
 Canadian Errant. Language Des Fleurs. La Petit Mousse.  
 La Fille Du Pêcheur. L'enfant. Le Soldat. L'oisean De  
 France. La Prière. L'Orpheline. Les Enfants Perdus.  
 L'Espérance. Madawaska. Le Départ.

LIST OF SELECTIONS FOR DECLAMATIONS.

A Vacation Acrostic. Rest of the Flowers. Meaning of the  
 Colors. Flowers and Needs. Daisies. Cover them Over with  
 Flowers. Who can Ring the Bell? The Old Oaken Bucket.  
 Love of Country. I'm a Big Boy. Work While You Work.  
 Nothing Like Water. Do Your Best. Guess What I Got in  
 my Pocket. Robin Readbreast. I Would not Be a Girl. I  
 Would not Be a Boy. Love Each Other. Little Things.  
 Home Picture. Pussy Cat. What Birdie Says. The Cunning  
 Old Cat. Mother's Wish. Merry Spring. Old Ironsides.  
 The Land of Liberty. Beautiful Hands. School Days. Inde-  
 pendence Bell. Our Flag. The Miller of the Dee. Birds in  
 Summer. Looking for the Fairies. The Old Mill. The Dolls.  
 Twinkle, Twinkle Little Star. All Things Bright and Beauti-  
 ful. A Wish. The Landing of the Pilgrims. Our Country.  
 The Noblest Men. Work. Two Pictures. In the Brave Days  
 of Old. Daybreak. The Song of Steam. A Farewell. Little  
 by Little. A Summer Day. Summer and Winter. We Reap  
 as We Sow. The Sword and the Pen. A Safe Rule of Con-  
 duct. Sweet Love. Beware. Be Polite. Maud Muller.  
 Barefoot Boy. Evangeline. Psalm of Life. The Village Black-  
 smith. Something Left Undone. Speak Gently. Lincoln's  
 Address at Gettysburg. Forty Years Ago. One by One.  
 Not Words Alone. The Bridge. The Bells. Crossing the  
 Bar. The River Path. Eternal Goodness.

## CHANGES AND THEIR CAUSES.

The change which has taken place in the sentiment of this people, is fairly indicated by the remark of an old farmer who said: "The best teachers are not too good for us," although he said it in a broken English difficult to reproduce. Their desire to improve their teaching force is also shown by the fact that one superintendent, who heard a certain teacher commended for her success in the schoolroom, said: "I will have her next term if I have to double her pay." Another farmer, somewhat advanced in years, gave expression to the following astonishing statements. He said he would have a school lot of, at least, three acres in area; he would have a certain portion of it devoted to flowers, another section to fruit and vegetables, another section to trees and shrubs, and he would have the children carefully instructed as to how they are to be planted and cared for and used. He even went so far as to say that he would have cooking taught in the common schools. And these opinions were expressed by a man who had never enjoyed the advantages which would come from such conditions.

The work of improving these schools has been conducted along several well defined lines and through the agency of several forces. Carefully prepared circulars have been sent to the school officials, instructing them in regard to their duties and powers. Similar documents have been sent to the teachers, giving detailed directions as to the branches to be taught, the subjects to be emphasized, the methods to be used and the results which would be expected. The schools have been visited and inspected for the purpose of ascertaining what had been done, and making suggestions as to changes in subjects taught and methods used. Teachers' meetings have been held for the purpose of giving an opportunity for the most successful teachers to present class exercises showing what topics are taught, what methods are employed in conducting the recitations, and what results may be attained. Public meetings have been held at which the parents have been addressed as to what improvements should be made in school yards and school-buildings, what their duties are in supporting the teacher and sending their children to school regularly, and the different ways in

which they can aid the teacher in her work and make the school more useful to their children.

The circulars issued have been sent to the clergymen of these towns, and by them have been brought before the parents, teachers and children in such a way as to give them a full understanding of the instructions which they contained. They have voluntarily read them to their people both in French and English and explained their meaning with a faithfulness that has borne great results. They have shown in a marked way their sympathy with the reforms which have been inaugurated and their desire to make them useful to their people. The parents and children have been instructed by their spiritual advisers as to what their duties are in the matter of attendance, conduct, obedience, and studiousness. They have been told in terms which it was easy for them to understand that it was for their interest as well as their moral duty to follow the instructions given and make the largest possible use of the schools which are provided. Directions have been given as to the care of school yards and school-buildings, and a more intelligent and economical expenditure of school funds. They have done all it seemed possible for them to do to make the work attempted successful and useful. The support which has been thus given has been largely instrumental in effecting the changes which have taken place. Whole communities have been aroused to the importance of school work and the necessity of having better schools. The results have been seen in the efforts which the teachers have made to improve themselves, the disposition which is manifested to employ the best teachers and continue them for a considerable length of time in the same school, the support which has been accorded teachers who are doing faithful work, the gain which has been made in the average attendance, and the improvement that is shown in the extent and quality of the work done. These pastors are entitled to the most cordial approbation of all lovers of the common schools for their interest in them and efforts to improve them.

## ONE MAN'S WORK.

Reference has already been made to the influence of the Training School as one of the forces promotive of educational progress among this people. This influence has not been exerted through the teachers alone who have gone from it into the common schools. The fact of its existence has been a constantly acting force. That such a school was accessible to the poorest boy or girl in the territory who would prepare in the common schools for admission to it, has aroused the ambition of the children, and their parents for them, for something more than the home school could give, and has, at the same time, compelled the home school to do better work. In nearly every section of the territory there are homes made by those who have been graduated from it, and those homes are centers of educational interest and sources of educational influence. It is not too much to say that the influence emanating from the Training School in these indirect ways, has been only second in force to that exerted by it more directly through the teachers who have been graduated from it. But in a large sense this influence of the school was that of the man who from the beginning stood at its head, and whose untimely death is sincerely mourned. Probably no one personality has made itself felt, and always for good, in so many homes in every town in the territory as that of Mr. Vetal Cyr. His hearty cheerfulness, his kindness of manner and his enthusiasm, were contagious; and not less so was his interest in the schools everywhere and in the children in the schools. His manner and voice inspired confidence. In his vacation tours through the territory, whether alone or with the State Superintendent on his annual tour of inspection, his visits to the schools carried cheer and courage to teacher and pupils alike. His cordial, cheery greeting with happy phrase of introduction, would put at ease the diffident, trembling teacher, dreading the coming of the strange visitor, and give her a self-command which would otherwise have been lacking and have rendered the visit a torture to her and the inspection of her school valueless so far as giving any definite and just idea of its real condition. Such a man at the head of such an institution, could not fail to be a force for good.



How great a force he was will never be fully realized save by the few who knew him and his work thoroughly and had his fullest confidence.

To one thus knowing him and his work, Mr. Cyr seemed almost to have been born to that work, and trained for it by all the circumstances of his early life. That he was of an old Acadian stock with offshoots in every section of the territory, was fortunate for the work which it was his to do; for kinship however distant counts for more among this people than among the colder Anglo-Saxon race. That he was born neither to wealth nor abject poverty, but to the necessity for and the discipline of toil, was fortunate, because it gave him the power to sympathize with and appreciate the life conditions of the great mass of his pupils, and to know from experience what it cost them and their parents in toil and sacrifice to acquire an education. It was fortunate that his childhood's home was fixed at Fort Kent, the one locality in all the territory where the English language was spoken by any considerable number of people, and where from the beginning schools had been maintained. It was fortunate that, when he had grown in knowledge up to the limits of the work of the home school, and had sought further education at Houlton Academy, he found a friend in that broad minded, cultured gentleman, the late Mr. J. C. Madigan, and a home in his family; and it was equally fortunate that in the principal of the Academy, now the distinguished Entomologist of the Massachusetts Agricultural College, he came under the influence of a man whose enthusiasm was contagious, who fired and intensified his growing love of learning, and who got such a hold upon his confidence and affection as led the student to follow the master when he was called to a professorship in the young and growing State College at Orono. And, finally, it was fortunate that the young Frenchman's command of both spoken and written English had become such that employment in some of the largest and best of the rural schools in the State was open to him. In teaching these and mingling with the people he had to deal with problems, the study of which fitted him to organize wisely, build firmly, and direct efficiently the work and influence of the school in which his life work was to be done. And it was while so teaching he came to be known and appre-

ciated by the two men, Messrs. Corthell and Luce, the one of whom was to set him finally to his work, and the other to stand behind him in it almost to the last.

Such was the preparation of the man who was selected to take charge of the Madawaska Training School. Indeed, it is not certain the school would have been established when and as it was, had not those who conceived the idea of it, seen in him the one man fitted by birth, race, training and personality to make it a success from the start.

The good he wrought will live after him in the larger, better and more fruitful lives of those who have been under his instruction. The influence he exerted has become a permanent force for good. And while we can but feel that his work was too soon ended, that there was in him the power for further, larger usefulness, that there is needed still in the school and among the people the inspiration of his enthusiasm, the directive force of his intelligence, the influence of his wise advice, and the example of his manliness, we must yet feel that he was happy in his death and is fortunate in his last resting place.

Before he went he saw the school which was the center of his thought and affection, and which had stood to him in place of wife and children, attractively housed and furnished, and grown to a lusty strength far beyond his earlier anticipations. His work was crowned with the hearty approval and commendation of the highest educational and civic authorities of the State. He was loved and honored by hosts of friends, young and old, and was the recipient of tokens of their loving thought and sympathy in his illness. What more of real success could human ambition ask as the crown of life? And then

"God's finger touched him, and he slept."

He rests at last as he must have wished to rest, within the consecrated grounds of the church he loved and honored, beside the beautiful river whose murmuring music had lulled him to sleep in childhood. And sleeping thus, it takes no stretch of fancy to believe that though dead he yet lives and shall live as an influence for good; that the memory of what he was and what he wrought will touch, as his personality did, the lives of men, and win them to higher aims and better issues.

STATE EXAMINATION FOR SPECIAL STATE  
CERTIFICATES.

The law of 1895, authorizing the State Superintendent to hold teachers' examinations, permits the issuing of State certificates for a term of years or for life.

The following documents were sent during the summer of 1897 to all persons asking for information in relation to this matter.

## CIRCULARS.

The superintendents of the towns report that, at least, \$200,000 were expended during the school year of 1895-6 for teachers who were so grossly incompetent that it would have been better for the children if the schools had not been in session. They also state that thirty-eight per cent. of the teachers were not examined as required by the statutes. It is learned from the same source that 872 of the 4,600 teachers for that year were related to members of the superintending school committee, or associated with them in business in such a way as would give them an undue advantage in securing the positions they held.

These facts make it clear that a large sum of money is being unwisely expended in the maintenance of our common schools, and that the children of the State are sustaining a great loss because of not being placed under the care of suitable teachers. The department has decided to make an effort to assist in correcting the evils indicated above.

Enclosed you will find a blank certificate. A careful study of this document will acquaint you with the plan by which it is proposed to conduct examinations for "Special State Certificates." You will notice that the teachers are to be examined in the studies required by the statutes. You will also observe that they are given credit for training, experience, skill and personality. It is often urged, and with justice, that some teachers who are not profound scholars are successful instruc-

tors. By the plan outlined, credit will be given for whatever work the candidates may have done, qualities they may possess, and knowledge and skill they may have acquired.

It will be noticed that by this plan a teacher who is not able to secure a high rank in the studies enumerated in the statute will be entitled to a certificate if she possesses a good moral character, exhibits skill in instructing, exerts a wholesome influence over her pupils, etc. By this scheme of ranking she is able to get full credit for all her possessions which indicate her fitness to be a teacher, and is not judged simply by her knowledge of text-books. It is believed that the plan is one which is pre-eminently fair to the candidate, and will assist in giving a professional standing to those who are entitled to bear the name of teacher.

The examinations in the studies prescribed by the statute will be of such a nature that any teacher who is prepared to give instruction in the common English branches can pass them successfully. The questions will not call for obscure details, but will furnish candidates an opportunity to indicate whether they are familiar with the general principles and facts of each study.

You will also find upon the document sent you a blank form on which you will make a detailed record of your educational and professional training and experience. This data will be copied on the certificate issued. If the answers of the persons given as references are unfavorable, they will not be made public. If they are favorable, the names of the persons giving the answers will be printed on the back of the certificate, and thus they will become responsible for their statements.

These examinations, if continued, will divide the teachers of Maine into two classes. In one will be found those who have the scholastic training necessary to give instruction in the branches taught in the schools, and the personal fitness which will enable them to be helpful as instructors. It will include those teachers who are willing to work, and are anxious to use all the means placed within their power to fit themselves to perform their duties acceptably. In the other will be found those who are wanting in scholarship, destitute of a desire to improve themselves, and willing to take any position offered them at any salary.

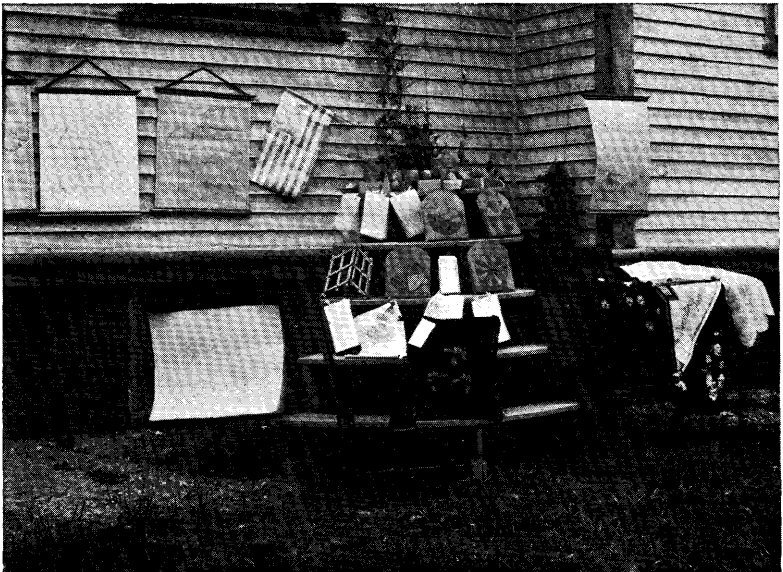
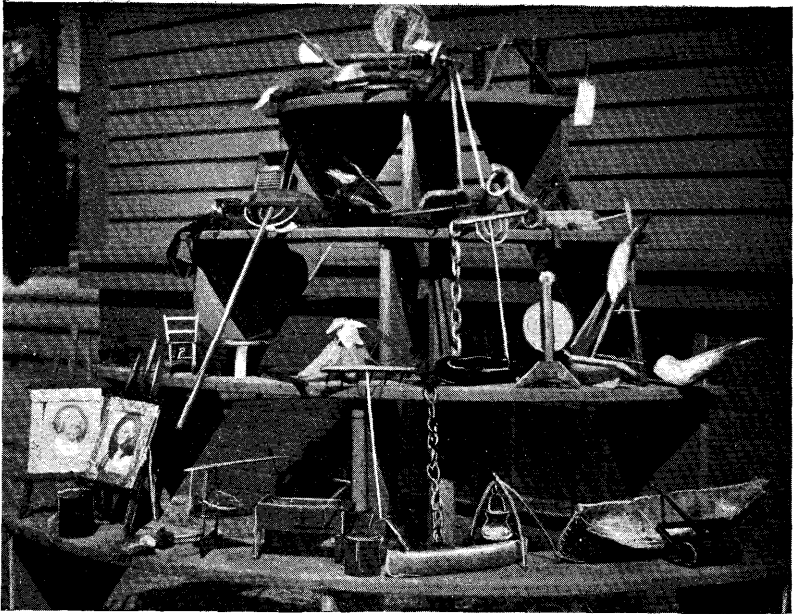


EXHIBIT OF WORK DONE IN THE RURAL SCHOOLS  
—N. E. MAINE.



In the first class will be found the alert, vigorous, progressive, useful teachers. In the second class will be massed those who are wanting in capacity, scholarship, energy, and ability to be helpful in the schoolroom. When this line can be sharply drawn, and this division clearly made, a great service will be rendered the State, because then it will be possible to prevent officials from employing teachers who are not fitted by nature and training to instruct children.

We owe it to the children of the State to do everything in our power to furnish them competent teachers. Is it not reasonable to assume that these examinations will help, to some extent, in bringing about this desirable result?

PRELIMINARY EXAMINATION FOR STATE CERTIFICATE.

(The information furnished by the candidate on this blank is given in the same form on the back of the certificate.)

My name is..... Age.....

Permanent P. O. Address.....

I am an applicant for a.....grade certificate.

Have attended the Common Schools.....terms.

“ “ Summer “ “ “

“ “ High “ “ “

“ “ Academy or Seminary..... “

“ “ Normal Schools..... “

“ “ College or University.....years.

“ “ other schools..... “

Was graduated from.....in 18....

“ “ “ .....in 18....

“ “ “ .....in 18....

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.

Was principal of.....schools for.....years.

Have taught in.....

.....years.

Am now teaching.....

Have held my present position for.....

Have received special training in.....

Have made specialties of.....

Prefer to teach.....

Have read the following books:

- \*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:.....

\*Write the titles of books you have read thoroughly and of which you have an intelligent idea. Do not write more than five titles under each subject.

†Write the names of papers and magazines that you read regularly and thoroughly.

REFERENCES. ‡

NAMES. P. O. ADDRESS.

.....

.....

.....

‡Do not give the names of persons to whom you are related by blood or marriage, or with whom you are associated in business. Give the names of persons who are competent to express opinions on schools, and who have a personal knowledge of your work. Give at least five names.



**BASIS FOR GRANTING STATE CERTIFICATES.**

No. 1. \*

Moral Character?.....  
 Success in Gaining  
 Co-operation of  
 Pupils and Par-  
 ents? .....

Tact in Directing  
 and Controlling  
 Pupils? .....

Interest in Work?.....  
 Energy?.....  
 Enthusiasm?.....  
 Skill in Instructing?.....  
 Power in Stimu-  
 lating Pupils to  
 Do their Best?.....  
 Influence over Pu-  
 pils out of School?....  
 Efforts for Self  
 Improvement?.....  
 Extent of General  
 Reading?.....  
 Manners, as in-  
 fluencing those  
 of Pupils?.....  
 Capacity for Work?....  
 For what kind of  
 a school would  
 you recommend  
 the candidate?.....

90 to 100 is "Excellent."  
 70 to 90 is "Good."  
 50 to 70 is "Fair."  
 30 to 50 is "Poor."  
 1 to 30 is "Very Poor."  
 \*The ranks in col-  
 umn No. 1, were fur-  
 nished by the persons  
 whose names appear  
 as references on the  
 back of this certificate.

No. 2. †

Reading,.....  
 Orthography,.....  
 Penmanship.....  
 Eng. Gram. and  
 Comp.,.....  
 Arithmetic,.....  
 Geography,.....  
 U. S. History,.....  
 Civil Government,.....  
 Phys. and Hygiene,....  
 Nature Studies.....  
 School Laws.....  
 Theory and Practice  
 of Teaching.....

† The ranks in col-  
 umn No. 2, were  
 awarded on the candi-  
 date's written work.

**STATE TEACHER'S CERTIFICATE.**

EDUCATIONAL DEPARTMENT.

Augusta.....189..

This Certifies That.....

is authorized to teach in any.....school

in the State of Maine for.....year...from.....189..

State Superintendent of Public Schools.

In columns numbered 1 and 2 will be found a detailed statement of the basis on which teachers' State certificates are granted. It will be noticed that in column numbered 1 the candidate receives credit for what he is and what he can do. The information upon these points is furnished by persons who are competent to judge of schools, and who have a personal knowledge of the candidate and his work.

In column numbered 2 are listed the subjects in which the candidate is examined. The rank of the candidate is determined by averaging the ranks which he receives on the subjects in which he is examined with the ranks which are given him by the persons who testify as to his moral character, skill in instructing, ability in managing, etc. The candidate may receive a low per cent. in any given study and still be entitled to a certificate, provided the estimate placed upon his training, ability and skill is sufficiently high to raise the average to the required standard.

These examinations were given in accordance with the following program and instructions:

## REGULATIONS

FOR EXAMINATION OF TEACHERS FOR SPECIAL STATE CERTIFICATES, FRIDAY, AUGUST 27, 1897.

### I. For Teachers.

1. The examination shall be strictly in accordance with the following

#### PROGRAM.

A. M.		P. M.	
8	to 8:10—Preliminary directions.	1	to 1:45—Elementary Science.
8:10	" 8:50—Reading.	1:45	" 2:30—Civil Government.
8:50	" 9:40—Arithmetic.	2:30	" 3:15—Theory and Practice.
9:40	" 10:25—Grammar.	3:15	" 4 —Geography.
10:25	" 11:10—History.	4	" 4:45—School Law.
11:10	" 12 —Physiology.		

2. NO TEACHER SHALL BE EXAMINED IN ANY SUBJECT AT ANY OTHER TIME THAN THAT SET FOR IT IN THE PROGRAM. Teachers desiring a certificate must, therefore, be present at the beginning and through the entire time devoted to the examination.

3. No teacher shall be granted a certificate who shall fail to fill out the Preliminary Examination blanks and transmit the same to the office of the State Superintendent, at Augusta.

4. All examination papers shall be of large letter size, 8 x 10 inches; shall be written on but one side, and shall be passed to the conductor of the examination promptly at the end of each period, as fixed in the program. No paper shall be folded or rolled. When more than one sheet is required for the examination in any subject, the sheets shall be pinned together at the upper left hand corner before being passed to the conductor.

5. At the top of every paper shall be written the name and P. O. address of the teacher, and the subject of examination.

6. No teacher shall communicate with another during the examination, nor ask the conductor for any information relating to the subject matter of the examination. Teachers so communicating or seeking information will forfeit thereby all rights to certification.

7. Examination questions in each subject will be sent to conductors in a sealed package, which shall be opened only at the time fixed for the examination in that subject, and in plain view of the teachers.

## II. For Conductors.

1. Conductors will call assembled teachers to order promptly at 8 and 1 o'clock.

2. They will require teachers to sit so that no two shall be nearer than six feet.

3. During the first ten minutes of the morning session they will ascertain what teachers present have not filled out and sent to the State Superintendent the Preliminary Examination papers, and will furnish such with the necessary blanks, and notify them that such papers must be made out and mailed to the State Superintendent within five days. They will also read to the teachers the general regulations in this circular governing their work.

4. Promptly at 8.10, and at the time set in the program for the beginning of the examination in each subject, they will clearly announce the subject of examination and the time to be devoted to it; and thereupon will open the proper package of questions, and distribute one set to every teacher.

5. At five minutes before the time fixed by the program for end of examination in each subject, they will give a signal preparatory to the end, and in four minutes thereafter, another

signal at which every teacher shall cease writing, and shall immediately pass paper and questions in to the conductor. *Conductors will collect every paper and will accept no folded papers.*

6. During the time allotted to the examination in each subject, conductors will see that no teacher communicates with another, or in any manner seeks or obtains aid in his or her work. Should any be detected in so doing, conductors will report the name of such to the State Superintendent with a statement of the circumstances.

7. At the completion of the examination conductors will pack all papers, arranged so that those relating to the same subject shall be together—and all questions, used and unused, into a *flat parcel*, and at the earliest practicable date thereafter, shall transmit the same by express to the State Superintendent at Augusta. They will write in the upper left hand corner of such parcel the following inscription:

“State Teachers’ Examination.  
at.....  
.....Conductor.”

The table given below contains the general results of the examination by counties:

County.	Whole number examined.	Number passed and certificated.	Number not passed.	NO. FAILING BECAUSE OF	
				Defective rank.	Failing to take one or more subjects.
Androscoggin .....	6	3	3	-	3
Aroostook .....	94	72	22	15	7
Cumberland .....	9	7	2	-	2
Franklin .....	7	7			
Hancock .....	40	39	1	-	1
Kennebec .....	16	15	1	-	1
Knox .....	15	14	1	-	1
Lincoln .....	23	21	2	2	
Oxford .....	5	5			
Penobscot .....	73	63	10	2	8
Piscataquis .....	8	7	1	-	1
Sagadahoc .....	6	5	1	-	1
Somerset .....	10	9	1	1	
Waldo .....	17	12	5	2	3
Washington .....	66	61	5	2	3
York .....	15	15			
	410	355	55	24	31

When the examination papers, comprising about 15,000 pages, had been critically examined and ranked, and the ranks

had been carefully compared and studied in connection with the statements given in the Preliminary Examination papers, it was found that four fairly distinct grades of certificates should be granted. In view of the fact that all the schools for which these teachers were to be certificated are public schools, that public schools are of two classes and are generally designated as high schools and common schools, and that the schools classed as common in this classification are the grammar and primary grades of the graded systems, and the rural schools of the ungraded systems, it was decided to designate these four grades of certificate by the terms "Public School," "Grammar or Common School," "Common School" and "Primary or Common School."

The highest or "Public School" grade would be granted to the few whose average rank was above 90 in a scale of 100, whose preliminary examination furnished evidences of college, seminary or academic training of a high order, and of professional knowledge gained in State normal schools, or acquired by extensive reading of standard works in pedagogy, and who had had successful experience in high school work. The second grade would be granted to those whose average rank was between 80 and 90, whose minimum rank in any one subject was not below 70, and whose preliminary examination showed that the candidate had done a reasonable amount of reading, etc., etc. The third grade would be granted to those whose average rank fell between 70 and 80, and whose minimum, save in exceptional cases, was not less than 50; exceptions to this rule being made in particular cases because of facts shown in preliminary examinations, indicating peculiar merit or demerit in some direction. The fourth grade would be granted to all others whose minimum rank in any one subject was not less than 35.

It was decided after careful study of all the facts, to grant certificates for life, and for periods of five years, three years, and one year. The general rule adopted for fixing length of time for which certificates should be valid was that for a life certificate the teacher must have had a continuous experience equivalent to six years of three terms each, or five years if the teacher was a graduate of a State normal school; that for a five

years' certificate would be required an experience of three years of three terms each, or its equivalent, 90 weeks; and for a three years' certificate an experience of five terms or 45 weeks; and that for an experience of less than five terms or 45 weeks, the one year's certificate should be granted.

But facts of a third sort—of the personality and success of the teacher—were to enter as a third factor in determining the grade of the certificate which should be granted. Each teacher taking the examination had been required to furnish the names of at least five persons as references who would be able to give unbiased and intelligent estimates of those personal qualities and characteristics which enter into the making of the successful teacher. And in the meantime three of the five persons so named by each teacher had been selected to furnish these facts, and the following blank had been mailed to them.

### STATE OF MAINE.

#### EDUCATIONAL DEPARTMENT.

M.....

of.....

has referred to you as one not related to her by blood or marriage, nor associated with her in business, and as having personal knowledge of her character and worth as a teacher. Will you please fill the annexed blank, using one or more of the following words in giving answers to all subjects of inquiry except the last, namely, "Excellent," "Good," "Fair," "Poor," "Very Poor."

If your answers are favorable, your name will be placed upon the back of the State Certificate for which the person named is an applicant; if unfavorable, your name will not be used, and your answers will be held *strictly confidential*.

W. W. STETSON,

State Superintendent of Public Schools.

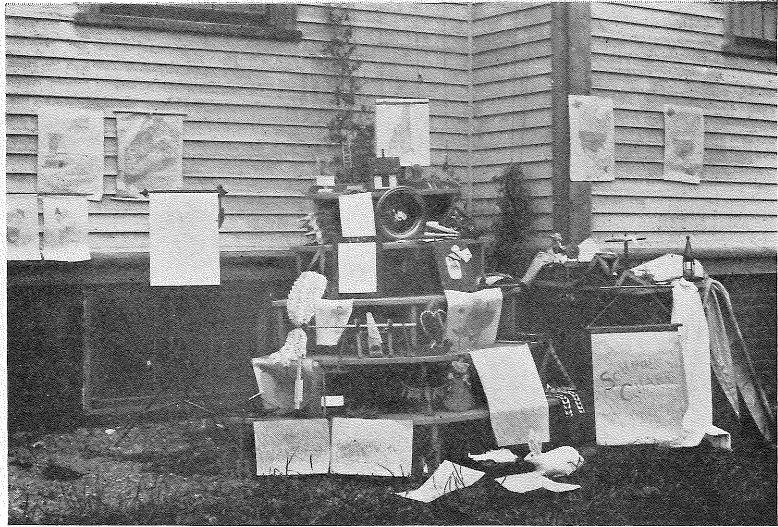


EXHIBIT OF WORK DONE IN THE RURAL SCHOOLS  
—N. E. MAINE.





## ESTIMATE OF CANDIDATE'S FITNESS.

1. Moral Character?
2. Success in Gaining Co-operation of Pupils and Parents?
3. Tact in Directing and Controlling Pupils?
4. Interest in Work?
5. Energy?
6. Enthusiasm?
7. Skill in instructing?
8. Power in Stimulating Pupils to do their Best?
9. Influence over Pupils out of School?
10. Efforts for Self-Improvement?
11. Extent of General Reading?
12. Manners as influencing those of Pupils?
13. Capacity for Work?
14. For what Kind of School would you Recommend the Candidate?

Signed .....

P. O.....

The estimates of qualification thus secured were used to modify the results of the written examination. A teacher, for instance, whose examination rank would entitle her to a certificate of a certain grade, if found in these estimates to possess in high degree the qualities of tact, energy, enthusiasm, skill in instructing, etc., was to have the benefit of these qualities, and would be granted the grade of certificate to which her *average* rank would entitle her. A digest of these estimates was to appear upon the certificates, but since they were given under confidential conditions, they must so appear as not to betray the pledge given. In making digests of them, therefore, it became necessary to adopt some system of symbols convenient of use and such as would indicate whether or not they were agreeing or differing estimates. After much study and experimenting the following plan was found most convenient and to answer best all the conditions imposed by the problem. Arbitrary combinations of numerical figures were assumed as the symbols of the words "Excellent," "Good," "Fair" and "Poor" used in the estimate. Any combination of figures between 90 and 100 inclusive should be considered the symbol of "Excel-

lent;" and between 70 inclusive and 90, that of "Good;" between 50 inclusive and 70, that of "Fair;" and any combination between 30 inclusive and 50, that of "Poor."

After a few experimental cases—20 in all—in which 100 was assumed as the symbol of "Excellent," and found inconvenient of use in cases of difference of estimates—and there were many such differences—95 was assumed as the standard symbol of "Excellent," 80 as that of "Good," 60 as that of "Fair" and 40 as that of "Poor." By this scheme when the three references agreed in giving "Excellent" as their estimate of the "moral character," or "energy," or "skill in instructing" or any other quality of a teacher, 95 was the resulting symbol, and was used in her certificate. In case of difference of estimate when, for instance, one's estimate was "Good" and that of the other two was "Excellent," the resulting symbol was 90, but still was the symbol of "excellent" and to be read and considered as such. It was expected that teachers would read and understand the figures entered upon their certificates in column I not as numbers, not as expressing numerical value, but as symbols of the qualities expressed in the word "excellent," especially since it was definitely stated in a note at the foot of this column "that 90 to 100 is 'Excellent;' 70 to 90 is 'Good,'" etc. It was thought that their knowledge of the nature and use of numbers would lead them at once to see that these figures could not be there used in any other sense than as symbols; that they were not "units or collections of units," for the things for which they stand are incapable of separation into units.

Whenever 90 or 95 occurs in column I it means "Excellent," no more and no less, and the other figures used are to be interpreted in like manner, according to the note at the foot of that column.

The number of certificates of each of the four grades and for each of the four periods as finally determined by the methods described above, is shown by the following table:

Counties.	GRADES.				PERIODS.			
	Public school.	Grammar or common school.	Common school.	Primary or common school.	Life.	5 years.	3 years.	1 year.
Androscoggin .....	1	1	-	1	-	-	3	
Aroostook .....	2	14	36	20	1	7	44	20
Cumberland .....	-	3	1	3	-	1	2	3
Franklin .....	-	1	1	5	-	-	1	2
Hancock .....	-	14	14	11	-	15	16	8
Kennebec .....	2	4	8	1	-	5	5	4
Knox .....	-	2	7	5	-	2	9	3
Lincoln .....	1	4	10	6	-	2	15	3
Oxford .....	1	1	2	1	-	2	1	2
Penobscot .....	1	15	16	31	-	10	37	16
Piscataquis .....	1	3	-	3	1	3	1	2
Sagadahoc .....	2	1	-	2	-	-	2	2
Somerset .....	-	3	2	4	-	2	4	3
Waldo .....	1	1	6	4	1	1	7	3
Washington .....	4	11	25	21	3	7	27	24
York .....	4	5	6	-	3	4	4	4
	20	83	134	118	13	63	180	99

A careful study of the above table reveals some suggestive facts and some which require explanation.

That twenty, or six per cent of all the teachers passing the examination, were able to meet all the conditions of fitness for high school work either as principals or assistants, is an excellent showing, especially in view of the fact that quite a number of teachers were anxious to take the examination for the regular certificate, and through misapprehension of the value of this highest grade of the special certificate did not take the examination given. If it had been generally understood that this grade authorizes its holder to teach in any school in the State for which he or she may be employed, and also entitles the holder to the regular certificate on passing satisfactory examinations in the higher branches only, a larger number of teachers would have taken it.

That twenty-three per cent of all passing were able to take the second grade certificate ought to be a source of gratification to the fortunate ones. While the examination in its general scope was not a difficult one, yet a close study of the questions used would disclose the fact that they were framed to test both the accuracy and extent of the knowledge possessed by the teacher. In each set of questions were two or more which could be answered satisfactorily only by those whose knowledge of

the subject to which they pertained was broad, thorough, accurate and fully at command. No teacher with limited and superficial knowledge of these subjects and able to teach them only by slavish dependence upon text-books, could take the rank and meet all the conditions required for this grade.

It will be noticed that a plurality of all took the third or "common school" grade of certificate. This corresponds very nearly with the number of those whose work as shown in the preliminary examination papers had been and probably will continue to be in the rural schools. It is not to be considered remarkable that the rank of these teachers in scholarship—defective in most cases in such subjects as history, civics, nature study or theory and practice of teaching—proved such as to place them in this category. If their certificates do for them what they ought to do and what they will do if their possessors are worthy of them, they will furnish incentives to efforts for the attainment of better scholarship and larger professional acquirements.

That so large a number of teachers were able to secure only fourth grade certificates was not an unexpected result of the examination. Inspection of the rank record of these teachers reveals the fact that at least ninety per cent of these failed to get the minimum rank required for the next higher grade in one or more of the same subjects in which those taking third grade failed to get the minimum rank required for the grades above. These subjects, especially civics and nature study, have so recently come to the attention of teachers and have been so little taught in the schools heretofore that it is not surprising that they proved stumbling blocks in the way of so many. But when the teachers holding this and the preceding grade of certificates come to their next examination there is little doubt that the results will be different.

The facts shown in the second division of the table, showing duration of certificates, need explanation. It would seem that, under the rule making six years the minimum length of actual experience in teaching necessary for securing a life certificate, more than thirteen out of 355 teachers would have been entitled to such certificates. And such was actually the case. But in applying this rule to individual cases it was necessary to take

into consideration other conditions than extent of actual experience. It is to be remembered, that under the law every certificate written for a definite number of years is renewable, without further examination, at the expiration of the term for which it is granted, and it is a part of the general plan, also, to give every teacher holding such certificate the privilege of taking another examination for the purpose of obtaining one of higher rank instead of asking renewal of her certificate.

In consideration of these facts the rule making length of experience the standard for fixing duration of certificate was modified by taking account of rank attained in written examination, facts furnished in the preliminary examination papers and estimates given by references. A teacher, for example, who had taught long enough to entitle her to a certificate of a certain period, but whose rank in one or more subjects was low, or who had furnished little or no evidence of professional study and reading, or little evidence of general and literary culture, or who in the estimation of her references seemed deficient in things in which she could improve herself, was granted a certificate for the next shorter period than that to which her experience alone gave her claim.

In conclusion there ought to be and probably is little need for saying that this State examination has been conducted from inception to finish solely with a purpose to help the teachers who should take it and, by helping them, to benefit their schools. No step has been taken in the whole process which has not been in accordance with that purpose. In fixing the time and places for holding it, the convenience of the teachers who had made known their intention to take it, was carefully considered. In framing the questions, arranging the program and making the regulations in accordance with which it should be conducted, the controlling idea was to help them to a fair, honest and actual showing of their fitness for their work in the schools. In examining and ranking their examination papers the same purpose was kept in view, and the benefit of the doubt was in every case given to the teacher. And in the final making up and formulating of the results of the whole process in the certificate issued, the best good of the individual teacher was consulted. It was to be expected that some dissatisfaction with

some things would be felt; but if such dissatisfaction has found or shall find expression in such form as to reflect upon the fairness exercised in the whole process, such expression will be taken as having its source in that tendency in certain persons to think evil of others, and as such needs no attention.

## PERMANENT SCHOOL FUND.

The following circular was sent to the municipal and school officers of the plantations, towns and cities. It contains a full statement of the history of this fund and calls attention to the conditions upon which it was granted and the duty of the towns in caring for and using the same.

"The purpose of this circular is to call the attention of school superintendents and municipal officers to the importance of scrupulously guarding the "permanent school funds" of their towns, and the necessity of devoting them to the purposes for which they were granted.

The reservation of 1,000 acres of land in every township, commonly known as school lands, comes from an old regulation of Massachusetts adopted while Maine was still a part of that Commonwealth.

At that time our State was known as the District of Maine, and was divided into the counties of York, Cumberland and Lincoln. The unsettled portions of the territory were commonly referred to by the Massachusetts legislature as the "Eastern Lands."

In order to encourage the settlement of these "Eastern Lands" the legislature of Massachusetts in 1788 enacted a law providing that in the disposition of all towns thereafter, four lots, of 320 acres each, should be reserved for certain purposes in each and every township, whether sold or granted.

The purposes for which these lots were reserved were as follows:

The first was "for the first settled minister" in the township and was known as the "minister lot." The second was for the "use of the ministry" and known as the "ministerial lot." The third was for the support of the common schools in that township and became known as the "school lot," while the fourth was reserved "for the future disposition of the State," and was known as the "State lot."

By the articles of separation of 1820, when we became an independent State, it was provided that Maine should carry out all the regulations regarding the sale and settlement of the wild lands, embraced in the plan originally adopted by Massachusetts, unless the consent of that State was obtained for any change in policy.

Consequently for several years after Maine became a State, in the sale or grants of all Maine towns for whatever purpose, these several lots were reserved in accordance with the plan adopted in 1788. In 1832 Maine changed the law providing for the disposition of these lots for various purposes, to take effect when Massachusetts consented to the new arrangement.

By the new law the minister's claim was ignored except in cases where the title had become vested; for by the new provision all the land reserved in each new township (the acreage having been previously changed to 1,000 for each full township) was to be for the support of the schools in that township.

The fund created by the sale of grass and timber from these lots, together with the money received for the land itself, was to be a permanent fund for the benefit of the schools. The selectmen, treasurer and clerk of the several towns were constituted a board of trustees to care for this fund, using the interest only, for the purposes indicated.

In several towns of the State this fund is still kept intact and the interest is added each year to the funds derived from other sources for the support of schools. In other towns, in order to simplify matters, the money was loaned to the town and these towns raise, in addition to the amounts required by law, a sum equivalent to the interest on this fund.

In still other cases the fund has been used for general town purposes and all record of it has been either lost, or overlooked. At least they fail to raise any money for school purposes in addition to the amount required by law.

No town has ever had the right to appropriate its permanent school fund to any use except to that for which it was originally intended. The law provides that this fund shall be permanent forever and every town has accepted this obligation, and towns that have failed to meet these obligations should restore the funds that have been misapplied.



It may be well to state in this connection that in all unincorporated townships the State is the trustee and has kept good faith in every instance.

In the unorganized forest townships long term permits to cut timber and grass have been sold and the proceeds of such sale credited, on the books of the State treasurer, to the several townships to which they belong.

By the terms of these permits all rights of the grantee cease when the township is organized for plantation purposes.

During the time the township is a plantation the care of these reserved lands is in the hands of the land agent, who is authorized to sell the wood, grass and lumber from them, turning the net proceeds of such sales into the State treasury each year, and the plantation receives from the State treasurer each year six per cent. interest on the fund, in addition to the regular school funds arising from the bank and mill tax.

When the township is incorporated, however, the title to these lands passes directly to the town and the State treasurer pays to the trustees of the school fund all moneys in his hands received from sale of grass and stumpage, and the town is expected thereafter to guard this fund carefully and honestly and to devote the income of it to the support of common schools.

In some plantations, however, there have been gross irregularities. In years past the assessors have assumed authority to sell stumpage. The money received at these sales has been used for plantation purposes, instead of being deposited in the State treasury.

This fund belongs to the public schools of the several towns, and if any town has intentionally or carelessly allowed it to be lost or misapplied, the loss must be made good and the fund restored to its original amount.

School superintendents will be called upon to report the amount of the school funds in their several towns, how these funds are invested, the amount of income derived from them and such other details as will give a complete history of the original funds and disclose their present amount and condition."

## TEACHERS' INSTITUTES.

In no previous year have the teachers' meetings been so largely attended and never before have the interest and enthusiasm been so great. During the past three years the attendance has increased three fold and the work done at these meetings has been helpful to everyone who came within their influence. At one meeting, held in a rural town, there were present 526 persons by actual count. It is evident that the quality of the teaching corps of the State is improving. The papers read at the institutes were more thoughtful and scholarly than ever before, were more comprehensive and struck deeper into the science of pedagogy. The discussions were conducted on a broader and more intelligent basis and the whole atmosphere is indicative of a high spirit and a lofty purpose.

The following circular will give some idea of the scope of the work and of the subjects discussed at these meetings:

## CIRCULAR RELATING TO TEACHERS' INSTITUTES.

I hope you are making arrangements for a meeting of the teachers of your county during the present school year. If you will write me what dates will be most satisfactory to your association for your next meeting, I will write you at once if my engagements will permit me to be present. If they will not, I will name the nearest date when I can be in attendance.

I think it is of the first importance that the patrons of the school be invited, and to a reasonable extent, urged to attend the meetings.

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

I wish that a special effort might be made to induce all of the teachers in the county to attend; especially those who are teach-

ing in schools where they can get but little help from others. A little extra effort and, when 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.

Permit me to suggest that it is of special importance that the sessions of the Association begin promptly at the hours named on the program. The example and influence of being behind time are pernicious.

If you will write me indicating the talent you would like from outside your county, I will be governed by your wishes so far as circumstances will permit. If you do not wish to name anyone, I will make the selections.

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

Teacher: Professional training; scholastic training. What she should do for the children; community; profession.

Reading for teachers: General; special; professional; books; papers and magazines.

Parents: Duty to child; duty to teacher; duty to school; duty to community. How they can show their interest. How they can give encouragement. Some things they should not do.

School: What the school should do for children to give them a mastery of nature, art, themselves; a knowledge of persons, places, books. Its duty in developing power, feeling, thought, application. Its responsibility for physical and moral training. How and when such training shall be given, means; methods.

The Public: Duties of citizens; school officials; legislators; town; State.

Course of Study: Divisions; subjects; order in which they should be taken; time for each; supplementary work; books for pupils.

Patriotism and Citizenship: Subjects; material; methods; time; books and papers.

Art: Literature; pictures; sculpture; architecture; books, papers and magazines.

Language and Literature: In kindergarten; in primary grades; in grammar grades; in rural schools; in high school.

Temperance: Topics; time for lessons; material; methods. When to use books.

Child Study: Physical; mental; moral; in home; in school; in public; his inheritance; tendencies. For what he is fitted. Books, papers and magazines.

Nature Study: Subjects; materials; methods, books, papers and magazines.

School grounds: Size, location; drainage; how to improve.

School buildings: Architecture; size; location on lot; lighting; heating; ventilation; exterior decoration; interior decoration; care of. How can an interest be developed in school property?

General Exercises: Purpose of; when; what; materials, methods.

Outside work: Purpose of; how; what; methods.

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

If I can be of any further assistance in preparing the program for the next meeting of your society, please write me whenever I can be of service.

#### SUMMER SCHOOLS.

The circular given below explains in detail the work done in the summer schools during the past season. The attendance was the largest since the schools were organized. The work was more thorough and extended than in any previous year. The fact that nearly one-fourth as many persons were registered as there are schools in session at any one time shows the appreciation in which they are held and the interest that exist among the teachers in better preparing themselves for their work.

#### CIRCULAR.

The summer schools for the present season will be held at Newcastle, commencing July 12th, at 10 A. M.; at Orono, July 13th, at 9 A. M.; at Saco, July 13th, at 9 A. M.; at Machias, July 27th, at 9 A. M.; at Houlton, August 10th, at 9 A. M.

The school at Orono will be in session three weeks; the others two weeks each. The schools at Saco and Machias will be in session on Saturday of the first week. At these schools for the

remaining weeks, and at the other schools for all the weeks, the Saturdays will be holidays.

It has been decided to group the work under the four following heads: Nature studies, Common School Studies, Special Branches, and Miscellaneous.

Under "Nature Studies" are included work and methods in zoology, physics, chemistry, botany, and mineralogy.

The "Common School Studies" embrace instruction in, and methods of teaching arithmetic, grammar, geography, history and reading.

Under "Special Branches" are classed music, physical culture, drawing, physiology and hygiene and civics.

Under "Miscellaneous" are grouped English language and literature, pedagogy and elementary psychology.

Programs will be so arranged that the hours assigned for the subjects coming under any one of the four general heads, given above, will not conflict. Experience has made it clear that the most of the teachers desire to take up some definite line of study and complete this work with reasonable thoroughness. For this reason the subjects have been grouped, as above stated, and teachers will be given an opportunity to take thorough and extended work in each group.

Special attention is called to a proposed change in the method of carrying on the work of the summer schools. In the past, much time has been devoted to giving instruction. The most of the work has been given in the form of lectures. So much has been done for the teachers, they have had no chance to do anything for themselves. More has been presented each day by the instructors than any teacher in attendance could grasp and hold. This year the instructors will do less lecturing and more teaching. Those who attend the schools will be asked to do something besides listen to good advice; more emphasis is to be laid on activity on the part of the teachers.

Each instructor will have two periods,—a lecture period and a recitation period. The instructor will assign some work to be done by the class each day. The recitation period will be devoted to reports on the lectures given, the work assigned, methods to be used in the class room, and the discussion of

practical topics suggested by the instructor and by members of the class.

It is not intended to have the teachers do more work, but to do it in a different way. It is believed the kind of work proposed for this year will prove interesting and valuable to all who may attend.

#### VALUE OF SUMMER SCHOOLS.

The teachers who are holding the best positions to-day, and those who are ambitious to occupy these positions in the future, are the teachers who are most interested in these schools, and compose the largest part of the attendants. All teachers who desire to perform their work in such a way as to be of value to their pupils, realize that these institutions furnish excellent opportunities for training. It is hoped that the teachers of Maine, more largely than ever before, will show their appreciation of the appropriation the State has made in their behalf, and will use the means offered them, to become skilled instructors.

#### INSTRUCTORS AND LECTURERS.

The corps of instructors and lecturers provided has never been excelled at any summer school in the State. Special pains have been taken to secure persons who are peculiarly fitted by training and experience to have charge of the several departments. Teachers can feel assured that no effort will be spared to furnish them with the best talent in New England.

#### GENERAL ANNOUNCEMENTS.

Certificates will be issued to teachers who attend one of these schools. Diplomas will be granted to those who hold four of these certificates.

The tuition is free. The printed syllabi, list of books, etc., are furnished by the State. The expenses of the teachers are limited to traveling fees and board.

For farther information in relation to the schools, apply to the State Superintendent of Public Schools, Augusta. For prices for room and board apply to Prin. G. H. Larrabee, New-

castle; Prof. F. L. Harvey, Orono; Supt. John S. Locke, Saco; Supt. W. R. Pattangall, Machias; Miss Lillian Lougee, Houlton.

The summer school at the Maine State College will include advanced work in mathematics, by Pres. Harris, in physics, by Prof. Stevens, in natural history, by Prof. Harvey, in civics, by Prof. Rogers, and in chemistry, by Mr. Colby. For circular giving detailed information in relation to this section of the work, please apply to Prof. F. L. Harvey, Orono.

## NEW LAWS AND DECISIONS.

Below will be found a synopsis of the laws relating to schools passed by the legislature of 1897, also a copy of the decisions rendered by the department during the year.

## DISCONTINUED SCHOOLS.

The statutes provide that after the annual town meeting of 1898 any public school failing to maintain an average attendance for any school year, of at least eight pupils, is discontinued, unless the town in which the school is located shall vote at its annual meeting to instruct its superintending school committee to maintain the school.

## CONVEYANCE OF PUPILS.

The superintendent of schools in each town must procure the conveyance of all public school pupils residing in his town to the nearest suitable school, for the full period for which schools are maintained in his town, when such pupils reside at such distances from the school as to render such conveyance necessary.

## SUPERINTENDENTS AND SUPERINTENDING SCHOOL COMMITTEES.

The superintendent of schools cannot be a member of the superintending school committee, and no member of the committee is eligible to teach in the town of which he is a legal resident after March 1, 1898.

## TEXT-BOOKS, APPARATUS, APPLIANCES, ETC.

The town must provide the necessary text-books, apparatus and appliances for all its schools, whether they be common schools or high schools. Books, apparatus, appliances, repairs and insurance must be paid for from a fund raised for that purpose, and cannot be paid for either from the common school or high school fund.



The superintending school committee has charge of purchasing text-books, apparatus, appliances, making repairs and securing insurance. These duties may be delegated to the superintendent by vote of the committee.

#### TRUANT OFFICERS.

The superintending school committee has power to fill the vacancy when a truant officer resigns his office, or when a vacancy occurs from any cause.

#### TOWN SUPERINTENDENTS SHALL FURNISH INFORMATION.

Town superintendents are required, by law, to furnish such information relating to schools as the State Superintendent shall from time to time require of them.

#### FREE HIGH SCHOOLS.

Towns are not entitled to State aid under the free high school law unless the instruction given is wholly in studies prescribed for schools of this grade. A course of study for high schools will be found on page two of appendix II. of the report of this department for 1896. Any school which gives instruction exclusively in any of the studies enumerated in the above course of study, or in studies of equal rank, is a high school. A failure to comply with this law, as explained above, will subject the person misappropriating high school funds to a fine of double the sum misapplied, and the town to the penalty of restoring the amount misapplied before any other aid can be received from the State.

It is also required that superintendents shall examine all students who are candidates for admission to high schools, and that said students shall not be admitted to this grade of school until the superintendent has ascertained that their scholastic attainments fit them to pursue high school studies with profit to themselves.

Thus it will be seen that schools are not legally high schools, and towns are not entitled to receive State aid under the Free High School act unless the students in such schools are not only pursuing high school studies as defined above, but have been admitted to these schools after an examination in which they

have shown their fitness to be members of such schools. To protect the town against loss in this direction it is suggested that the questions submitted to candidates for membership in the high school, together with their answers to the same, be placed on file by the superintendent, and thus be open to inspection. It will be necessary for superintendents to report, under oath, that the law has been complied with as explained above.

#### LAWS IN FORCE AFTER MARCH 1, 1898.

At the annual meeting of your town in 1898 it will be necessary to elect three members of the superintending school committee, as the terms of office of all members of the existing committee will expire at that time. The school committee at its first meeting shall designate by lot a member to serve for one, two and three years respectively, in manner as follows: one for one year, one for two years, and one for three years, and they shall certify such designation to the town clerk, to be by him recorded.

The superintending school committee, at its first meeting after the annual town meeting, shall elect a superintendent of schools who shall not be one of their number, but who shall be *ex-officio* secretary of the committee, but shall not be entitled to vote.

Provided, however, that towns may, if they prefer so to do, elect a superintendent of schools at the annual meeting, but such action does not relieve towns from the election of a superintending school committee as provided above.

#### 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, *only*, may be paid from the Common School Fund, viz:

1. Teachers' wages and board.
2. Janitors' services.

3. Transporting scholars to and from school when ordered by superintending school committee.

4. Fuel.

Money raised for the support of common schools cannot be used for the maintenance of free high schools.

The expense of school superintendence, text-books, repairs, insurance, appliances, apparatus, etc., etc., must be paid from other sources than the Common School Fund.

Towns can draw from the State, in aid of free high schools, one half of the sum actually expended for teachers' wages and board, not to exceed \$250 in any one year.

Attention is called to the following sections of the school laws of Maine, and to the penalty attaching to towns for not *expending* their school funds.

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

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

#### EXAMINATION OF TEACHERS.

The statute provides that the superintending school committees shall *each year* appoint suitable times and places for the examination of teachers proposing to teach in their towns, and shall give suitable notice thereof. These examinations must be public. The candidates presenting themselves for teachers' certificates must be examined in reading, spelling, English

grammar, geography, history, arithmetic, book-keeping, physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system, and the elements of natural science, especially as applied to agriculture, and in such other branches as they desire to introduce into the public schools, and particularly into the school for which the candidate is examined. *Certificates shall not be granted to any candidate until he has passed a satisfactory examination as explained above.* It is suggested that a copy of the examination questions, together with the answers to the same be preserved by the superintendent for at least one year for the protection of the town.

The statute farther provides that if a town fails faithfully to expend the school money received from the State it shall not receive its State school fund and mill tax. Superintendents will be required to report, under oath, in the next school return made to this department whether the statutes relating to the examination of teachers by the superintending school committee have been faithfully complied with.

POWERS AND DUTIES OF SUPERINTENDENTS OF SCHOOLS AND  
OF SUPERINTENDING SCHOOL COMMITTEES.

The following statements include all the powers and duties given to the superintendent of schools by the statutes:

1. To make an enumeration of all persons between 4 and 21 years of age residing in his town on the first day of April of each year, and report the same to the State Superintendent.
2. To make returns as required by law to the State Superintendent.
3. To visit each school in his town, at least twice each term.
4. To provide conveyance for children who live at such distance from the schools as to make such transportation necessary.

The following powers and duties may be delegated to the superintendent of schools by vote of the Superintending School Committee:

1. To examine, certificate, and employ teachers.
2. To select and purchase text-books, apparatus and appliances, and have the care of the same.

3. To provide fuel and supplies for the schools.
4. To have the 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 following duties and powers devolve upon the Superintending School Committee, and cannot be delegated to the superintendent of schools.

1. To suspend the operation of schools when the scholars to attend are too few for their 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 the 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 in the school board and office of truant officer.

A superintendent of schools may teach in the town of which he is superintendent, provided he is examined, certificated and employed by the Superintending School Committee.

The following expenses, only, may be paid from the common school fund, viz.:

1. Teachers' wages and board.
2. Janitor's services. (Does not include cleaning school houses.)
3. Transporting scholars to and from school, when ordered by the Superintending School Committee.
4. Fuel.

The following expenses, only, may be paid from the high school fund, viz.:

1. Wages of teachers who give instruction in high school studies.

2. Board of teachers who give instruction in high school studies.

Common school funds cannot be used to maintain free high schools. Free high school funds cannot be used to maintain common schools.

Towns cannot receive State aid for maintaining free high schools until they have forwarded to this department the "Special Returns" called for on the blanks which have already been forwarded to the superintendents.

## COMMON SCHOOLS.

In Appendix III of this report will be found tabulated statistics giving in detail the condition of the common schools in every city, town and plantation in the State for the school year ending April 1, 1897, also the number and condition of the Free High Schools for the year ending June 1, 1897.

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

## COMPARATIVE SUMMARIES.

I. *Of Scholars and School Attendance.*

	1896.	1897.
Whole number of persons between ages of 4 and 21 in State.....	209,798	210,341
Increase .....	543	
Whole number of different scholars attend- ing school during the year.....	134,140	132,139
Decrease .....	2,001	
Average registered attendance per term for year .....	114,584	114,328
Decrease .....	256	
Average daily attendance per term for year .....	94,912	96,616
Increase .....	1,704	

II. *Length of Schools.*

Average length for year.....	27w 1d	27w 4d
Increase .....	3d	
Aggregate number of weeks per year....	119,498	123,214
Increase .....	3,716w	

III. *Teachers.*

Number of male teachers in spring and summer terms.....	428	405
Decrease .....	23	

	1896.	1897.
Number of male teachers in fall and winter terms.....	979	921
Decrease .....	58	
Number of female teachers in spring and summer terms.....	4,261	4,226
Decrease .....	35	
Number of female teachers in fall and winter terms.....	3,698	3,719
Increase .....	21	
Number of different teachers employed during year.....	6,786	6,727
Decrease .....	59	
Number continued in same school during year .....	2,262	2,361
Increase .....	99	
Number who had had previous experience .....	5,785	5,667
Decrease .....	118	
Number who were graduates of normal schools .....	925	903
Decrease .....	22	
Average wages of male teachers per month, excluding board.....	\$34.39	\$40.64
Increase .....	\$6.25	
Average wages of female teachers per month, excluding board.....	\$22.44	\$25.88
Increase .....	\$3.44	
Average cost of teachers' board per week.	\$2.11	\$2.24
Increase .....	\$0.13	
Amount paid for teachers' services and board and janitors' services.....	\$1,107,818	\$1,108,058
Increase .....	\$240	

IV. *Text-Books and School Appliances.*

Amount expended for free text-books....	\$76,549	\$88,272
Increase .....	\$11,723	
Number of ungraded schools furnished with globes.....	796	890
Increase .....	94	



	1896.	1897.
Number furnished with wall maps.....	1,626	1,748
Increase .....	122	
Number furnished with charts.....	1,651	1,667
Increase .....	16	

V. *Number and Character of Schools.*

Whole number of schools.....	4,391	4,422
Increase .....	31	
Whole number of graded schools.....	1,094	1,167
Increase .....	73	
Whole number of ungraded schools....	3,297	3,255
Decrease .....	42	
Number of ungraded schools having classes in United States history.....	2,772	2,696
Decrease .....	76	
Number having classes in physiology....	2,523	2,423
Decrease .....	100	
Number having classes in book-keeping..	1,503	1,374
Decrease .....	129	
Number having classes in nature studies..	622	725
Increase .....	103	
Number having classes in civics.....	496	634
Increase .....	138	
Number having classes in other than studies required by law.....	1,049	1,064
Increase .....	15	

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

Number of school-houses in State.....	4,196	4,162
Decrease .....	34	
Number reported in good condition....	2,995	2,980
Decrease .....	15	
Number built during year.....	126	99
Decrease .....	27	
Cost of same.....	\$189,605	\$171,694
Decrease .....	\$17,911	
Estimated value of all school property....	\$3,738,506	\$4,081,951
Increase .....	\$343,445	

VII. *School Superintendence.*

	1896.	1897.
Number of terms of school not visited as law requires.....	404	444
Increase .....	40	
Amount paid by townships for superintendence .....	\$54,727	\$56,270
Increase .....	\$1,543	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries..	\$852,988	\$833,285
Decrease .....	\$19,697	
Amounts available from State Treasury...	\$515,742	\$513,384
Decrease .....	\$2,358	
Amounts derived from local funds.....	\$49,482	\$51,375
Increase .....	\$1,893	
Total current resources.....	\$1,418,206	\$1,398,044
Decrease .....	\$20,162	
Total current expenditures.....	\$1,317,717	\$1,277,628
Decrease .....	\$40,089	
Net balance unexpended.....	\$100,489	\$120,416
Increase .....	\$19,927	
Amounts expended for new school-houses,	\$189,605	\$171,694
Decrease .....	\$17,911	
Amounts expended for free text-books...	\$76,549	\$88,272
Increase .....	\$11,723	
Amounts expended for local superintendence .....	\$54,727	\$56,270
Increase .....	\$1,543	
Total expenditures.....	\$1,638,598	\$1,593,864
Decrease .....	\$44,734	
Amounts of school money voted by townships,	\$757,163	\$744,667
Decrease .....	\$12,496	
Excess above amount required by law (net) .....	\$236,408	\$232,460
Decrease .....	\$3,948	
Percentage of valuation assessed by townships for support of common schools.....	.002 3-10	.002 3-10

FREE HIGH SCHOOLS.

The legislation of 1897 has had a tendency already to raise the standard of the Free High schools and its effect will be still more emphatically apparent during the next year and years following, as the new requirements come to be more fully understood and more generally complied with.

The intent of the appropriation in favor of Free High Schools was and is to foster schools of a higher grade than the common school and to afford instruction in advanced studies, thereby rendering it possible for a pupil to fit for college, if desired, in the schools of his or her own town.

The comparative statements here given indicate the number, condition, scope of instruction and fiscal standing of these schools.

The decrease in the number of scholars while the number of schools has increased and the large comparative increase in the number of pupils taking advanced studies show that the schools have been more carefully graded and that the requirements in this respect are being complied with.

COMPARATIVE STATEMENTS.

I. *Number and Length.*

	1896.	1897.
Number of towns having Free High Schools .....	262	272
Increase .....	10	
Number supported by towns.....	241	256
Increase .....	15	
Number supported by precincts.....	21	16
Decrease .....	5	
Aggregate number of weeks.....	6,477	6,233
Increase .....	244	
Average number of weeks per year to each school .....	24w 3d	22w 4d
Decrease .....	1w 4d	

II. *Attendance.*

	1896.	1897.
Number of pupils registered.....	17,090	16,415
Decrease .....	675	
Average attendance.....	13,133	11,993
Decrease .....	1,140	
Number of common school teachers who were pupils.....	840	745
Decrease .....	95	

III. *Scope of Instruction.*

Number of pupils in reading classes.....	9,015	8,712
Decrease .....	303	
Number in arithmetic.....	8,555	7,895
Decrease .....	660	
Number in English grammar.....	6,592	6,104
Decrease .....	488	
Number in geography.....	4,839	4,189
Decrease .....	650	
Number in United States history.....	2,946	2,682
Decrease .....	264	
Number in natural sciences.....	4,334	4,243
Decrease .....	91	
Number in higher mathematics.....	7,369	7,136
Decrease .....	233	
Number in book-keeping.....	2,296	2,017
Decrease .....	279	
Number in modern languages.....	1,988	2,102
Increase .....	114	
Number in ancient languages.....	4,518	4,820
Increase .....	302	

## ANALYSIS OF SPECIAL STATISTICS OF SECONDARY SCHOOLS.

Chapter 246 of the Public Laws of 1897, provides that "every educational institution receiving State aid shall report to the State Superintendent of Public Schools the total and average attendance, receipts and expenditures, number of instructors, number and length of terms, with attendance for each, and answer such other questions as he shall determine, and the same shall be published in his annual report." The institutions affected by this act are the University of Maine, the State normal schools, all seminaries and academies receiving moneys directly from the State or from towns under the free high school law, and all free high schools.

An attempt has been made to secure compliance with this law for the year ending July 1, 1897. The resulting returns are far from complete or accurate in many cases. It has been decided not to tabulate and publish the free high school returns in this year's report. They will be found in the next report in such complete form, it is hoped, as to show in a reliable way the special facts relating to those schools which it is the purpose of these special statistics to furnish. In the following pages will be found in detail a tabulation of these statistics other than those of free high schools. The aggregates are presented in the following

### SUMMARY.

#### I. ASSETS—PERMANENT:

Amount of endowment.....	\$665,792
Value of grounds, buildings, etc.....	992,551
Value of other property.....	110,521
	Total assets.....
	\$1,818,864

## II. INCOME—CURRENT:

From invested funds.....	36,792
Received from town.....	14,281
Received from State (appropriation).....	61,452
Received from State (high school fund).....	2,417
Received for tuition.....	19,454
Received for fees.....	2,020
Received as gifts.....	1,542
Received from all other sources.....	43,666
	<hr/>
Total income—current.....	\$181,624

## III. EXPENDITURES—CURRENT:

For teachers' salaries.....	117,154
For janitors' services.....	6,244
For books, apparatus, etc.....	8,696
For repairs.....	5,116
For all other purposes.....	41,262
	<hr/>
Total expenditures—current.....	\$178,472

## IV. NUMBER OF PUPILS WHO STUDIED:

English.....	3,580
Sciences.....	2,340
Higher mathematics.....	2,824
Ancient languages.....	1,373
Modern.....	593
History (not including United States history),	1,077
Civil government.....	626
Drawing.....	907
Book-keeping.....	621
Music.....	1,017
Physiology.....	910
Logic.....	49
Psychology.....	323
Law, (common, commercial or school).....	128
Political economy.....	109
Engineering.....	209
Pedagogy.....	278
Military science.....	304

Moral philosophy.....	154
Geography .....	269
United States history.....	269
Arithmetic .....	629
Reading .....	197
Spelling .....	707
Elocution .....	316
Penmanship .....	127
Mythology .....	9

#### V. TEACHERS, ATTENDANCE, ETC.:

Number of teachers including president or principal .....	202
Average number of students pursuing common school studies exclusively.....	474
Average number pursuing academic exclusively .....	1,864
Average number pursuing both academic and common school.....	1,507
Total average attendance.....	3,039
Number of students fitting for college.....	516
Number of students fitting for technical schools .....	84
Number of students fitting for other higher institutions .....	69
Number of students fitted to enter any of these institutions next year.....	94

Some of the facts shown by the above figures are interesting if not suggestive. The property owned by these less than half a hundred institutions is almost equal in value to one-half of all the common school property in the State. The total income available for current expenses, and the total current expenditures, are about one-eighth of those of the common schools. Of these expenditures the amount paid for salaries of teachers is about one-tenth of that paid in the common schools. Evidently our people are not lacking in interest in the higher education, nor are they niggardly in the expenditures they are making therefor.

The average attendance upon these institutions is about three per cent. of that of the common schools. There are between twenty-five and thirty high schools in the State quite equal in scope of instruction to the best of the seminaries and academies whose special statistics are under consideration. It is safe to assert, then, that the attendance upon our secondary schools of high grade in which preparation for the college is to be had, is at least five per cent of that of the common schools. This fact means that one in every twenty of the pupils in the common schools to-day, will probably be found in these higher institutions later—a fact whose significance is in line with those noticed in connection with the financial statistics of these institutions.

Examination of the figures showing the number of students pursuing the different subjects of study, reveals certain suggestive facts. The proportional number studying the higher departments of English, the sciences and the higher mathematics, does not differ materially from that in the public high schools. Evidently these institutions are compelled to cater to the demand for the so-called practical in education. The number in the college preparatory courses, as indicated by the number studying the ancient languages, is evidently nearly one-third of the whole number of students. This was to be expected in view of the fact that a large number of these institutions make these courses the most prominent feature of their work. The number would seem to indicate that our three classical colleges are reasonably sure of good entering classes for the next four years at least.

A noticeable condition is shown in the statistics under the fifth heading. That nearly one-half—1,507—of the average number pursued common school studies in connection with the academical, would seem to indicate that the line of demarcation between these and the common schools is not yet very clearly defined. Probably the fact indicated is to be explained on the ground that many of these institutions are in the rural sections of the State, and are compelled to supplement the defective work of the common schools from which they draw their students. The other statistics in this division are hardly in agreement with those already noticed. With 1,373 students



studying the ancient languages it would seem that there should be more than 516 fitting for college. In these last items tabulated, the returns made were seriously defective. It is to be hoped that next year's returns will make a better showing in these regards.

## Special Statistics of Educational Institutions aided by the State, directly or as Free High Schools, for Year Ending July 1, 1897.

Name.	Location.	Date of Incorporation.	Date of Establishment.	OFFICERS.			
				President of Trustees or School Board.	Secretary.	Treasurer.	President or Principal.
University of Maine....	Orono.....	1865	1863	Henry Lord.....	E. A. Ballentine.....	J. K. Stetson.....	Abram W. Harris.
Castine Normal School...	Castine.....	1867	1867	Joseph W. Fairbanks...	W. W. Stetson.....	W. W. Stetson.....	Albert F. Richardson.
Farmington Normal Sch.	Farmington..	1863	1864	Joseph W. Fairbanks...	W. W. Stetson.....	W. W. Stetson.....	Geo. C. Purington.
Gorham Normal School...	Gorham.....	1878	1878	Joseph W. Fairbanks...	W. W. Stetson.....	W. W. Stetson.....	W. J. Corthell.
Madawaska Training Sch.	Fort Kent....	1878	1878	Joseph W. Fairbanks...	W. W. Stetson.....	W. W. Stetson.....	Vetal Cyr.
E. M. Conference Sem....	Bucksport....	-	1850	-	-	-	A. F. Chase.
Maine Central Institute...	Pittsfield....	1866	1866	S. C. Whitecomb.....	E. C. Bryant.....	E. C. Bryant.....	O. H. Drake.
Oak Grove Seminary.....	Vassalboro..	-	1850	Charles M. Bailey.....	I. Warren Hawkes....	Jos. E. Briggs.....	Wilbur A. Estes.
Ricker Classical Institute	Houlton.....	1847	1848	Charles P. Tenney.....	Theo. Cary.....	F. A. Gillerson.....	Arthur M. Thomas.
Westbrook Seminary.....	Deering.....	1831	1831	Alfred Woodman.....	A. F. Moulton.....	Chas. S. Fobes.....	H. S. Whitman.
Anson Academy.....	Anson.....	1798	1823	Aug. Simmons.....	Edwin Collins.....	T. F. Paine.....	Walter W. Poore.
Bangor Children's Home	Bangor.....	1893	-	Mrs. Moses Giddings...	Susan A. Brown.....	Kate B. Walker.....	Mrs. S. A. Holmes.
Berwick Academy.....	Berwick.....	-	1791	O. S. Brown.....	C. C. Hobbs.....	C. O. Nason.....	E. D. Merriman.
Bluehill Academy.....	Bluehill.....	1803	1803	A. C. Hinkley.....	E. E. Chase.....	E. E. Chase.....	F. E. Briggs.
Bridgton Academy.....	Bridgton....	1808	1811	Ed. F. Brown.....	George E. Chadbourne..	Edw. Kimball.....	C. C. Spratt.
Calais Academy.....	Calais.....	-	1850	C. E. Swan.....	Edw. Moore.....	Frank Nelson.....	O. M. Whitman.
Cherryfield Academy...	Cherryfield..	1829	1850	Samuel Ray.....	C. J. Nichols.....	C. J. Milliken.....	L. S. Dewey.
Corinna Union Academy	Corinna.....	1854	1851	J. H. Shepherd.....	M. P. Hamilton.....	W. I. Burrill.....	Stephen Rounds.
E. Corinth Academy.....	Corinth.....	-	1844	I. W. Davis.....	G. H. Drummond.....	C. S. Philbrick....	J. B. Merrill.
Erskine Academy.....	China.....	1891	1883	J. K. Erskine.....	W. J. Thompson.....	S. C. Starrett.....	W. J. Thompson.
Foxcroft Academy.....	Foxcroft....	1823	1823	A. M. Robinson.....	W. E. Parsons.....	W. E. Parsons.....	-
Freedom Academy.....	Freedom.....	1834	1834	A. J. Billings.....	J. W. Libby.....	D. W. Dodge.....	-
Gould's Academy.....	Bethel.....	1836	1836	G. A. Hastings.....	G. R. Wiley.....	S. B. Twitchell....	F. E. Hanson.
Hampden Academy.....	Hampden....	1803	1803	I. C. York.....	H. W. Mayo.....	I. K. Stetson.....	George C. Webber.
Hebron Academy.....	Hebron.....	1804	1804	Percival Bonney.....	S. D. Richardson.....	S. P. Cushman.....	W. E. Sargent.
Lee Normal Academy.....	Lee.....	1845	1848	S. T. Mallett.....	E. A. Reed.....	C. H. Whitten.....	James D. Murphy.
Limerick Academy.....	Limerick....	1808	1808	S. O. Clark.....	F. M. Higgins.....	C. H. Adams.....	W. B. Moore.

Limington Academy..	Limington ..	1848	1848	James F. Brackett .....	L. J. Strout. ....	J. F. Pillsbury..	H. L. Whitman.
Lincoln Academy .....	Newcastle...	1801	1801	-	Albioa Huston....	T. C. Kennedy .....	G. H. Larrabee.
Litchfield Academy .....	Litchfield ...	1845	1838	F. W. Libby .....	A. P. Smith .....	C. Kindrick .....	T. C. Tooker.
Monmouth Academy .....	Monmouth ...	1803	1809	Virgil Sprague .....	H. O. Pierce .....	T. W. Hane. ....	W. S. Waterman.
Monson Academy .....	Monson .....	1849	1848	J. H. Pullen .....	W. C. Jackson .....	A. F. Jackson .....	J. E. Roberts.
N. Yarmouth Academy..	Yarmouth ...	1814	-	George W. Hammond..	J. M. Bates. ....	E. D. Freeman.....	B. P. Snow.
Paris Hill Academy..	Paris .....	1861	-	George M. Atwood .....	A. S. Austin.....	John Pierce.....	James M. Pike.
Parsonsfield Seminary...	Parsonsfield ..	1785	1833	D. O. Blaso.....	C. L. Wentworth....	O. B. Churchill .....	Isajah Trufant.
Pennell Institute.....	Gray .....	-	1886	M. P. Frank.....	Vinton E. Frank.....	-	W. B. Andrews.
Potter Academy.....	Sebago .....	-	1895	L. A. Poore.....	P. P. Larrabee. ....	F. W. Hill.....	C. T. Stone.
Somerset Academy.....	Athens .....	1846	1846	S. L. Tobey.....	F. G. Greene .....	C. H. Jones.....	L. C. Williams.
Thornton Academy .....	Saco .....	1811	1813	J. W. Symonds.....	George A. Emery. ....	Geo. A. Emery.....	E. P. Sampson.
Washington Academy ..	E. Machias ..	1792	1822	George B. Drisko.....	George F. Cary ..	Austin Harris.....	F. O. Small.
Wilton Academy .....	Wilton. ....	1867	1867	H. S. Houghton .....	A. B. Adams.....	H. R. Dascomb. ....	D. T. Hathorn.

## Special Statistics—Continued.

Name.	NUMBER OF PUPILS WHO STUDIED.																											
	English.	Science.	Mathematics.	Ancient Languages.	Modern Languages.	History other than United St's.	Civil Gov't	Drawing.	Book-Keeping.	Music.	Physiology.	Logic.	Psychology.	School Law.	Political Economy.	Engineering.	Pedagogy.	Military Science.	Moral Philosophy.	Geography.	U. S. History.	Arithmetic.	Reading.	Spelling.	Elocution.	Pennmanship.	My hology.	
University of Maine.....	133	247	207	6	227	209	26	195	-	-	-	26	26	-	26	207	-	295	-	-	-	-	-	-	-	-	-	-
Castine Normal School..	310	120	180	10	5	30	40	40	30	200	60	-	40	-	-	-	-	-	-	200	-	40	200	136	310	-	-	-
Farmington Normal Sch	284	279	248	10	4	49	48	162	46	114	110	-	98	64	-	-	-	-	48	14	37	130	-	284	-	-	-	
Gorham Normal School.	238	180	156	46	-	40	56	238	64	190	238	-	42	-	-	-	-	-	42	-	-	-	-	-	-	-	-	-
Madawaska Train'g Sch.	111	40	111	-	-	111	50	40	111	60	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. M. Conference Sem'y.	34	24	19	20	2	15	6	22	2	2	7	2	2	10	5	-	-	9	3	-	-	-	-	-	-	-	-	-
Maine Central Institute.	78	110	105	84	16	20	18	6	24	25	10	-	6	-	-	-	-	15	-	-	6	50	-	-	-	-	-	-
Oak Grove Seminary....	65	60	80	68	6	54	10	-	15	-	25	-	12	7	11	-	-	-	-	-	-	-	-	106	86	-	-	-
Ricker Classical Inst....	190	160	190	90	25	20	21	-	35	-	20	-	20	-	-	-	-	-	12	-	40	-	-	-	-	-	-	-
Westbrook Seminary....	60	44	47	46	40	33	9	3	6	-	11	15	6	6	-	-	-	-	2	-	-	-	-	-	-	-	-	-
Anson Academy.....	64	21	64	39	12	26	11	-	5	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	-
Bangor Children's Home	34	34	-	-	-	-	-	41	-	41	-	-	-	-	-	-	-	-	4	-	4	41	41	41	41	-	-	-
Berwick Academy.....	58	12	66	39	22	47	34	6	6	-	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Blue Hill Academy.....	65	53	32	5	2	13	7	7	25	-	20	-	12	-	13	-	-	-	11	-	20	20	39	20	72	-	-	-
Bridgton Academy.....	55	50	42	32	14	20	20	20	14	-	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Calais Academy.....	104	28	78	20	20	20	18	-	-	-	39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cherryfield Academy...	103	44	33	34	3	35	16	-	12	-	14	-	-	-	-	-	-	-	-	-	31	33	-	-	-	-	-	-
Corinna Union Academy	29	5	65	25	3	7	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
East Corinth Academy..	42	36	52	16	-	15	7	-	11	-	9	-	3	-	6	-	-	3	-	-	12	-	-	-	-	-	-	-
Erskine Academy.....	21	32	30	-	-	23	13	-	18	-	18	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foxcroft Academy.....	79	53	70	23	3	30	7	80	8	80	6	-	4	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-
*Freedom Academy...	42	22	30	36	21	13	-	-	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gould's Academy.....	49	96	58	11	4	10	-	-	2	-	22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hampden Academy.....	49	-	58	11	4	10	-	-	2	-	22	-	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-
Hebron Academy .....	181	92	118	100	27	45	12	-	31	-	20	15	-	14	-	-	-	-	-	-	-	-	-	-	49	-	-	-
Lee Normal Academy...	90	34	40	12	12	8	7	33	14	-	21	9	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Limerick Academy.....	140	78	110	92	21	40	18	10	30	-	23	28	15	15	8	-	-	-	-	-	-	-	-	-	-	-	-	-



Special Statistics—Continued.

Name.	Number of Instructors.	Average number in common school studies exclusively.	Average number in Academic studies exclusively.	Average number in both Academic and common studies.	Total average attendance.	Number fitting for college.	Number fitting for Normal schools.	Number fitting for other higher Institutions.	Number who will enter any of these next year.	ASSETS—PERMANENT.			
										Endowment.	Grounds and buildings.	Other property.	Total.
University of Maine . . . . .	31	-	-	-	-	-	-	-	-	\$219,912	\$200,851	\$43,675	\$464,478
Castine Normal School . . . . .	9	-	-	310	150	-	-	-	-	-	50,000	5,000	55,000
Farmington Normal School . . . . .	11	-	-	173	173	-	-	-	-	-	50,000	10,000	60,000
Gorham Normal School . . . . .	10	-	-	188	207	-	-	-	-	-	75,000	2,500	77,500
Madawaska Training School . . . . .	3	100	-	111	109	-	-	-	-	-	18,000	-	18,000
E. M. Conference Seminary . . . . .	2	-	35	-	35	6	2	1	-	20,000	30,000	-	50,000
M. C. Institute . . . . .	7	2	74	40	122	25	12	-	8	9,700	25,000	-	34,700
Oak Grove Seminary . . . . .	10	-	106	-	85	8	2	-	1	18,000	35,000	3,000	56,000
Ricker Classical Institute . . . . .	7	20	170	-	151	50	5	-	-	25,000	60,000	-	85,000
Westbrook Seminary . . . . .	7	5	9	70	84	26	10	16	18	23,000	100,000	-	123,000
Anson Academy . . . . .	3	-	64	-	53	18	4	-	4	4,000	2,500	-	6,500
Bangor Children's Home . . . . .	-	41	-	-	40	-	-	-	-	54,500	30,000	-	84,500
Berwick Academy . . . . .	4	2	49	10	62	19	1	1	3	50,000	75,000	-	125,000
Blanchill Academy . . . . .	2	20	14	28	52	-	-	2	1	9,000	1,000	-	10,000
Bridgton Academy . . . . .	5	-	53	-	53	8	6	2	4	22,150	12,500	1,000	35,650
Calais Academy . . . . .	3	-	103	-	97	32	1	-	-	4,000	6,000	200	10,200
Calais Academy . . . . .	3	33	35	35	93	-	-	-	4	4,000	10,000	500	14,500
Cherryfield Academy . . . . .	2	12	43	30	30	12	-	-	-	-	3,500	2,406	5,906
Corinna Union Academy . . . . .	2	-	17	15	37	12	-	-	-	800	2,000	1,000	3,800
E. Corinth Academy . . . . .	4	5	21	36	55	-	13	5	4	7,780	3,000	500	11,280
Erskine Academy . . . . .	3	2	55	-	55	-	-	8	2	-	4,000	200	4,200
Foxcroft Academy . . . . .	3	-	-	-	-	14	-	-	-	-	2,500	-	2,500
Freedom Academy, 1897 . . . . .	-	-	-	-	-	-	-	-	-	-	6,000	1,500	7,500
Goulds Academy . . . . .	3	4	42	46	46	6	-	-	-	-	10,700	200	12,900
Hampden Academy . . . . .	2	12	16	5	33	10	1	-	-	-	2,000	-	2,000
Hebron Academy . . . . .	11	11	170	181	181	58	9	7	27	70,000	60,000	7,000	137,900
Lee Normal Academy . . . . .	4	-	30	90	90	1	-	-	-	-	2,500	1,508	4,008
Limerick Academy . . . . .	2	20	110	140	128	10	-	-	2	-	2,500	900	3,400

Limington Academy .....	2	12	44	-	40	9	-	12	-	-	2,000	500	2,500
Lincoln Academy .....	5	15	47	23	85	8	-	3	-	1	12,000	6,000	18,500
Litchfield Academy .....	2	5	15	28	24	7	-	1	-	1	600	-	2,400
Monmouth Academy .....	2	-	35	-	35	20	-	-	-	1	3,454	300	5,754
Monson Academy .....	2	-	33	33	33	11	-	7	-	1	3,925	-	6,425
North Yarmouth Academy .....	4	6	23	29	29	10	-	2	-	-	10,000	2,000	29,000
Paris Hill Academy .....	4	17	21	15	51	6	-	-	-	-	2,000	500	5,000
Parsonsfield Seminary .....	4	17	21	38	38	5	-	3	-	1	-	5,500	5,500
Pennell Institute .....	4	9	56	-	65	16	-	-	-	1	25,000	-	40,000
Potter Academy .....	3	14	22	38	50	4	-	5	-	-	31,527	82	38,109
Somerset Academy .....	3	11	47	58	51	9	-	4	-	-	4,260	125	6,885
Thornton Academy .....	10	-	177	-	177	51	-	-	-	-	68,684	-	105,044
Washington Academy .....	2	-	60	16	62	12	-	-	-	-	-	25,000	30,000
Wilton Academy .....	4	7	65	15	87	26	-	3	-	3	-	525	15,525
	202	474	1,864	1,507	3,039	516	84	69	94		\$665,792	\$992,551	\$1,818,864

Special Statistics—Concluded.

Names.	INCOME—CURRENT.								EXPENDITURES—CURRENT.								
	Invested Funds.	Town.	State Appropriation.	State F. H. Funds.	Tuition.	Fees.	Gifts.	Other sources.	Total.	Teachers' salaries.	Janitors' services	Books, appliances, etc.	Repairs.	Other purposes.	Total.	Balance.	Deficiency.
University of Maine .....	\$9,915	-	\$20,000	-	-	-	-	\$39,620	\$69,535	\$34,431	\$420	\$3,426	\$367	\$25,708	\$64,352	\$5,183	-
Castine Normal School .....	-	-	7,490	-	-	600	-	200	8,290	7,550	350	840	50	500	9,290	-	-
Farmington Normal School ..	-	-	8,431	-	78	-	30	-	9,289	7,800	500	297	286	406	9,289	-	-
Gorham Normal School.....	-	-	7,910	-	-	500	-	-	8,410	6,800	500	760	-	350	8,410	-	-
Madawaska Training School..	-	-	2,401	-	34	-	-	-	2,435	2,350	50	35	-	-	2,435	-	-
East Me. Conference Semln'ry	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maine Central Institute .....	592	750	1,000	250	1,575	-	25	20	4,212	3,200	300	-	285	584	4,431	-	\$219
Oak Grove Seminary .....	658	-	800	-	1,500	-	750	6	3,714	1,975	942	710	455	-	4,082	-	368
Ricker Classical Institute .....	900	1,200	1,000	250	1,100	-	700	-	5,150	4,100	450	100	150	650	5,450	-	300
Westbrook Seminary.....	1,012	-	-	-	3,000	170	500	775	5,457	4,800	200	250	150	600	6,000	-	543
Anson Academy .....	250	500	500	250	150	-	-	-	1,650	1,350	33	-	-	75	1,458	-	-
Bangor Children's Home. ....	2,650	-	1,000	-	-	-	-	600	4,250	-	-	-	-	4,175	4,175	-	75
Berwick Academy .....	2,544	950	-	-	1,021	-	1,262	-	5,777	3,359	477	227	392	1,322	5,777	-	-
Blue Hill Academy .....	410	400	-	-	35	-	-	-	845	750	20	-	50	50	870	-	35
Bridgton Academy .....	967	-	500	-	1,200	-	-	-	2,667	1,949	135	150	91	196	2,521	-	146
Calais Academy .....	175	1,240	500	-	75	-	-	-	1,990	1,800	100	9	-	27	1,990	-	-
Cherryfield Academy.....	148	800	500	250	130	-	-	201	2,031	1,572	60	-	102	218	1,952	-	78
Corinna Union Academy.....	76	-	500	-	-	-	678	-	1,254	399	10	9	727	1,254	-	-	-
East Corinth Academy .....	42	-	500	-	505	-	-	-	1,047	805	28	-	110	79	1,022	-	25
Erskine Academy.....	348	188	300	187	132	-	37	-	1,182	1,052	25	50	40	25	1,182	-	-
Foxcroft Academy.....	-	800	560	-	329	-	-	7	1,696	1,195	73	50	-	378	1,696	-	-
Freedom Academy.....	-	400	500	-	-	-	-	-	900	-	-	-	-	400	900	-	500
Gould's Academy.....	60	-	800	-	-	-	-	-	860	860	-	-	-	-	860	-	-
Hampden Academy.....	540	-	500	-	399	-	-	-	1,439	1,150	36	20	50	87	1,343	-	96
Hebron Academy.....	4,745	-	60	-	2,766	-	200	-	7,750	4,789	350	150	296	2,401	7,986	-	-
Lee Normal Academy.....	158	-	600	-	365	-	-	40	1,163	1,010	16	52	46	87	1,211	-	49
Limerick Academy.....	30	500	500	-	-	-	-	-	1,030	960	30	-	29	25	1,044	-	14
Limington Academy.....	20	250	300	250	-	-	-	-	820	616	20	65	11	31	743	-	77



XI

Lincoln Academy.....	650	-	500	-	1,500	-	-	-	2,650	2,100	50	200	150	150	2,650	-	-
Litchfield Academy.....	36	-	500	-	362	-	-	-	898	762	15	-	10	21	808	-	-
Monmouth Academy.....	126	400	500	250	55	-	-	50	1,381	1,006	25	100	75	56	1,262	119	-
Monson Academy.....	235	250	300	250	55	-	-	125	1,215	1,070	32	30	-	83	1,215	-	-
North Yarmouth Academy.....	600	-	300	-	1,000	-	-	-	1,900	1,800	-	-	-	100	1,900	-	-
Paris Hill Academy.....	75	300	500	-	125	-	-	-	1,000	860	15	85	100	-	1,000	-	-
Parsonsfield Seminary.....	-	760	500	-	186	-	-	-	1,446	1,298	148	-	-	-	1,446	-	-
Pennell Institute.....	1,250	250	-	250	225	-	-	-	1,975	1,800	60	283	125	352	2,620	-	645
Potter Academy.....	1,600	-	-	-	292	-	-	-	1,892	1,423	60	56	19	242	1,800	92	-
Somerset Academy.....	253	335	500	-	65	-	-	-	1,153	600	30	25	100	90	845	308	-
Thornton Academy.....	4,602	2,520	-	125	490	-	-	60	7,797	5,158	600	415	773	1,401	8,347	-	550
Washington Academy.....	1,125	488	500	-	253	-	-	-	2,366	1,400	40	200	23	226	1,899	467	-
Wilton Academy.....	-	1,000	200	105	452	-	-	-	1,757	1,655	44	40	-	58	1,797	-	40
	\$36,792	\$14,281	\$61,452	\$2,417	\$19,454	\$2,020	\$1,542	\$43,666	\$181,624	\$117,154	\$6,244	\$8,696	\$5,116	\$41,262	\$178,472	\$7,358	\$3,206

SUPERINTENDENT'S REPORT.

## NORMAL SCHOOLS.

The following tabulation exhibits the statistics of attendance in the State Normal Schools at Castine, Gorham and Farmington for the year 1896-7.

## COMPARATIVE SUMMARY.

School.	Year ending.	Number entering.	Number graduated.	Average attendance per term.	LARGEST ATTENDANCE.	
					Number.	Term.
Castine .....	June 4, 1896 ...	123	37	157	170	Winter.
Gorham .....	June 21, 1896 ..	84	38	100	112	Winter.
Farmington .....	June 11, 1896 ..	131	41	165	192	Winter.
Totals .....	.....	338	116	422	474	
Castine .....	June 3, 1897 ...	136	43	155	197	Winter.
Gorham .....	June 24, 1897 ..	93	41	108	119	Spring.
Farmington .....	June 10, 1897 ..	124	51	173	215	Winter.
Totals .....	.....	353	135	436	531	

In the following reports of the principals of the three Normal Schools and of the principal of the Madawaska Training School, the attendance, condition and needs of these several institutions are made known in detail.

Gorham, Me., June 24, 1897.

To the Board of Normal School Trustees:

Gentlemen—The school has been prosperous. The only change of teachers has been in the upper grammar school. Mr. Lamson taught the first quarter, was then called to Quincy, Mass. Mr. Libby, Junior, from Orono taught the second quarter; desired to return to his studies at close of the quarter. He is a very good teacher. Miss Gertrude Andrews has been

in charge of the school for the last half year. She is eminently successful. Miss Gertrude M. Stone who took the place left vacant by the non-acceptance of Miss Sturdevant has given satisfaction. I have heard that Miss Gage intends to resign. If she does so and you accept her resignation I suggest a teacher employed full time in her place. The school needs another teacher, beside the one in Miss Gage's place. The teachers are overworked; I make no complaint though I teach five periods out of six each day and the other teachers do the same.

The advanced course has been a very marked success. A large number of students are held in the school for an additional year and will be so much better fitted for the work of teaching.

I suggest the confining the two years' course to graduates of a four years' classical course in accepted high schools, and requiring all others to take a three or better still a four years' course. I suggest the re-election of the associate teacher with an increase of one hundred dollars in Mr. Russell's salary; of fifty dollars in Miss Ella Johnson's salary.

Of the prospective school home I need say nothing, it speaks for itself.

We need more books than we can buy. Have received some fine maps this quarter. Other appliances are greatly needed.

I suggest the re-election of all the teachers, with an addition of one hundred dollars to the salary of Mr. Russell, and of fifty dollars to Miss Ella Johnson's. I recommend the election of Miss Andrews to the upper grammar school with her present salary of six hundred dollars.

I recommend, with the consent of the faculty, the persons named in the enclosed slip for graduation, and that they receive the diploma of the school.

Estelle A. Beedle, South Gardiner; Annie M. Bickford, Westbrook; Olive Buck, Orono; Jennie Cahill, Bingham; Harriet M. Cameron, Woodfords; Grace Dolley, Gorham; Nellie V. Dresser, Westbrook; Callie M. Flanders, Buxton Center; Mary Harrington, West Durham, Jennie M. Hawbolt, Portland; Gertrude A. Knight, Portland; Mary S. Leighton, Yarmouth; Carrie W. Lowell, South Portland; Florence E. Milliken, Bingham; Lida S. Morse, Yarmouth; Sara E. Palmer, Livermore Falls; Hattie L. Sheldon, Dresden; Emely L. Wilbur, Bath;

Lizzie E. White, Lisbon; Eva E. Walker, South Paris; Alice M. Young, Calais.

Very respectfully submitted,

W. G. CORTHELL.

Farmington, Me., June 10, 1897.

To the Trustees of the State Normal Schools:

Gentlemen—I herewith present my fourteenth annual report. The attendance for the year has been as follows:

Number entering.....	124
Number attending first term.....	119
Number attending second term.....	215
Number attending third term.....	185
Number different pupils for the year.....	284
Number graduating, regular course.....	48
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, Melvin J. West, Nellie A. Skinner, Eliza T. Sewall; critic teacher and principal of model schools, Lillian I. Lincoln; assistants in model schools, Edith V. Corliss, Merion E. Leland, Hepsibah C. Parsons.

The pupils of the school have worked earnestly and faithfully and the relations of pupils and teachers have been most harmonious.

I suppose the time never comes when a growing and prosperous school is not in need of additional supplies and increased facilities. Our most pressing needs are:

1. A new chemical laboratory. The present room is utterly inadequate for the purpose.
2. A large addition to our chemical and philosophical apparatus.
3. An addition to our general reference library.
4. More text-books.
5. New furniture in place of the present antiquated and unhygienic furniture.

6. Another teacher.
7. New toilet rooms for the model schools.

The demand for teachers has been double the supply, and every graduate of the school who wished to teach has been employed.

Miss Julia W. Swift who had been in charge of our model schools for eight years and had won a reputation throughout New England that had brought her numerous offers of a much larger salary than she was receiving here, finally decided that in duty to herself she ought to accept the flattering offer of a position in the Willimantic, Conn., Normal School. The only consolation in such a loss is in knowing that she is doing fine work and appreciated in her new field.

Having completed their work, I recommend for graduation the following persons:

#### ADVANCED COURSE.

Elias W. Blanchard, Eliza M. Pratt, Effie L. Josslyn.

#### REGULAR COURSE—NAMES OF THE CLASS.

Mamie Bennett, West Farmington; Edith M. Blanchard, East Madison; Maud Delano, Farmington; Lizzie M. Dill, Phillips, Alma G. Faught, Centre Sidney; W. Stanwood Field, West Sumner; Nelly A. Ford, Mercer; Martin H. Fowler, Farmington; Emma M. Goodwin, Canaan; Olive M. Green, Hallowell; Cora E. Hall, East Dixfield; Sadie R. Hall, Peru; Florence M. Harlow, Farmington; Ethel L. Heald, West Sumner; Mabel E. Hewett, Thomaston; M. Lillian Hopkins, Hallowell; Rowland S. Howard, Farmington; Lila G. Jones, Somerville; Ida B. Jordan, Howe's Corner; Effie L. Josslyn, Auburn; Helen M. King, South Paris; Henry A. Lermont, Thomaston; Robert W. Martin, Sabattus; Mary E. Maxwell, Sabattus; Cora R. Parsons, New Portland; Maud E. Peary, Phillips; Lena M. Pierce, West Windsor; Marguerite M. Pierce, North Windsor; Ella M. Pinkham, East Sumner; Belle N. Pratt, New Vineyard; George C. Purington, Jr., Farmington; Rose E. Randall, Farmington; Grace G. Rolfe, Clinton; Jennie R. Sawtelle, Howe's Corner; Charlotte G. Scammon, Lincoln Center; Lillian M.

Scribner, New Vineyard; Lena E. Sewall, East Sumner; Jane G. Simpson, Bridgton; Guy O. Small, Kingfield; Helen G. Smith, Fall River, Mass.; Hattie L. Starrett, South Hope; Fannie T. Stewart, Farmington; Myrtie E. Sweet, Strong; Annette G. Westcott, Auburn; Harriette M. Wescott, Auburn; Mabelle M. Wilkins, Notch; Hattie M. Woodbury, South Litchfield; Eva M. York, Wilton.

Respectfully submitted,

GEO. C. PURINGTON.

---

Castine, Me., June 3, 1897.

To the Trustees of the State Normal Schools:

Gentlemen—I respectfully submit my ninth annual report of this school.

#### ATTENDANCE.

Number entering the school.....	136
Number attending fall term.....	117
Number attending winter term.....	197
Number attending spring term.....	150
Total enrollment for the year.....	464
Number graduating, regular course.....	42
Number graduating, advanced course.....	1

#### TEACHERS.

The teachers for the year have been Albert F. Richardson, A. M., principal; assistants, Mary E. Hughes, Edward E. Philbrook, M. D., Nellie F. Harvey, Winnie Austin, Kate S. Russell, Joel W. Reynolds, Frank K. Lane in the normal school; Mabel F. Simmons in the model training school, and Annie M. Hart in the grammar department. The assistant teachers have been greatly interested in their work, and, as nearly all of them have held their present positions for many years, they have been able to render very efficient service.

## LIBRARY AND APPARATUS.

We have constantly complained of the lack of suitable apparatus in this school, but the generosity of the last legislature in voting us \$1,000 for this purpose will remove this difficulty, and enable us to use more of the incidental funds for necessary books of reference.

## NEEDS.

The appropriation made by the legislature for heating and ventilation is a source of gratification to the friends of this school.

We need most, now, a gymnasium, or a room finished in the present building for gymnastic purposes.

## THE YEAR'S WORK.

The year has been one of the greatest harmony. The pupils have been quiet and orderly, and ready to obey all rules and regulations. The most cordial and friendly relations have existed between this and all other schools in eastern Maine, and all have worked together for the advancement of the cause of education.

I recommend the re-election of all the assistant teachers, and that Mabel F. Simmons be given charge of the teaching work of the pupils of the normal school in both the grammar and model schools, and that Mary B. Bills be elected teacher of the model school. I also recommend that diplomas be granted the following persons:

## ADVANCED COURSE.

Lillian Grace Knowles, Surry.

## REGULAR COURSE.

Clara M. Allen, Sedgwick; Edith L. Allen, Sedgwick; Mabel B. Allen, Hancock; Ella J. Bates, Brooksville; Lizzie S. Berry, Stockton Springs; Mary B. Bills, Hope; Adelaide G. Bunker, Franklin; Ethel Fauzene Clark, Unity; Isaac B. Clary, Waldo;

Fannie E. Colson, Castine; Lenora C. Coombs, Castine; Addie B. Crockett, Stockton Springs; Pearl Danforth, Washington; Grace M. DeLaite, Kingman; Georgianna Devereux, Castine; Kathryne C. Emery, South Thomaston; Alice H. Flye, Sedgwick; Nellie B. Foster, Fort Fairfield; Eva A. Grant, North Haven; Prudence E. Grindle, Brooksville; Flora M. Haley, Prospect; Miriam M. Hatch, Castine; Idella A. Hill, Brooklin; Cora B. Houghton, Lunenburg, Mass.; Bertha J. Jenness, Corinth; Oscar R. Johnston, Washington; Bernice D. Mansfield, Orono; Wendell H. Marden, Prospect; Lena F. McFarland, Hancock; Annie Ida Miles, Newburg; Maud I. Peaslee, Vinalhaven; Helen E. Perry, Sedgwick; Herbert Poole, Bremen; Carrie M. Poor, Sebago; Annie A. Rea, Castine; J. Blanche Roberts, Brownville; Nellie M. Rogers, Corinth; John F. Scannell, Natick, Mass.; Lizzie M. Smith, Bangor; Chester W. Teel, St. George; Blanche Wilkins, Wilton; Olivia M. Woods, Whitefield.

Respectfully yours,

ALBERT F. RICHARDSON.

---

Fort Kent, Me., May 1, 1897.

To the Trustees of the State Normal Schools:

Gentlemen—The following is a report of the above named school for the year ending April 28, 1897.

ATTENDANCE.

The number of pupils attending during the fall term. . . . .	92
The number attending during the winter and spring term, . . . . .	102
The number of different pupils during the year. . . . .	111
The number graduating, twelve; six ladies and six gentlemen.	

GRADUATING CLASS OF 1897.

Katherine Albert, teacher, Madawaska; Alice M. Cyr, teacher, St. John Plantation; Delina Côté, teacher, Wallagrass; Harvey J. Collins, clerk, Bridgewater; Joseph Martin, teacher, St. John Plantation; Clara Michaud, teacher, Fort Kent; George A.



Michaud, teacher, Fort Kent; Theodule Morin, teacher, Fort Kent; Michel Ouellette, teacher, Frenchville; Fortuna W. Pelletier, clerk, Madawaska; Elodie Pinette, teacher, Fort Kent; Lucie A. Thibadeau, teacher, Madawaska.

## TEACHERS.

Vetal Cyr, principal; assistants for the first term, Miss Mary Nowland and Miss Lousa E. Crockett; second term, Miss Nowland, Miss Rose A. Coney.

The assistant teachers have been interested in their work and I am glad to speak in hearty commendation of each.

## LIBRARY.

The library remains as in my last report. A fine set of History for Ready Reference, however, has been placed on our reference table at State expense. It is highly prized.

We need now badly, works on Methods of Teaching, Didactics, etc., for professional reading.

## NEEDS.

The generous appropriation made at the last legislature will no doubt satisfy many of the pressing needs, viz., furnishing the boarding house, an airmotor to pump water from the river, enlarging grounds, finishing and furnishing model room, painting school house. I would respectfully recommend that the above needs receive immediate attention, as the welfare of the school largely depends on them.

The increasing number of pupils annually, demands an additional teacher. I would suggest that a lady teacher well versed in the French language and literature be added to the present corps of teachers.

The design of this school is to educate teachers for the schools in this territory. To educate them in English alone does not qualify them sufficiently. There is need of a regular course in French, including reading, language and grammar, translation and literature, and a teacher especially fitted to teach those branches placed in charge of it.

Unless the school can offer those advantages the students will seek them in the neighboring schools. I hope this matter will receive your consideration.

GENERAL FACTS.

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

The school is growing in importance and usefulness, and its graduates are the best teachers in the territory.

Most respectfully submitted,

VETAL CYR.

## FISCAL STATEMENT.

The resources and expenditures for the normal and training schools for the fiscal year 1897 consist of the regular annual and the special appropriations and expenditures.

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

## FISCAL SUMMARIES.

## RESOURCES, 1896.

Annual appropriation for normal schools.....	\$31,000 00
Special appropriation for school-buildings at Farmington .....	10,000 00
Special appropriation for dormitory at Gorham..	20,000 00
Special appropriation for repairs on school-build- ing at Castine.....	7,300 00
Special appropriation for dormitory at Fort Kent,	3,250 00
	<hr/>
Total resources.....	\$71,550 00

## EXPENDITURES, 1897.

For salaries .....	\$27,704 78
fuel .....	1,444 87
general repairs .....	1,331 10
diplomas, appliances, etc .....	519 25
school-building at Farmington .....	10,000 00
dormitory at Gorham .....	20,000 00
school-building at Castine .....	7,300 00
dormitory at Fort Kent .....	3,250 00
	<hr/>
	\$71,550 00



## APPENDIX—I.

---

### SCHOOL YARDS AND BUILDINGS.

In the report of this department for 1895 a somewhat detailed statement was made of the condition of the school yards, outhouses and school-buildings in the rural sections of the State. Many inquiries have been received which indicate that a general interest has been aroused in these matters. To assist in improving the schools in these particulars the following plans, sketches and explanations have been prepared. In doing this work the fact has been constantly kept in mind that the suggestions furnished should be especially serviceable to towns having but small sums to invest at any one time.

In presenting these suggestions and explanations as to the selection of lots, construction of outhouses and school-buildings no attempt will be made to present arguments in favor of the positions taken, or to quote authorities upon these subjects.

The statements made and the recommendations offered in this connection are addressed more particularly to rural and village communities. Any attempt to furnish detailed plans for buildings in cities, without exact information as to the size, location and surroundings of the lot, the system of sewerage, water supply, heating, etc., to be used, would result in a failure. For these reasons no attempt will be made to cover this field.

### SCHOOL SITE.

In selecting a site for a school-building the principal items to be considered are size, soil, drainage, sightliness, and location in the community using the schoolhouse. The lot should have an area of not less than one acre, with a frontage of about

180 feet and a depth of about 240 feet. It should not have beneath it a stratum of clay or ledge which will permit of ground-water standing in the yard, but should have a light, porous, dry soil. It should be free from all decaying matter and all animal excrement.

The surface of the lot should slope gently toward the road or street, and have a sufficient elevation so that all parts of it will drain naturally. If for any reason this result is not possible through natural means, artificial drainage should be supplied which will remove all surface and ground-water. The best lot is the one which is highest in the center and slopes gradually in all directions, and is higher than the immediate surrounding areas.

The lot selected should have as many natural features of beauty as possible, and should be as sightly as circumstances will permit. It should not be in a low, damp place and it is better that it should not be on the top of a bleak hill. A slightly rolling area in a reasonably sheltered section is the most desirable. The building should be so located as to give a sunny playground, and yet prevent, as far as possible, the direct rays of the sun from falling upon the desks during school hours.

Great care should be taken in selecting a lot for a school-building either in the country or in a village, to have it so located that the school will be as little disturbed as possible by passing travel and by industries that are carried on in the community. Reasonably quiet surroundings are essential conditions for the best work in the classroom. The disadvantages of dust and other annoying conditions are too apparent to need special mention. A community cannot afford to sacrifice quality of soil, sightliness, elevation, drainage and quiet to the single item of central location.

The school-building should be placed about 100 feet from the street or road and as near the center of the lot from right to left as the conformation of the ground will permit. In most school yards in the country the outhouses for the girls should be in one of the rear corners of the lot, and that for the boys in the opposite rear corner.

The fence at the rear of the lot and the sides as far front as the rear of the school-building should be a close board fence about 5

feet high. The fences for the sides, from a point opposite the rear of the building to the street or road, should be about 4 feet high and of such construction as the means of the town will justify. There should be a strong, close board fence, 7 feet high extending from the center of the rear of the building to the center of the rear board fence.

No trees should be placed within 50 feet of the building. The area immediately in front of the schoolhouse should be used for flower beds. The open spaces at the sides and rear should be used for playgrounds. A few trees should be planted near the boundary lines of the lot and in some instances trees may be advantageously planted in interior sections of the lot.

#### WATER SUPPLY.

Every school-building should be supplied with pure water. The best way of doing this is to have water conducted through pipes to the building from a spring that is some distance from any polluting agencies. Where this plan is not feasible the next best method is to have a bored well of such depth as will render it impossible for the water to be contaminated with surface water or filterings through the soil. Where a bored well is not practicable then a well should be dug, and every possible precaution used to prevent contaminating matter of any kind from reaching the well itself, or the sources of its supply.

#### OUTHOUSES.

The outhouses should be located, as has already been indicated, in the rear corners of the school lot, one being assigned to the girls, and the other to the boys. These buildings should be substantially built, of such size and with such conveniences as will best serve the school for which they are constructed. The vault should be a solid tank of masonry, plastered on the inside with cement. (See Figure A. in another section of this report.) If for any reason this kind of a vault cannot be supplied a wooden box, extending the entire length of the sittings, and about 20 inches deep and 24 inches wide should be furnished. In cases where a box is used it should be lined with galvanized iron and great care should be

taken to have the lining water tight. In both cases such an amount of dry soil or ashes should be frequently placed in the receptacle as will absorb all liquids in the vault and keep the excreta covered.

In outhouses provided with wooden boxes for vaults the lower, rear portion of the building should be a heavy double door with hinges at the top, so arranged that it can be turned up against the wall and held in place by a clasp while the box-vault is being emptied. These vaults should be thoroughly cleaned, at least, twice each term. When these precautions are taken we shall be free from the fearful odors which sometimes are manifest not only on all parts of the school grounds but which penetrate even to the schoolroom itself.

If those who have charge of the erection of school-buildings have any reason to fear that sufficient dry earth or ashes will not be applied to the contents of the vaults to absorb all liquids and keep all excreta thoroughly covered, and that all this accumulation will not be removed at least twice each term, then they would better use the plans described below. These explanations and sketches are taken from the Report of the State Board of Health of Maine for 1892-3. (See Figures B. and C.)

"There are some patented devices for using the dry earth, but without patronizing these, any carpenter or other person with only ordinary mechanical ingenuity can get up something which will give good results. All that is needed is a common closet, a supply of dry earth, a water-tight receptacle beneath, and a convenient way of disposing of its contents at quite frequent intervals.

The receptacle should be wholly above the surface of the ground, and may consist of a metallic-lined box, a half of a kerosene barrel with handles upon it for removal, or, which is better, a large galvanized iron pail.

The receptacle may be removed through a door in the back of the closet or in front of the seat, or, by having the seat hinged and made to button backward, it may be removed that way. The earth should be common garden or field loam, if considerably clayey all the better, but it must be finely pulverized. Road dust does well, but sand is not suitable. Coal



ashes are also good. Whichever of these is used should be dry and screened through a sieve with about quarter inch meshes. The dry earth may be kept in a box or bin so arranged, where it can be, that it may be filled from the outside of the closet, or it is quite convenient to have one-half the seat hinged and beneath it the small compartment to hold the present supply of the earth. In this box or bin holding the earth there may be a small tin scoop which may be employed in sprinkling in the earth, a pint or more, each time the closet is used. The main thing is to use enough of the earth completely to absorb all liquids, and this requirement, of course, precludes the throwing of slops into the closet. One or two loads of dry earth will be needed annually for a small school. Figure B in another part of the report shows the construction of this closet.

Figure C. shows a style of earth closet suitable for country school-buildings. It has a permanent catch-basin entirely above the surface of the ground built of brick laid in cement and lined with asphalt so that the water or moisture from the soil can have no entrance.

Within the closet is a bin for dry earth or coal ashes and a scoop by means of which it should be somebody's duty to sift daily or oftener a small quantity of the drying material over the deposit,—enough to keep the whole dry and odorless. At the rear of the vault is a door through which the inoffensive contents may be removed."

The outhouses should also be provided with windows the stools of which should be not less than 5 feet from the ground. The doors should be substantially constructed and provided with strong locks. The keys should be in the custody of the teacher, and the doors locked each night. This duty may be performed by some of the older and more reliable boys. The buildings should also be surrounded with evergreens in such a way as to conceal them from the road and the occupants of the schoolhouse. The entrances should be from the sides facing the fence extending from the rear of the school-building to the rear of the lot.

In cases where towns wish to build fire closets, or water closets and urinals supplied with running water, they should depend on

experts to supply detailed directions for constructing these important adjuncts to every school-house.

#### SCHOOL-BUILDING.

The foundation walls of the school-building should be of solid masonry, and extend to such a depth as to prevent their being affected by frost. The walls should be 1 foot thick and have a vertical air space of 4 inches, and be so thoroughly built as to exclude the cold to a considerable extent. There should be a suitable opening in the wall on each of the four sides to permit thorough ventilation of the space beneath the building during the spring, summer and fall months. Double shutters should be provided for these openings during the winter months. These conditions should obtain in all cases where it is not found expedient to have a basement, but wherever the funds are sufficient, a basement of not less than 8 feet in depth should be provided. This should be inclosed by the foundation walls, and the bottom should be covered with gravel and plastered with the best cement, and such drainage should be provided as will prevent water remaining in the basement.

The top of the foundation wall should be, at least, 3 feet 6 inches above the level of the ground. In no case should school-buildings exceed two stories in height. The reasons for this limitation have been given in so many reports that it is unnecessary to recapitulate them.

The exterior of the building should be simple in construction, yet dignified in its adornment, and devoid of all ornamentation which interferes with suitable lighting of the assembly room.

#### COLORS FOR EXTERIORS.

While it is not desirable that school-buildings should present a marked similarity in coloring, yet it is important that such colors should be used on the exterior as will render the houses not only durable but also attractive. For this purpose the colonial style of light yellow with white trimmings furnishes a happy combination, and is a change from the more sombre browns that are now so common. The gray tints with darker trimmings and the light yellow with dark green trimmings are

both serviceable and attractive. In some cases plain white walls with green blinds make a picture at once artistic and inexpensive.

#### HALLS AND WARDROBES.

The entrance to the house should be protected by a suitable portico of such construction as will permit the children to make use of it for shelter in stormy weather and serve as a protection from the sun on hot days. The entrance and halls should be of sufficient size to allow the free passage of the pupils to and from the schoolroom, and to insure perfect ventilation.

In single room school-buildings, if separate entries are provided for the boys and girls, these apartments should be at least 8 feet square. In schoolhouses of more than one room they must necessarily be more spacious. The hallways in all school-buildings, of more than one room, should be wide enough to admit of the passing of double columns of children in opposite directions at the same time with perfect freedom. In single room buildings the hallways need not be more than 6 feet wide while in school-buildings of more than one room they should be not less than 8 feet.

Wardrobes should be large enough to furnish each child with a separate hook so located that his clothing, when in place, will not come in close contact with that of any other child. A wardrobe for 25 pupils should have wall space equivalent to 25 feet in length. These rooms need ventilation to even a greater extent than do the schoolrooms.

Entries, wardrobes and halls should be located in such relations to the schoolroom that the teacher can stand at some one point and have a general oversight of them all; because there are times during school hours when some of the children are in the entries, some in the hall leading to the schoolroom, and some in the wardrobe, while others are in the assembly room.

#### STAIRS.

The stairs should be, at least, 5 feet wide, and in case of two or more schools in the same building they should be from 6 to 7 feet wide. The risers should be from 6 to 7 inches high, and the threads about 12 inches wide. Circular stairs should never

be built in a school-building, and as few turns should be made in the stairs as possible. What is true of the anterooms is also true of the stairways. They should be so arranged that a teacher may stand at one point and command easily the staircase, the halls and entrances. A great amount of confusion and unnecessary friction would be prevented by observing these simple rules.

#### SIZE OF ROOMS.

Schoolrooms should be from 2-3 to 3-4 as wide as they are long. The length should not exceed 30 feet, a few feet less being preferable. The height of the schoolroom should be more than 11 feet and less than 14 feet. The floor space must be of such size as will give to each child not less than 20 square feet. If the schoolroom is 30 feet long, 20 feet wide and 12 feet high, it will contain 7,200 cubic feet of air-space. If there are thirty pupils in attendance the room will provide 240 cubic feet of air-space for each child. This is the minimum limit. No schoolroom should furnish a smaller air-space for its pupils.

The teacher's platform should be at the side of the room which is not provided with windows, and not less than 5 feet wide and about 9 feet long. It should be about 9 inches high.

#### WINDOWS.

All things considered it is best to have the school-buildings face the south or west. If this plan is adopted the windows will be located on the east and north, or west and north sides of the schoolroom. The windows should be supplied with opaque, Naples yellow shades. When the sun is in the east the curtains on the east side of the room should be drawn. The same is true of the west side in the afternoon. With these precautions against the direct rays of the sun all parts of the room may be thoroughly lighted, and at the same time cross lights which otherwise might be of great injury to the eyes of the children would be avoided.

The windows should be in the wall at the left of the pupils when they are seated at their desks. The rear window in this

wall should be within one foot of the rear wall, and the front window should be opposite the front row of seats.

The area of the glass in a schoolroom should be equal to one-fifth the area of the floor-space; i. e., if the room is 28 feet long and 22 feet wide, the floor would contain 616 square feet, and there should be at least 124 square feet of glass.

If the side wall does not furnish a space large enough to give an area equal to one-fifth of the floor-space, then windows should be placed in the rear wall. These windows should be located at the right and left of a center mullion, and should be of the same vertical height as those in the side wall.

The bottom of the windows should be on a level with the eyes of the majority of the children occupying the room. They should extend to within about 6 inches of the ceiling. The windows at the sides should be massed with narrow mullions between the different divisions. There should not be any windows in front of the front row of seats (not desks) in any schoolroom. It is better to have the glass the full size of the sash in all windows. If these simple rules are followed our children will suffer much less in the future than they have in the past from improper lighting of schoolrooms.

All window sashes should be so constructed as to fit closely in their casings, and at the same time run easily. They should be supplied with pulleys, friction rollers and such weights as will permit them to be moved with ease by a small child. As a matter of economy it is best to have all school-buildings supplied with double windows. The saving in fuel will be sufficient, in a reasonable length of time, to pay the added expense. If double windows are furnished, many of the discomforts arising from draughts will be prevented, and the windows can be used in such a way as to supplement the regular system of ventilation.

#### BLACKBOARDS.

The blackboards should be, at least, 3 feet 6 inches wide, and extend entirely around the room, except in the spaces occupied by the doors and windows. In schoolrooms used exclusively for primary grades the lower edge of the board should be about 2 feet from the floor, and in grammar and high school grades the bottom of the board should be about 3 feet from the

floor. School-buildings in rural communities should have the bottom of their blackboards about 2 feet 6 inches from the floor, to best accommodate all grades of pupils, provided the board is 3 feet 6 inches wide.

#### INTERIORS.

In many of our school-buildings too much attention has been given, and too much money expended on exterior decorations. While the appearance of a school-building is a matter of so much importance that it should receive careful attention, and while it should be as attractive as the means of the community will justify, yet it is the interior that will exert the greater influence for good or evil in forming the tastes and developing the qualities of the children. The exterior should be comely and attractive, and devoid of any appearance of extravagant decoration. The finish for the cornice, windows, doors and porticoes should indicate taste, judgment and regard for architectural principles. The interior of the room depends more upon its coloring than upon any other single feature. The finish for the doors and windows should be plain, so that the least number of places for the accumulation of dust will be provided.

The room should be surrounded with a wainscoting extending from the lower part of the blackboard and windows to the floor. The spaces above the wainscoting and ceiling should be plastered with mortar, slaked and mixed with sand, at least, four weeks before it is used. During the time the mortar is being slaked it should be carefully protected from the sun and rain. quality of slate. If this is not feasible the spaces should be covered with the best quality of adamantine plaster. At the lower edge of the blackboard a moulding should be placed with a concave upper and a convex under surface, the trough part being used to hold the erasers and collect the chalk dust.

#### FLOORS.

The floors should be of yellow birch. If this material is not within the means of the community, then a superior quality of spruce may be used. The floor surfaces should be "filled" with oil and treated with two coats of shellac. All schoolrooms should have double floors, with heavy building paper between,

being careful to have the edges overlap to prevent the air passing from the basement to the schoolroom.

#### DOORS.

There should be no thresholds in any part of the building except beneath the outside doors. All other doors should swing level with the floor, and should be provided with transoms, at least, one foot in height. All interior doors should be, at least, 3 feet wide, and not less than 7 feet 6 inches high. All outside doors should swing outward, unless they are double hinged.

#### INTERIOR FINISH.

The interior finish of a schoolhouse should be of yellow birch, native oak, hard pine or a superior quality of spruce, the desirability of the woods being indicated by the order in which they are named. It is recommended that this wood be "filled" and covered with two coats of varnish, each coat being well rubbed down. In all interior finish it is desirable to have as smooth and plain a surface as possible to insure cleanliness. It is much better to have all the interior finish, including the doors, of the same kind of wood.

#### COLORS FOR INTERIORS.

If it is necessary to paint the wainscoting it should be of such a color as is produced by adding a small amount of raw sienna and chrome yellow to white paint giving the tint known to painters as "cream white" and the standing finish should be of a slightly darker shade of the same color.

The wall spaces not occupied by the blackboards or wainscoting should be tinted a light cream, very light gray, light bluish gray, light greenish yellow or a light buff. In all cases the tints should be of the lightest and most delicate shades. The ceiling should be a very delicate cream tint.

The floor should be the darkest surface in the room. The wainscoting should be of a somewhat lighter color than the floor. By this plan the colors become lighter as you pass from the floor to the ceiling.

## LIGHTING.

Much has been written on the subject of the proper lighting of schoolrooms. A number of the leading authorities upon this subject claim that the light should come exclusively from the north, and that the other sides of the room should be solid walls. There are more things to be considered in a schoolroom than the simple question of the direction from which the light shall enter the room. Thoughtful teachers have noticed that children are influenced by their feelings, and that the feelings of the average child are dependent upon the cheerfulness of the room. If only the north side of a room is provided with windows it is necessarily wanting in the elements of cheerfulness, and those conditions which are dependent upon the rays of the sun.

There can be no question but that the healthfulness and desirability of a schoolroom is very much increased by having the rays of the sun shine into it during some portion of the day. The flooding of the schoolroom with light will prevent or make impossible a great many diseases and a large number of discomforts. It will aid, to a large extent, in making the room a place where the children like to assemble and live. It will give an air of graciousness to the room that can be gained from no other source. It is unwise to have the direct rays of the sun fall upon the children, and particularly upon their books or desks. It is also unwise to have cross rays striking upon the books used by the children. While all these things are true, it is also true that windows may be placed upon the east and north or west and north sides of the room, and gain all the advantages that come from light, heat and cheerfulness of the sun without suffering from many of the disadvantages named above.

The principal light of the schoolroom is preferably taken from the northeast, north or east; the preference being in the order in which the points of the compass are named. Windows facing directly south or west should be avoided.

If the windows are supplied with opaque curtains of a light yellow tint, they can be so arranged as to cut off the direct rays of the sun, and the cross lights will be reduced to a minimum, and all the advantages of lighting from two sides and direct radiation will be gained.



## DESKS.

Single desks should be furnished in all schoolrooms, the discomforts and annoyances arising from the use of double desks being so great as practically to prohibit their use. The desk and seat should be easily adjustable to meet the physical conditions of the child. The seat should be of such construction as will fit the curvatures of the body and make it easy for the child to do his work in an erect position, and it should be of such height as to permit his feet to be placed squarely upon the floor. The top of the desk should slant slightly toward the pupil, and be provided with a groove for holding pencils, and a covered ink well.

The desks for the smaller scholars should be so placed that the edge of the desk next to and in front of the child shall be 9 inches from the back of the seat in which he is seated. For intermediate grades this distance should be 10 inches; in grammar grades, 11 or 12 inches; in high school grades, 12 or 13 inches. This is a matter of vital importance. Nineteenth of all the desks in the school-houses of Maine, and a large share of the other tenth, are so far apart that children are forced to lean forward in unnatural positions to make use of them in writing and studying.

The seats for the pupils in a schoolroom should be so arranged that they will face a wall in which there are no windows.

The aisles at the sides and rear of the room should be about 3 feet wide, and the others should be about 20 inches wide. There should be, at least, 5 feet of space between the front desk and the front edge of the teacher's platform.

## VENTILATION.

The simplest and most effective form of ventilation in school-buildings in rural communities is to have a cold air box extending from an opening in the foundation wall, under the floor, to a point immediately beneath the stove. This air shaft should be as short and direct as possible. It should be about 30 inches square for a single room building, and covered

at both ends with a coarse wire netting, and about one inch inside of this netting, screens should be placed similar to those used in dwelling houses to exclude flies. The opening beneath the stove should be provided with a slide which may be completely closed during the time the room is being cleansed or swept.

The stove should be surrounded by a Russia iron jacket which should be fastened securely to the floor, and extended above the top of the stove, at least eight inches, and if the stove is not too high this extension should be one foot. The sides of the jacket should not be within six inches of the stove. By this simple plan, fresh air is admitted to the room in any required volume, and passed near the stove in such a way as to be warmed before it passes into the room.

The ventilating flue or chimney for schoolhouses of one room should be 30 inches square on the inside. It has been found best to have the smoke-stack made of thin cast iron or heavy sheet iron. This stack should be about 8 inches in diameter and placed in such position in the flue as to be most easily connected with the heating apparatus. The register which opens into the ventilating flue or chimney should be about 28 inches square, and covered with a coarse wire netting, bordered by a moulding on the outside. This opening should be within 2 inches of the floor.

Any schoolhouse provided with these simple appliances for securing fresh air, and taking from the room the foul air, will be reasonably well ventilated at all times when the stove is used for heating purposes. At other seasons it will be necessary to ventilate through the windows and doors, or to have the register so arranged that it may be removed and a large kerosene lamp placed in the bottom of the ventilating flue. The heat generated by the lamp will be sufficient to insure an upward current of such force as to remove the vitiated air from the room.

The value of an open fireplace in a schoolroom cannot be overstated. The cost of its construction is small. The expense of supplying fuel in Maine for many years to come will not be large enough to be a serious item, and the benefits derived from its general use will more than compensate for any investments

that might be made in this direction. If a schoolroom is supplied with a fireplace and the chimney is thoroughly warmed once during the day, a sufficient current will be produced to make it one of the most efficient means of ventilation that can be devised.

It is even recommended that school officials make the attempt to secure from the community using the schoolroom sufficient voluntary contributions to provide one of these heating appliances in every schoolroom in the rural sections of the State. They more than pay for their construction and maintenance by the added cheerfulness and attractiveness which they give to the room itself. The bright crackling fire produces an atmosphere so homelike that the children are unconsciously influenced not only to better conduct and better feelings, but to added industry and faithfulness.

When all these means have been used there is one other precaution that should not be neglected. All schoolrooms should be opened, at least, fifteen minutes in the morning before the opening of the session, a few minutes during the recesses, not less than fifteen minutes at noon, and not less than half an hour, and better still three-quarters of an hour after the close of school at night. At these times all doors and windows should be wide open, and every facility furnished for the free passage of the air into, through and out of the schoolroom. School officials should see that the above requirements are faithfully observed by their teachers, and the observance of these instructions should be one of the conditions upon which they are retained.

It takes much less time to heat a room filled with pure than with impure air. If one has but an hour to heat a room, and it is filled with impure air, he can save time and fuel by using at least one-third of that time in thoroughly ventilating the room and the remainder in heating it. If a room is not ventilated at the close of the session the impurities in the air will settle, to a considerable extent, into the walls. When the room is heated the next morning some of these impurities will leave the walls and be breathed over and over by the persons using the room.

In an article prepared by the Department of Public Instruction of New York the following principles are laid down for the

instruction of those having charge of the erection of buildings of two, four, six or eight rooms.

1. Two hundred cubic feet of air should be allowed for each scholar, provided the air is changed *continuously*.

2. The foul air should be taken out of the rooms at or near the floor.

3. The ventilating flue should be of sufficient capacity to take out the foul air.

4. The ventilating flues should always be heated, to be of any value in exhausting air.

5. The supply of fresh air must be sufficient to compensate for that taken out by the foul air shaft.

By the courtesy of Dr. A. G. Young, Secretary of the State Board of Health of Maine, this Department is able to present in this report plans of schoolhouses. The designs are of the highest value, and it is hoped that those who are interested in these subjects will apply to the Secretary for a copy of his report for 1891. This document should be in the hands of every person who is responsible for the housing and training of the children in the public schools of Maine, so that in the future when buildings are erected school officials will take advantage of the studies which have been made in this field and be able to protect the children from the punishments which have been inflicted upon them in the past.

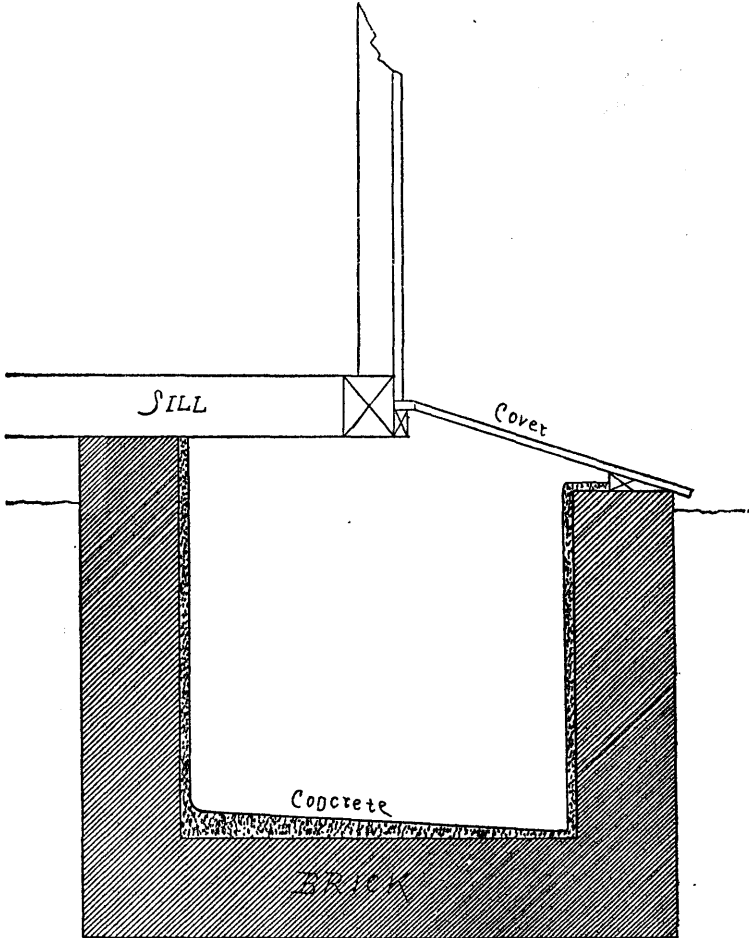


FIGURE A.

Section through vault for Small School Houses.  
Coombs, Gibbs and Wilkinson, Architects, Lewiston, Me.

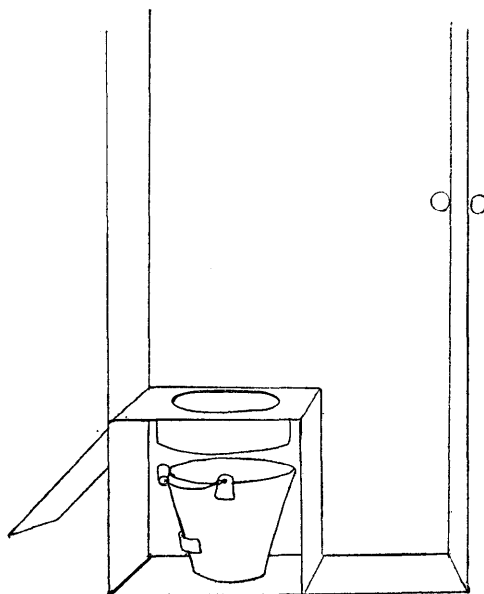
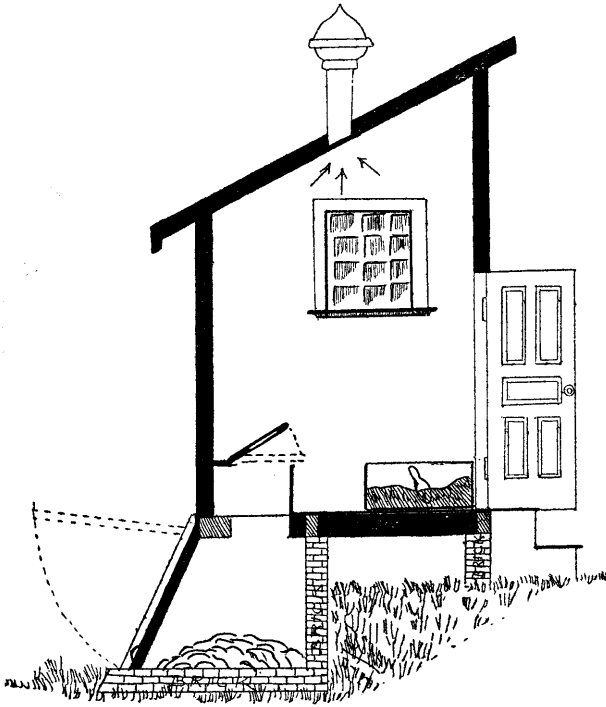


FIGURE B.



Section.

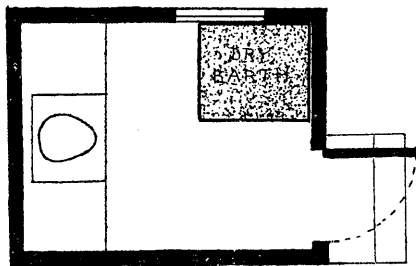
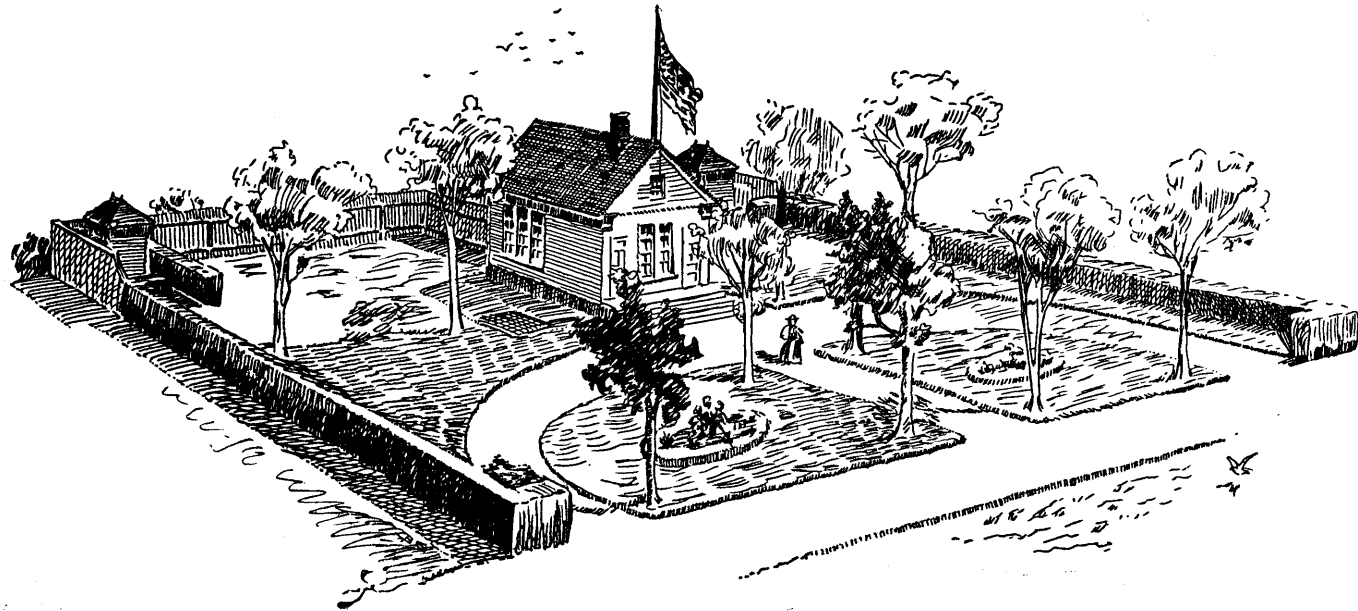


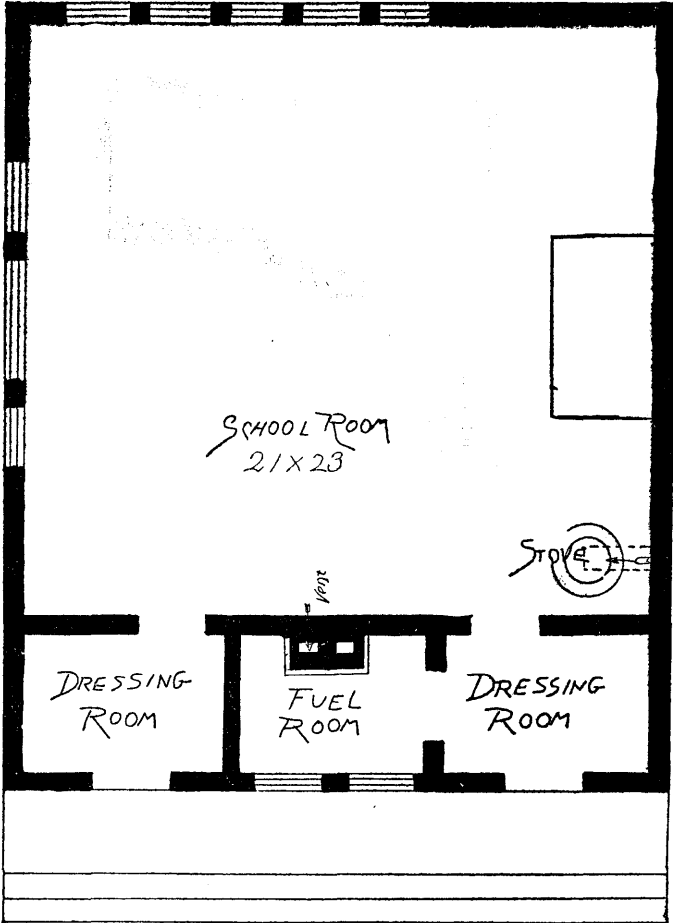
FIGURE C.

• PERSPECTIVE SKETCH OF  
• WHITTIER • SCHOOL HOUSE •

• COOMBS, GIBBS & WILKINSON •  
• ARCHITECTS •  
• LEWISTON, • ME •



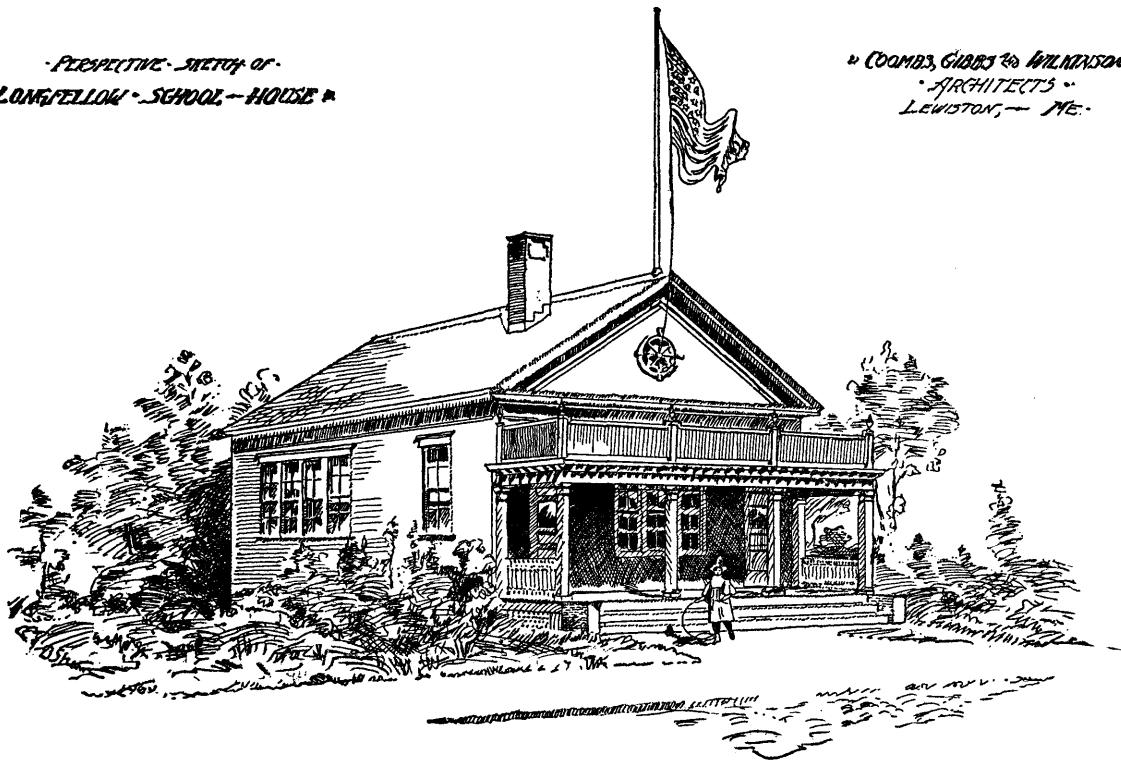


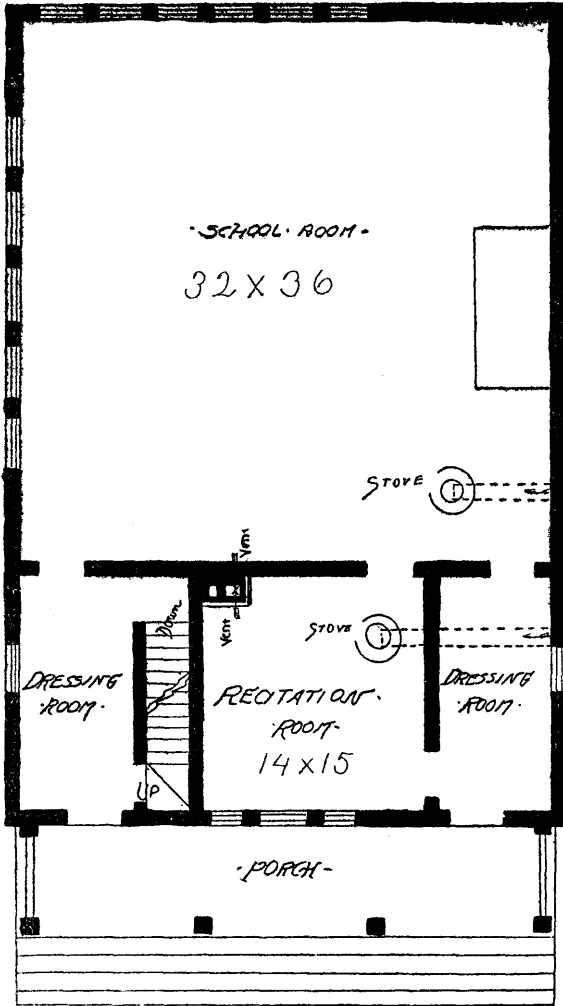


Floor Plan of Whittier School House.  
Coombs, Gibbs and Wilkinson, Architects, Lewiston, Me.

PERSPECTIVE SKETCH OF  
"LONGFELLOW" SCHOOL-HOUSE

"COOMBS, GIBBS & WILKINSON"  
ARCHITECTS  
LEWISTON, - ME.

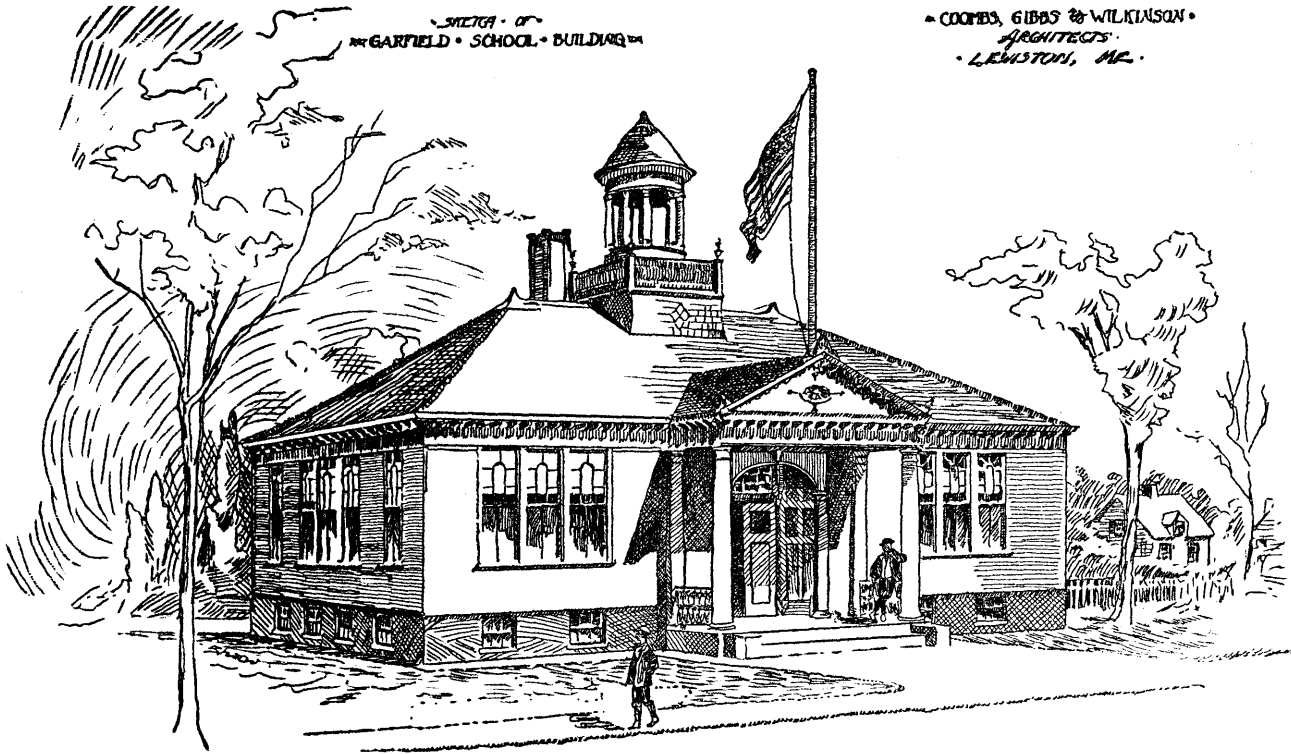


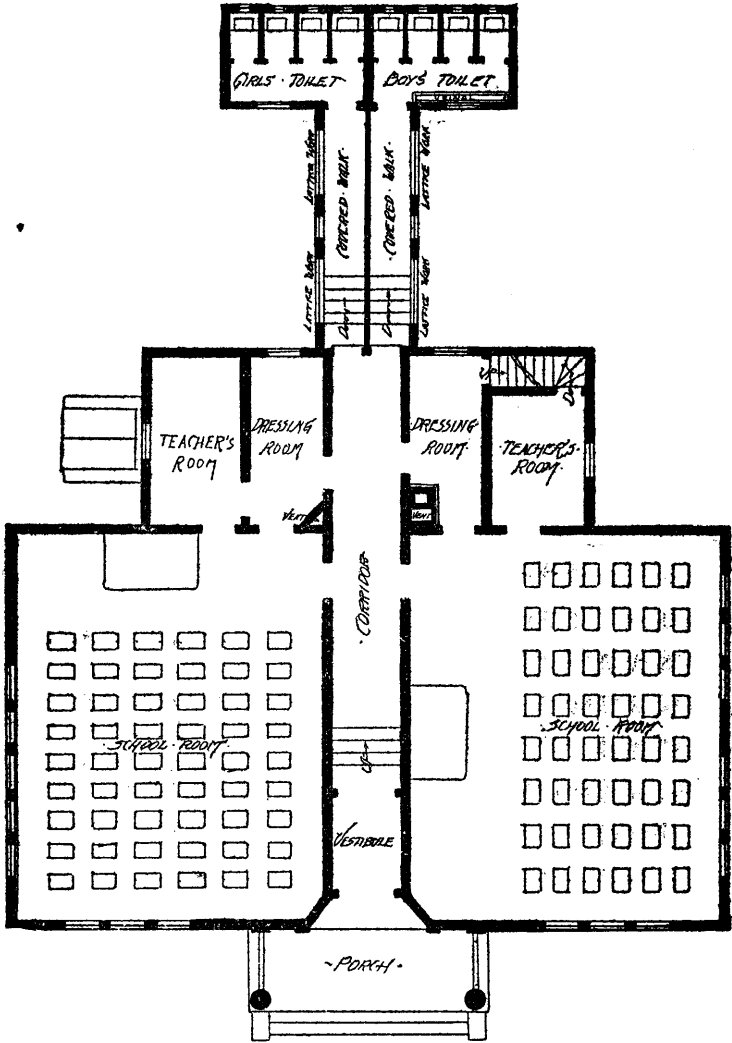


Floor Plan of Longfellow School House.  
Coombs, Gibbs and Wilkinson, Architects, Lewiston, Me.

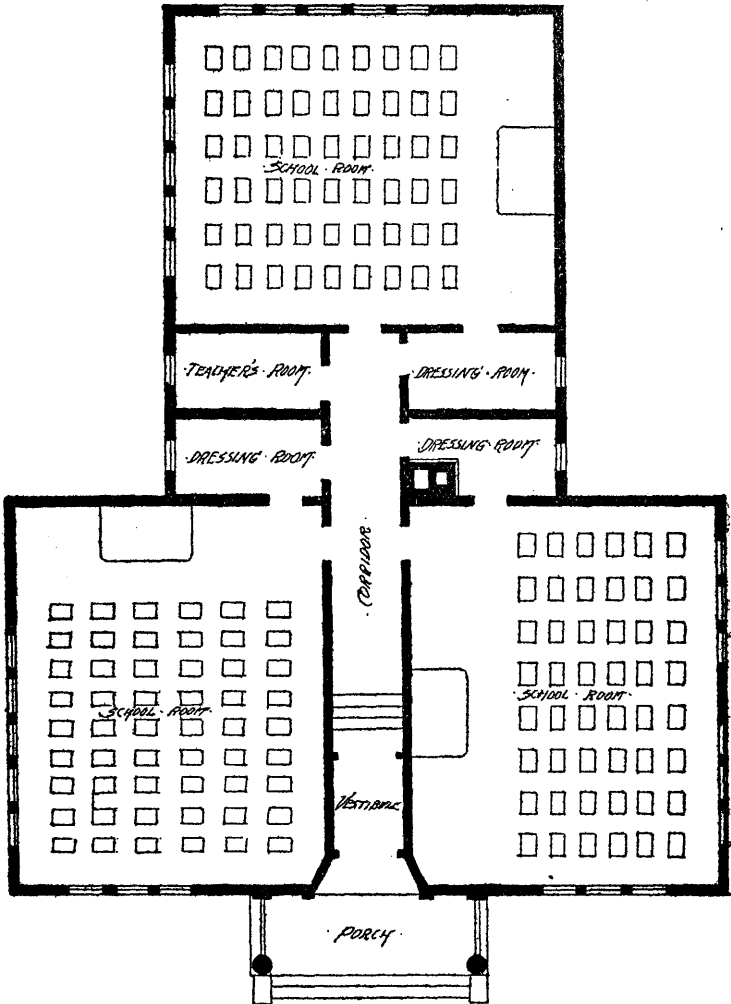
SKETCH OF  
THE GARFIELD SCHOOL BUILDING

COOMBS, GIBBS & WILKINSON  
ARCHITECTS  
LEWISTON, ME.

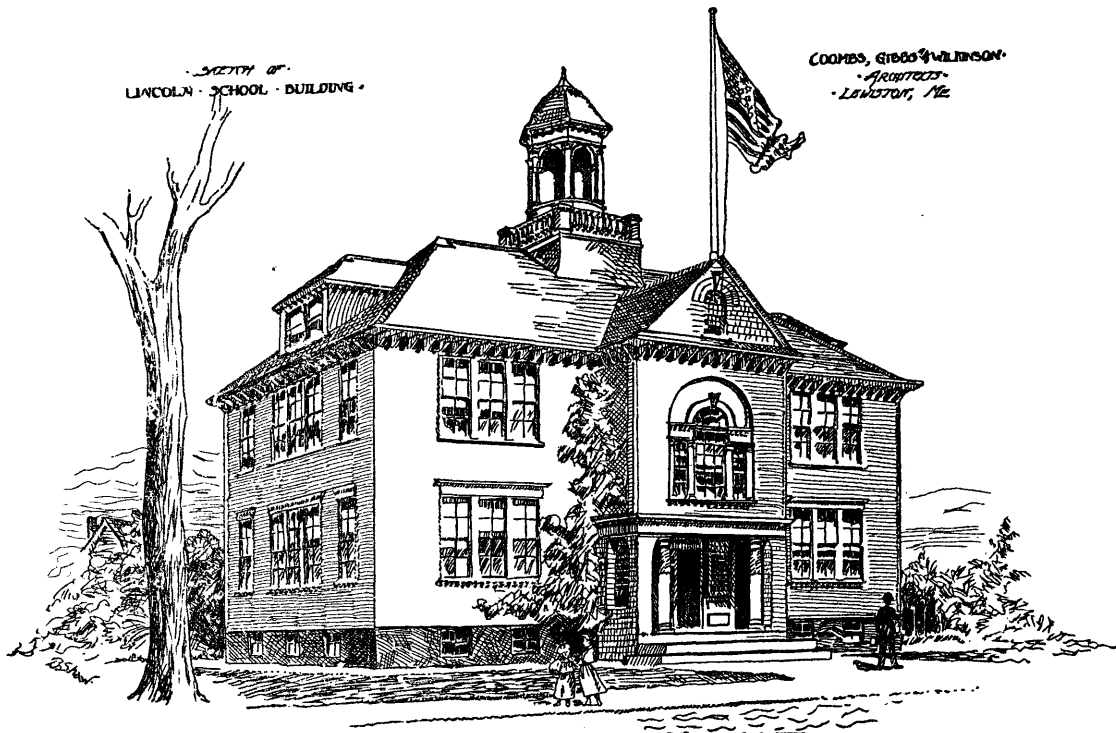


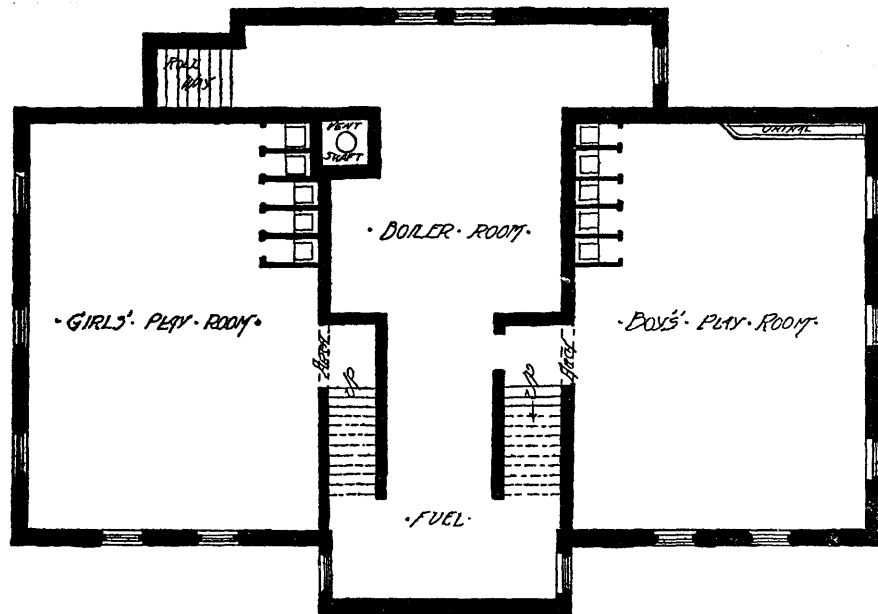


Floor Plan of Garfield School Building—two rooms.  
Coombs, Gibbs and Wilkinson, Architects, Lewiston, Me.



Floor Plan of Garfield School Building—three rooms.  
 Coombs, Gibbs and Wilkinson, Architects, Lewiston, Me.

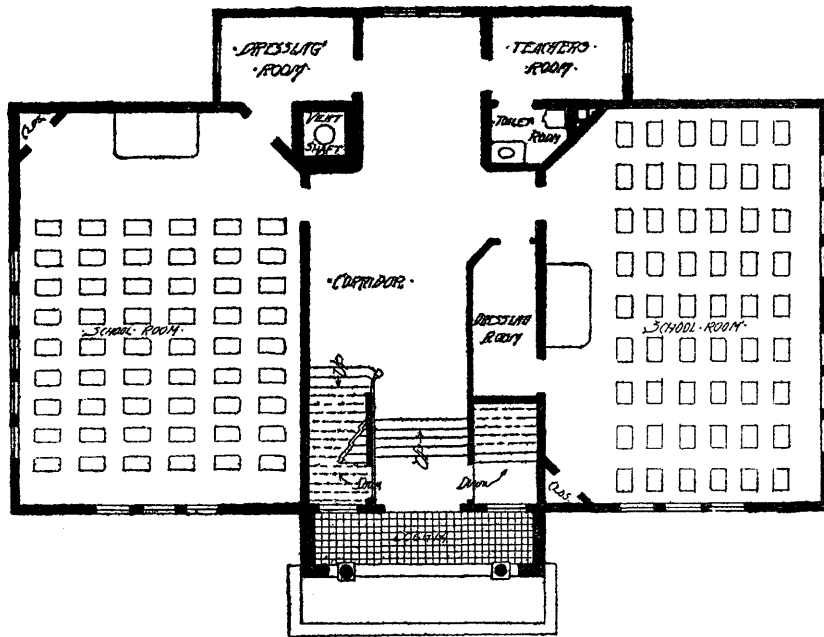




• COONS, GIDDS & WILKINSON •  
 • ARCHITECTS •  
 • LEWISTON, ME. •

• BASEMENT FLOOR PLAN •  
 • OF •  
 • LINCOLN SCHOOL BUILDING •

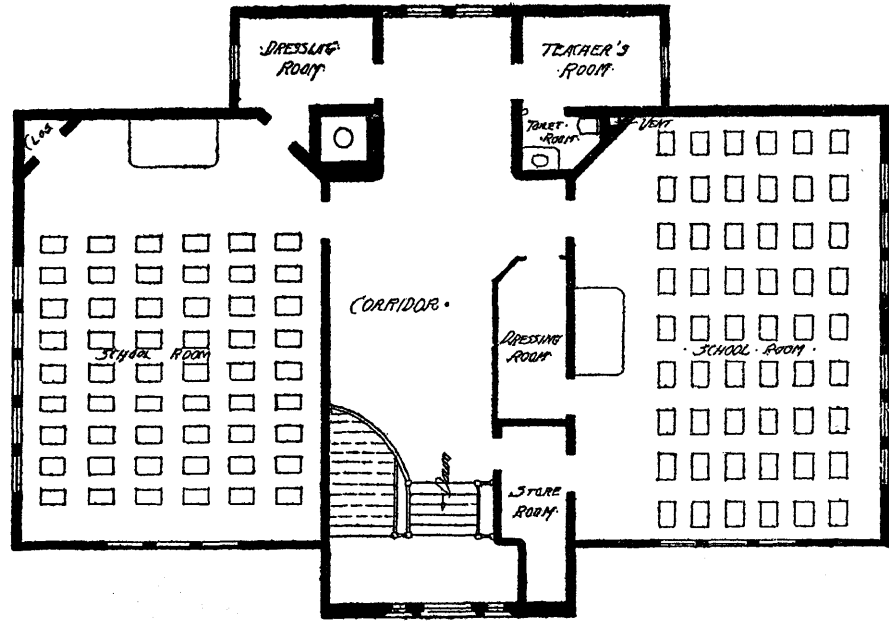




• (DONES AND SONS) ARCHITECTS •  
 • LEWISTON, ME. •

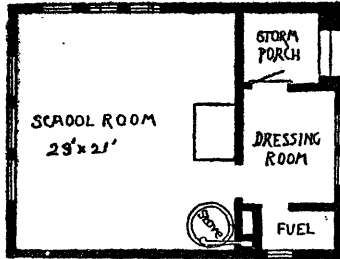
» FIRST FLOOR PLAN »

» LINCOLN SCHOOL BUILDING »

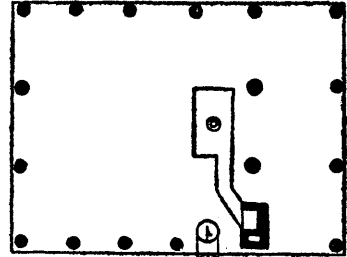


COMBS, FIELDS & WILKINSON ARCHITECTS. 20 SECOND FLOOR PLAN

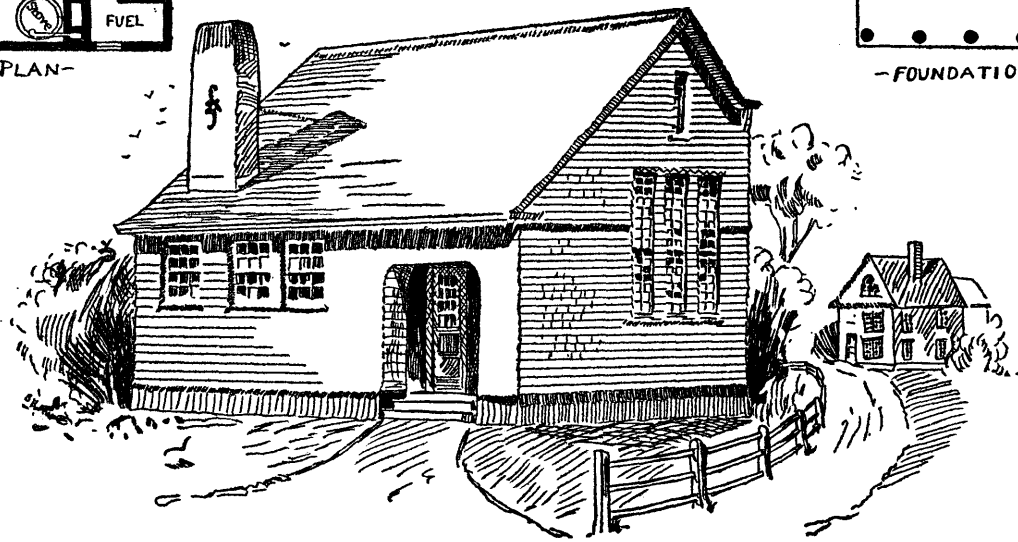
LINCOLN SCHOOL BUILDING

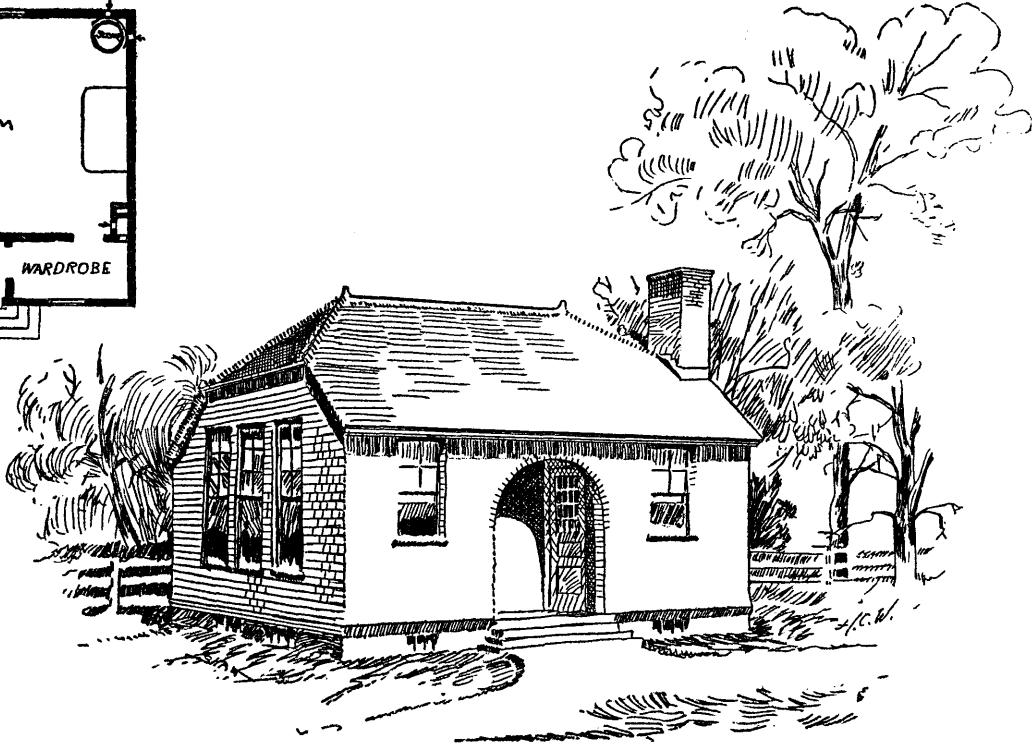
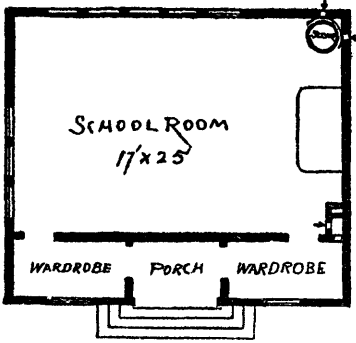


- FLOOR PLAN -

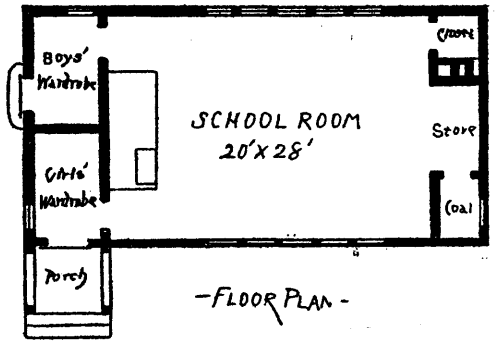


- FOUNDATION PLAN -

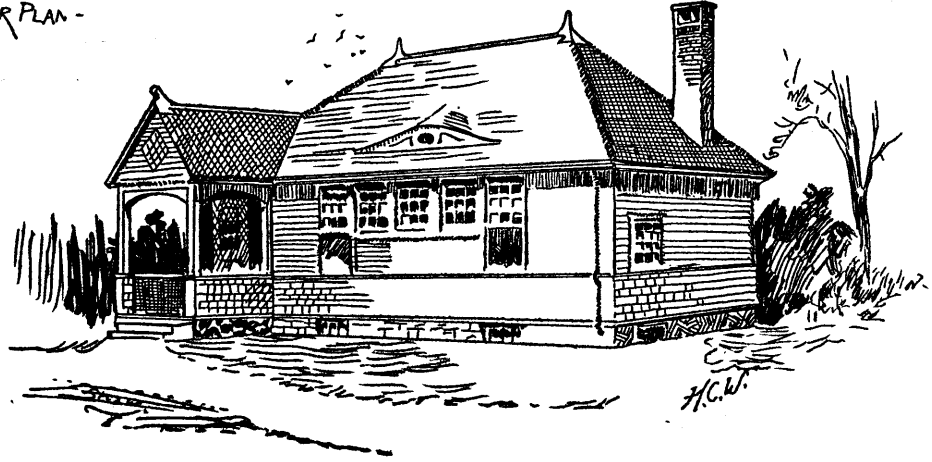




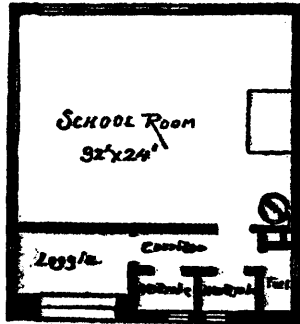
2



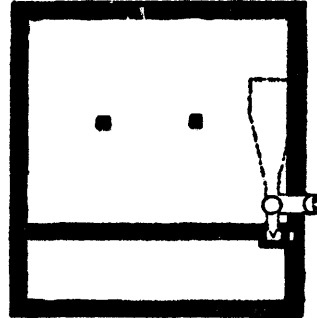
-FLOOR PLAN-



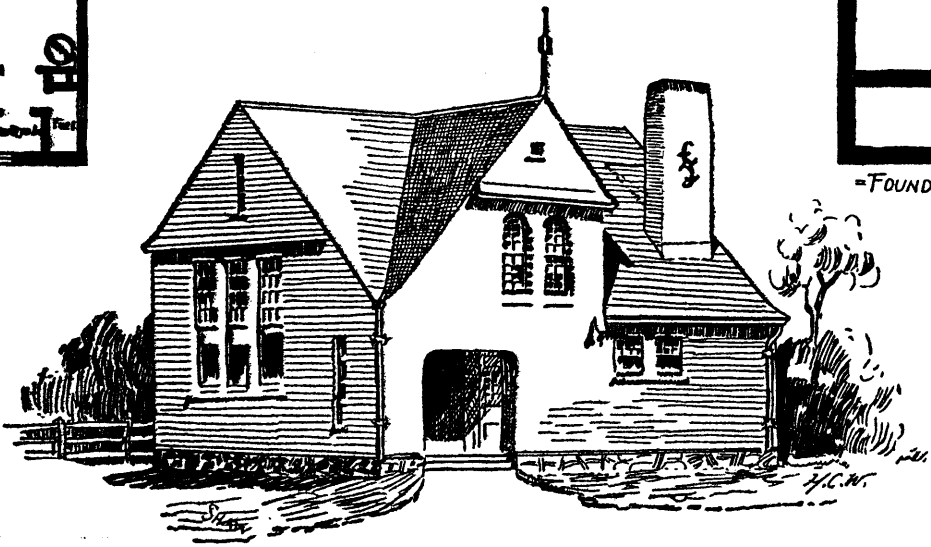
3



= FLOOR PLAN =

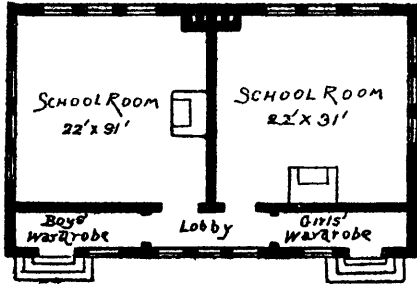


= FOUNDATION PLAN =

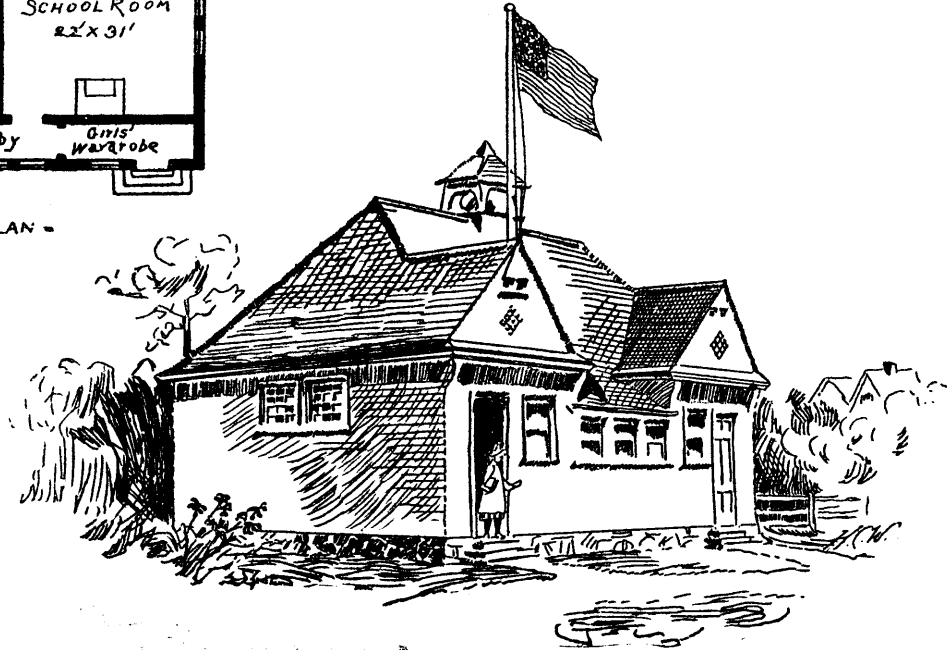


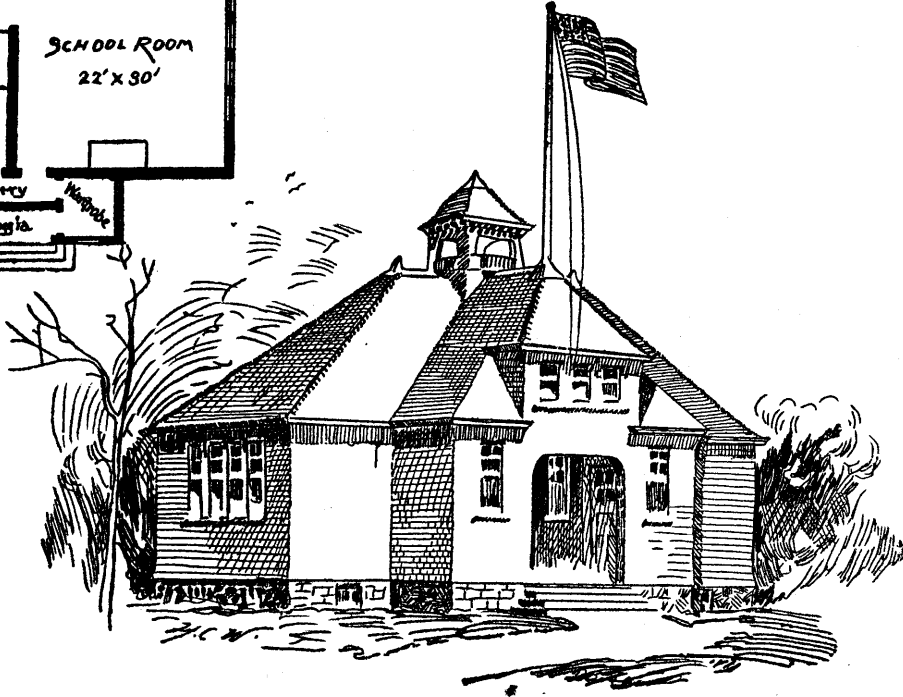
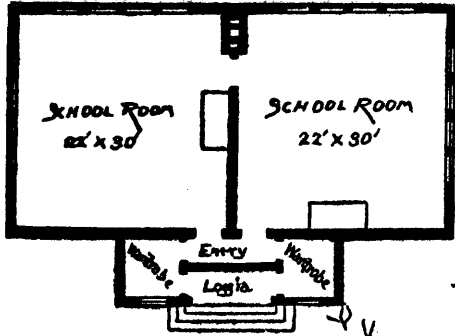
4

W. H. W. W.

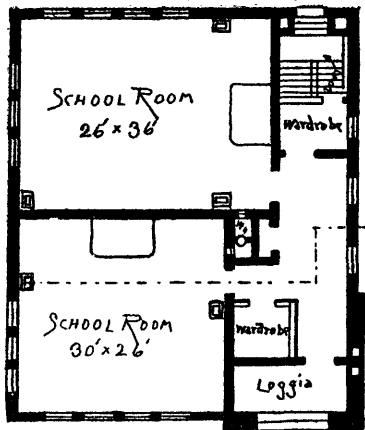


= FLOOR PLAN =

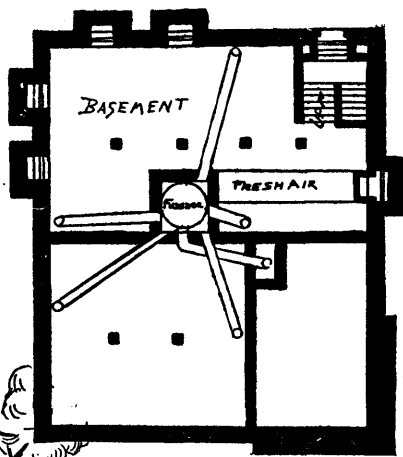




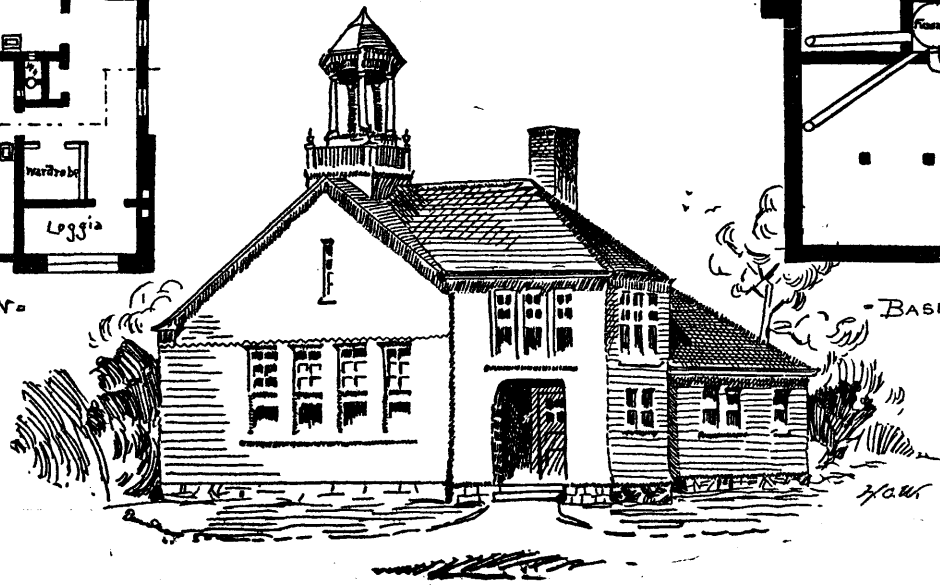


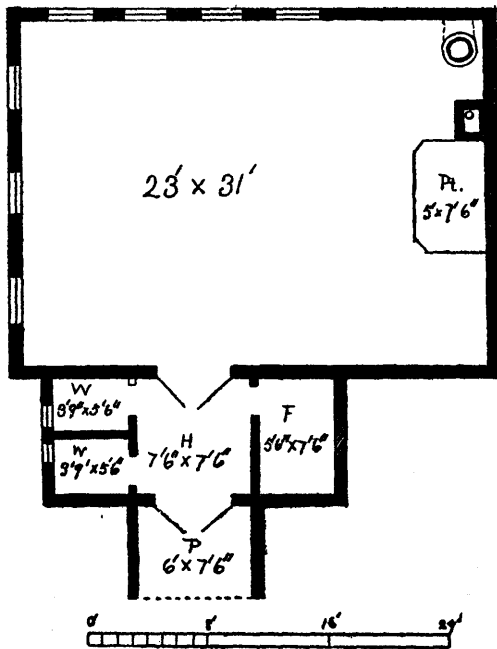
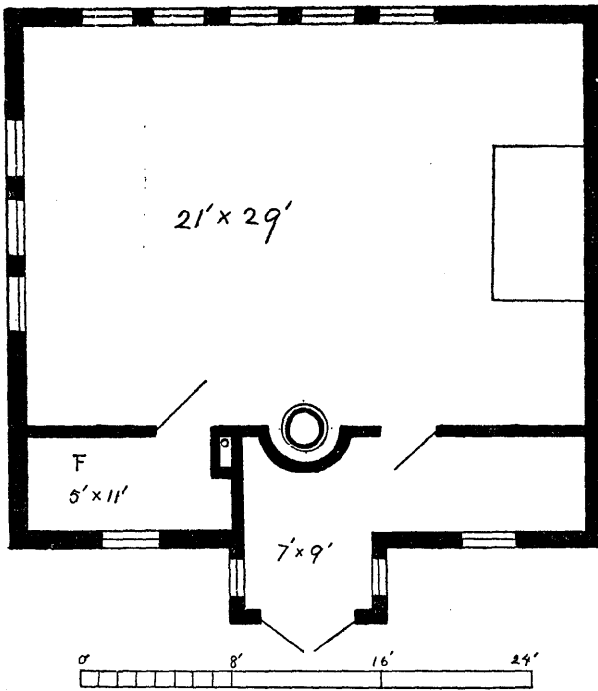


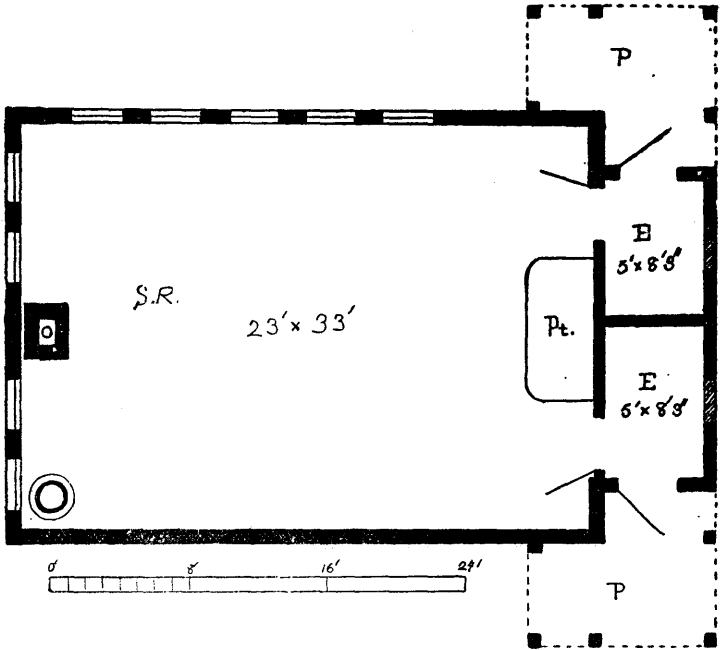
= FLOOR PLAN =

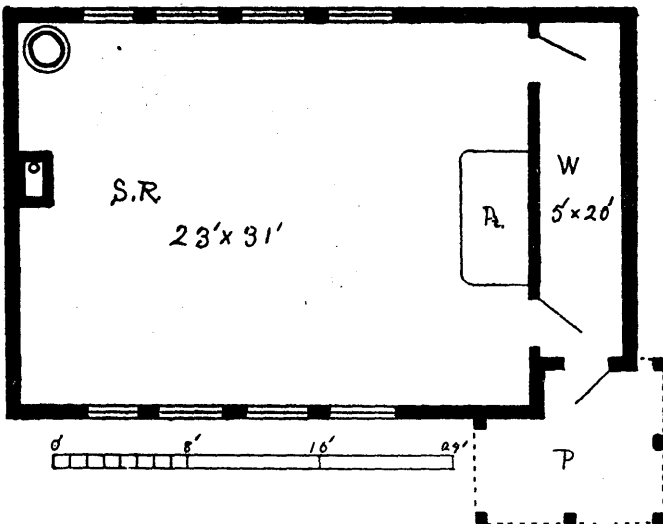
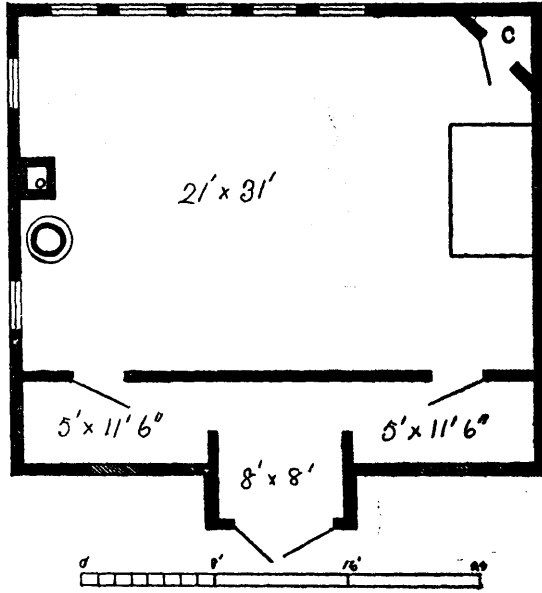


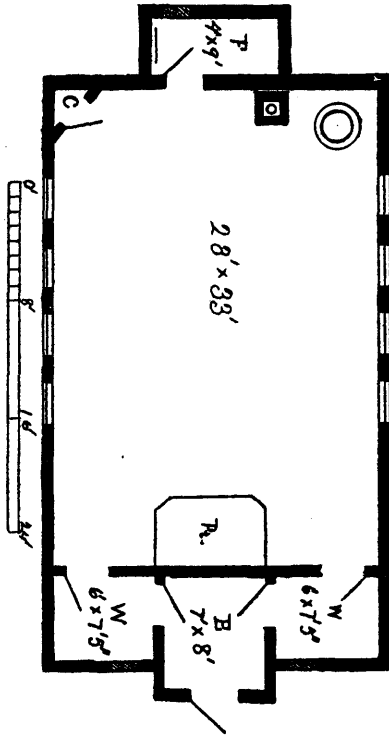
= BASEMENT PLAN =

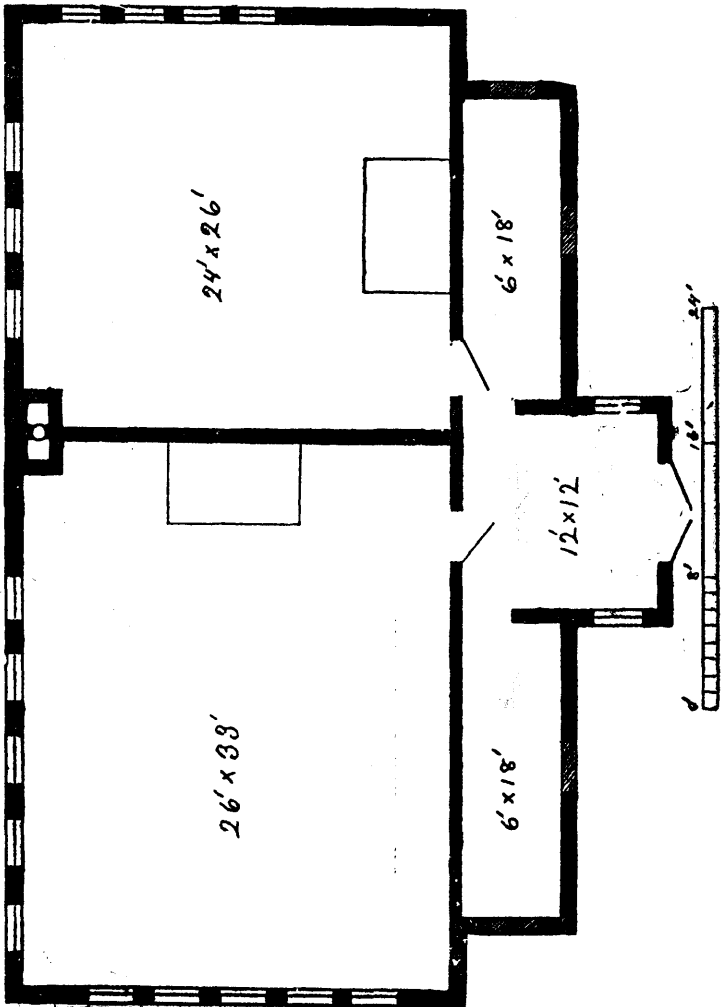


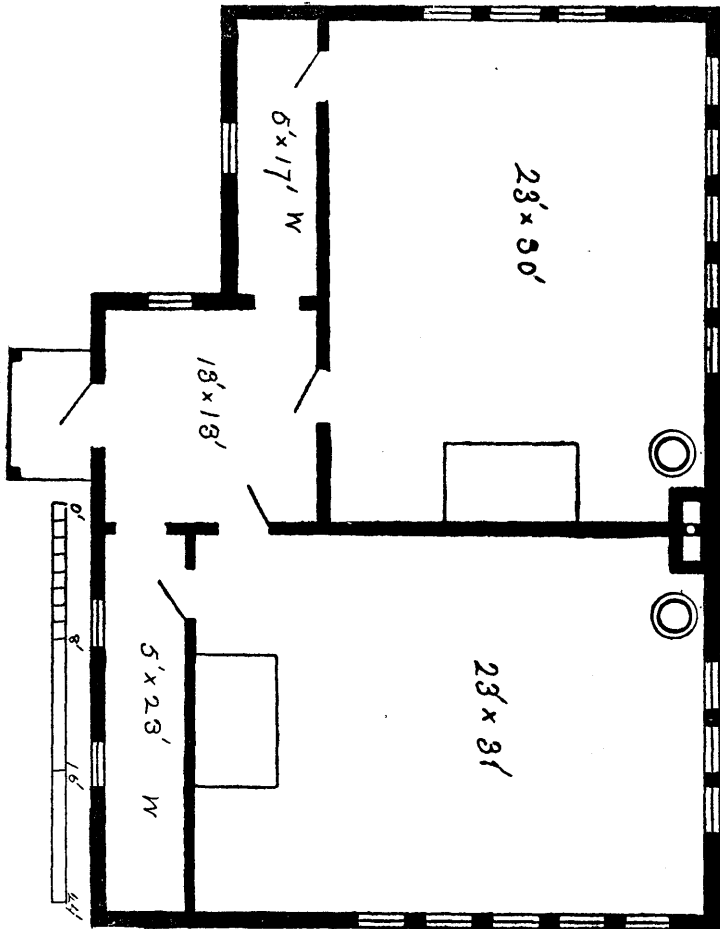


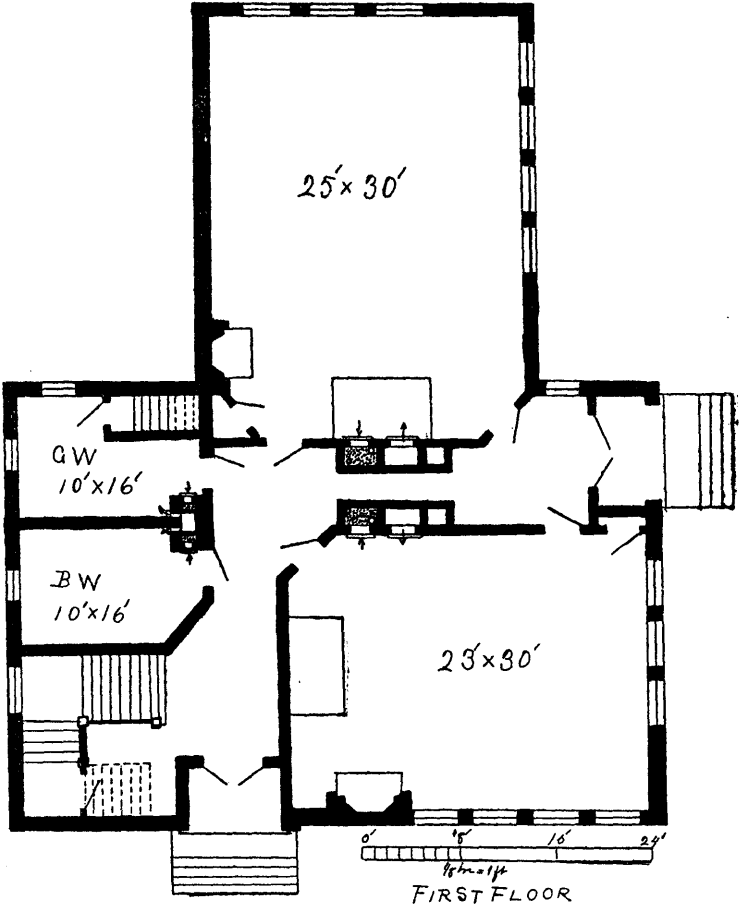




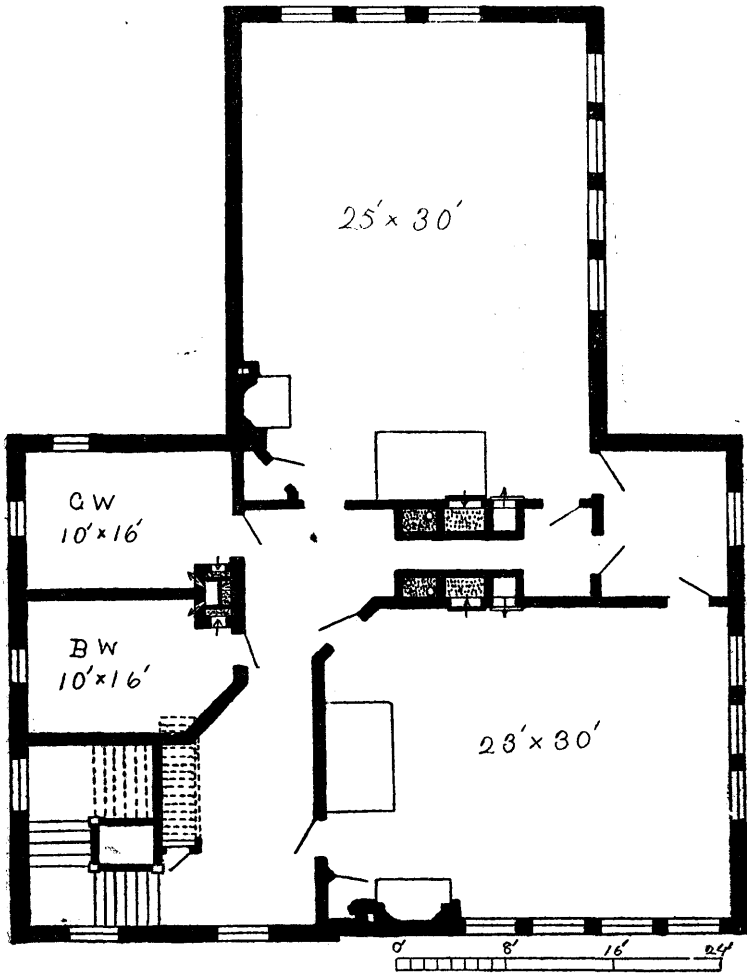




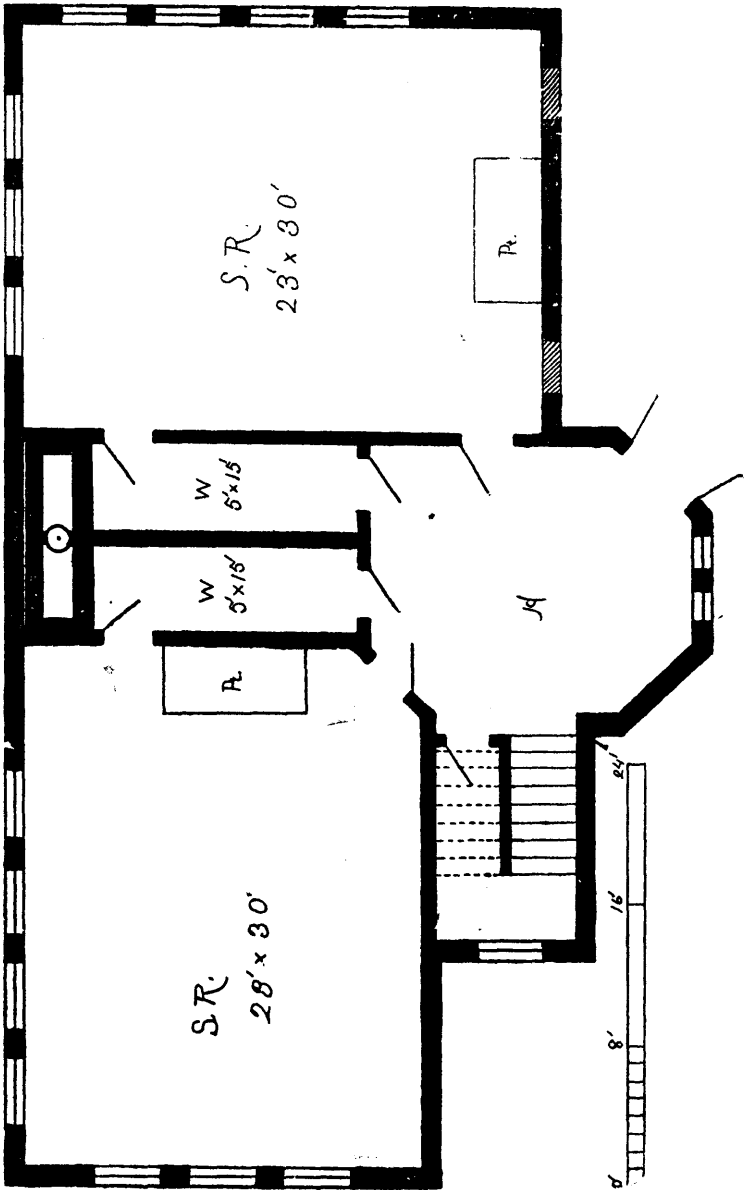


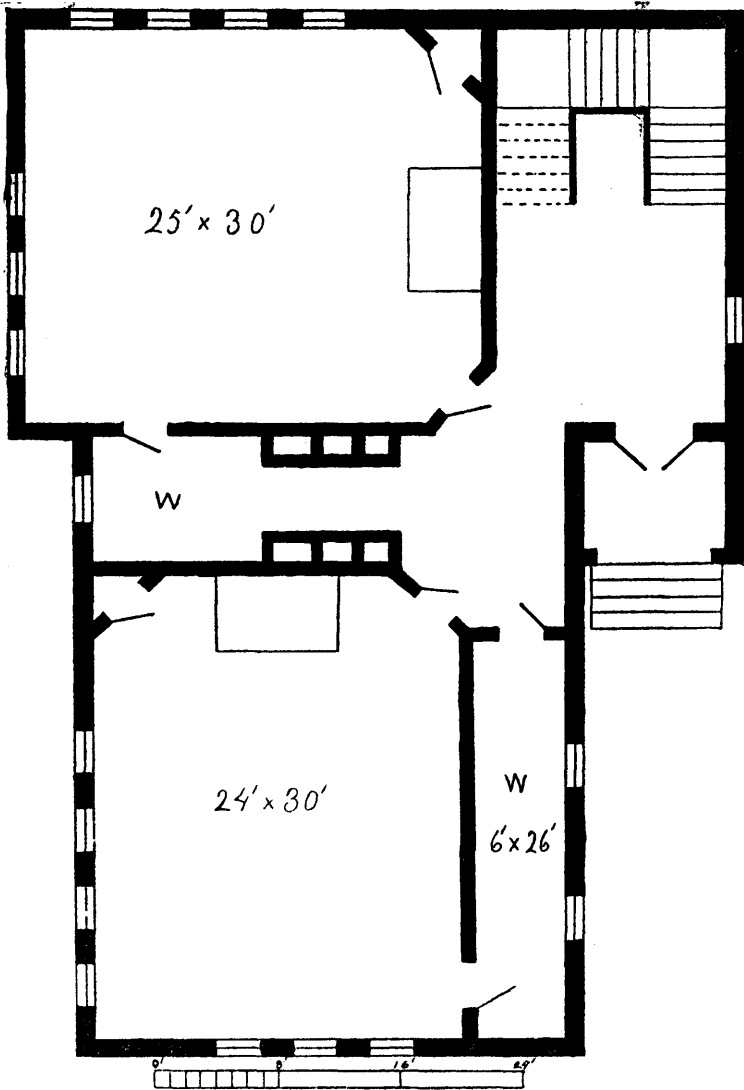


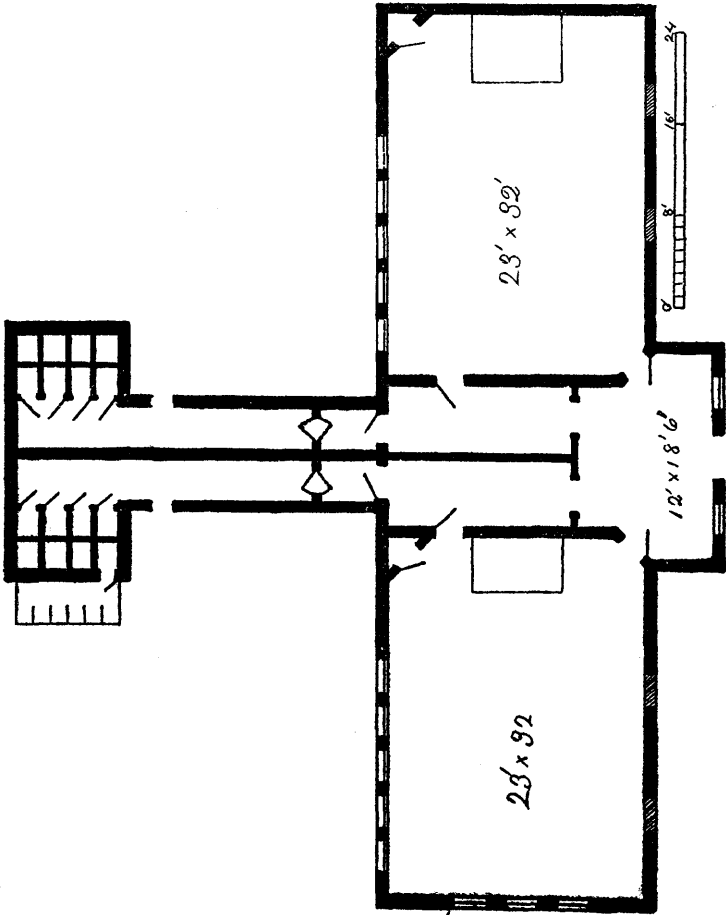


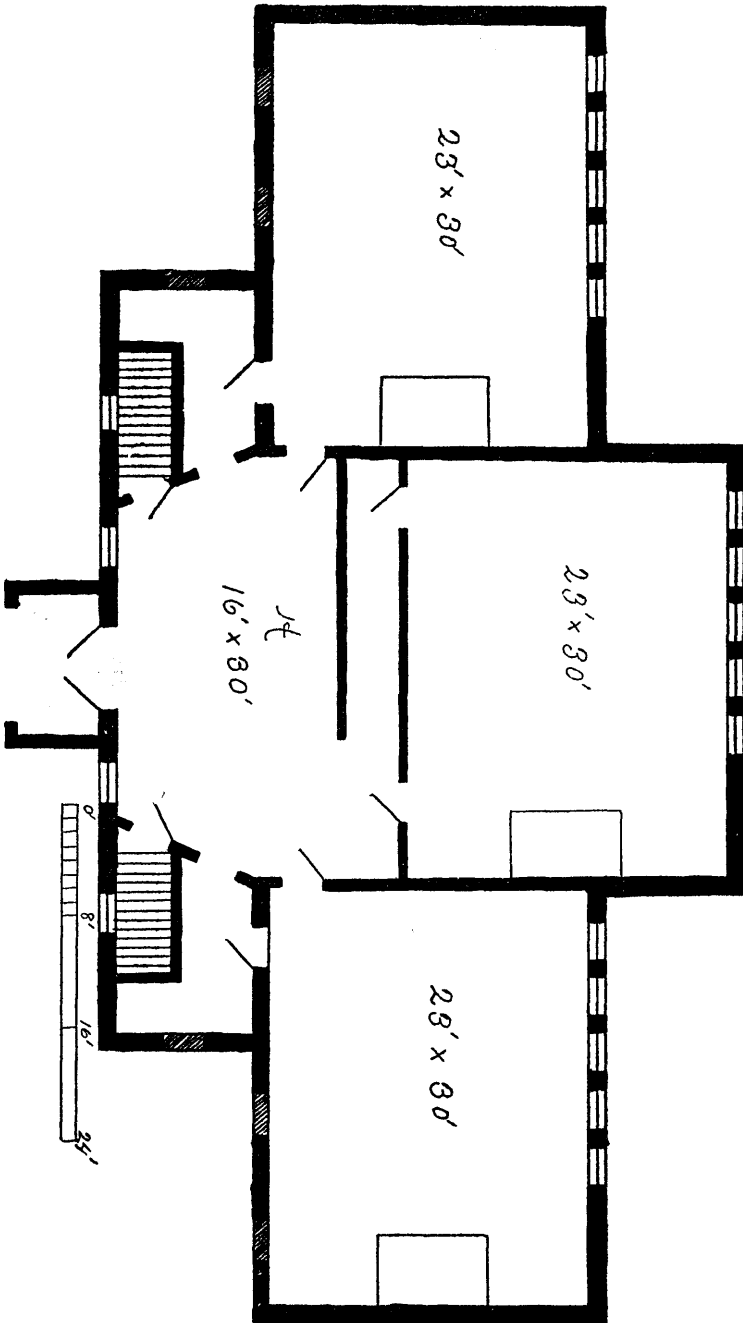


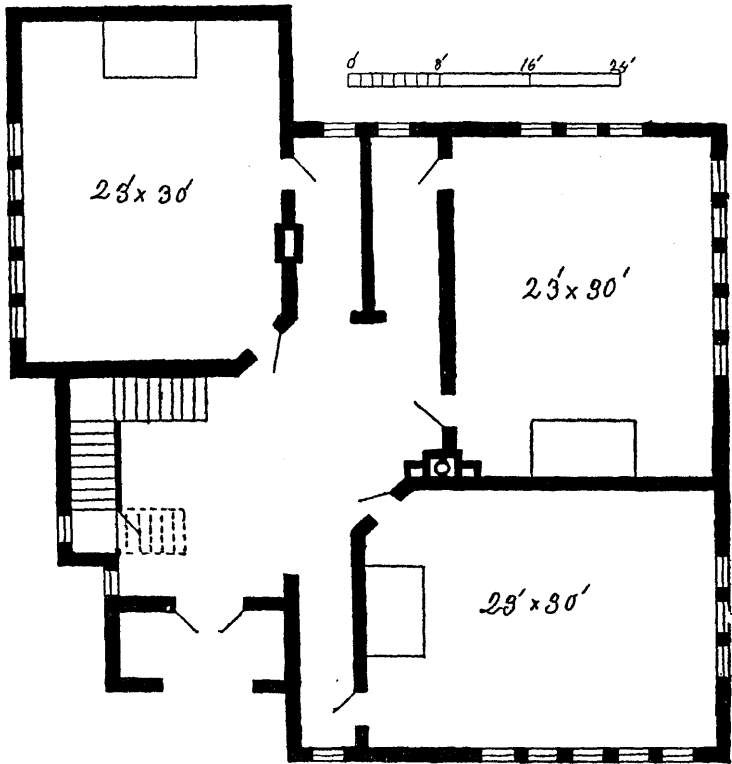
SECOND FLOOR

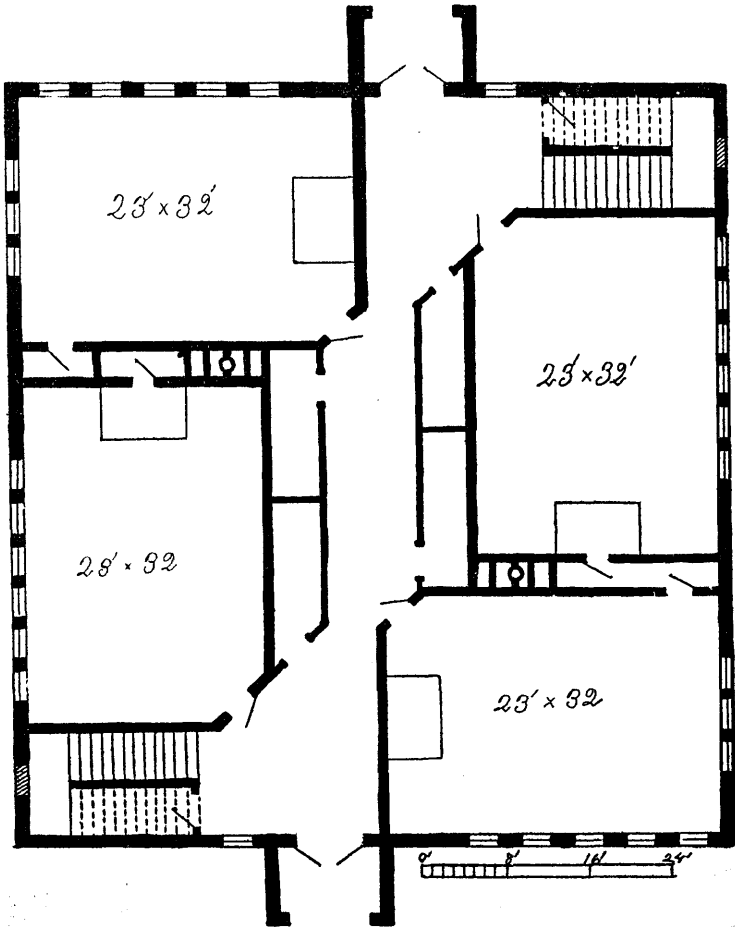












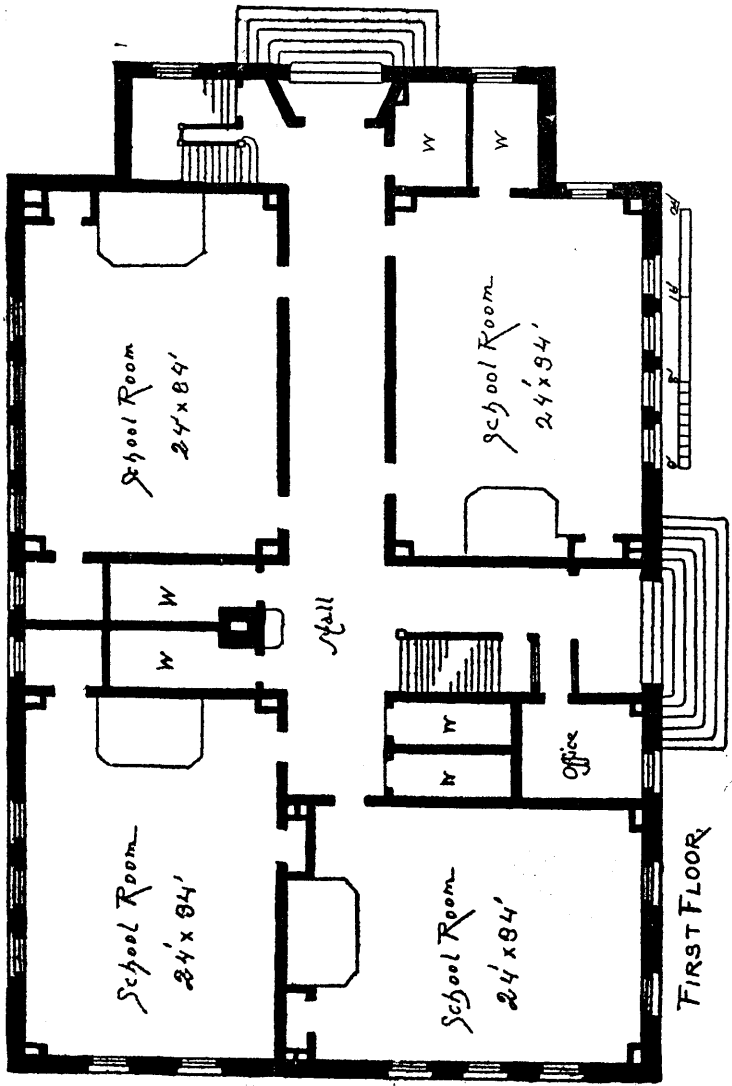






FIGURE I.



FIGURE II.



FIGURE III.



FIGURE IV.

## ACKNOWLEDGMENTS.

Through the courtesy of Messrs. Coombs, Wilkinson & Gibbs, architects, Lewiston, Maine, the department is able to present some unusually valuable designs, plans and sketches for school-buildings. It is hoped that the work done by this firm will be of great assistance to towns that are considering the question of erecting new school-houses.

This department takes great pleasure in acknowledging its indebtedness to Hon. Charles R. Skinner, Superintendent of Public Instruction of the state of New York, for permission to use designs and plans for school-houses, numbered 1, 2, 3, 4, 5, 6 and 7.

Plans numbered 1, were prepared by Wm. P. Applewood and E. A. Bowd, Lansing, Michigan.

Plans numbered 2, were prepared by John R. Church, Rochester, New York.

Plans numbered 3, were prepared by Clarence True, Yonkers, New York.

Plans numbered 4, were prepared by William P. Applewood and E. A. Bowd, Lansing, Michigan.

Plans numbered 5, were prepared by J. C. A. Heriot and Corliss McKenney, Albany, New York.

Plans numbered 6, were prepared by J. C. A. Heriot and Corliss McKenney, Albany, New York.

Plans numbered 7, were prepared by William P. Applewood and E. A. Bowd, Lansing, Michigan.

The thanks of the department are also due to the following named manufacturers of school furniture who have kindly furnished electrotypes of the desks selected by the department as being best suited for our schools.

Illustrations numbered 1 and 2, were furnished by Bobrick School Furniture Co., Boston, Massachusetts.

Illustrations numbered 3 and 4 were furnished by Chandler Adjustable Chair and Desk Co., Boston, Massachusetts.

## APPENDIX—II.

---

### A STUDY OF THE UNGRADED SCHOOLS OF MAINE,

By T. R. CROSWELL, of Clark University.

The paper given below, on the Ungraded Schools of Maine, was read before the Maine Pedagogical Society, at its annual session in Lewiston in 1896. The document contains so much of value and interest to school officials and teachers that it is made a part of this Report, and all persons interested in the work of the common schools are urged to give it a careful reading, and it is hoped that certain parts of it will receive that thorough study which the importance of the questions discussed merit.

### THE UNGRADED SCHOOLS OF MAINE.

This study is based on the careful inspection of twenty programs of the daily recitation as carried on in ungraded schools. Objections may be raised to my tables on account of the limited number of the returns; but on account of the very representative character of the programs these tables appear to me to be of great value as suggestive of the true condition of our schools, in particulars upon which there are no adequate statistics. These schools are probably somewhat larger and of a little higher character than the average of those in the majority of our Maine towns; yet the difference is slight, and you will find in Table I, that there are very few of these schools which are either exceptionally large or exceptionally small. Half the counties in the State are here represented and twenty different towns.

## DESCRIPTION OF TABLE I.

a. Table I, gives a statistical description of each of the twenty schools, and the average of all. The first eight columns describe the schools, showing:—

1. Where it was held.
2. When it was held.
3. The wages of the teacher.
4. The number of pupils.
5. The range in the ages of the pupils.
6. The number of classes (based on reader.)
7. The number of classes in arithmetic.
8. Whole number of recitations per day.

b. The next two columns show the proportion of the school session (day) which the youngest pupils and those most advanced respectively spend in recitation.

c. The other columns show the amount of time given to the recitation in each study.

These percentages are based in all but one instance upon a school day of six hours.

## SPECIAL TABLES—TABLE II.

These tables are for the most part based upon Table I, but show more fully some of the results.

Table II, treats of the studies taught, showing:—

1. The number of schools in which each was taught.
2. The least time allowed for recitations in any school where taught.
3. The most time allowed.
4. The average time allowed.

Here let me call your attention to what I consider the greatest waste of the pupils' time and the teacher's energies, of any part of our school exercises, viz.,—the recitations in reading. Never less than one-fourth of the entire school day; often nearly one-half; on an average nearly one-third is devoted to the recitations of the reading classes. The reading lesson in the ungraded school is, in many respects, not the valuable exercise which it was formerly. Under changed conditions pupils leave

the school four or five years earlier than they did twenty-five years ago, and are thus beyond the influence of the literary selections at that age at which these selections used to begin to be more fully appreciated. The present methods cannot, under the conditions (ten to twenty minutes only being allowed to a recitation) found in an ungraded school, give the results which we might expect from the school.

History and civil government receive as little attention as they did in Tolland county, Connecticut; and Natural Science, drawing, and physical culture may equally well be classified as "neglected studies."

Secondary studies are found in many of these schools and it seems to me that these should be encouraged, for many young people discover a new interest in school life when they can take up a new study, and consequently they remain in school longer. Often too this is the only way in which they can obtain even the elements of any of the natural sciences; as it is impossible for (perhaps) the majority of our school children to enjoy the advantages of a high school, on account of the sparseness of the population in much of the State.

TABLE III.

This is perhaps the most important table of all; for it shows at a glance (1) how the pupils pass their time while at school, and (2) also the injustice of the neglect of the younger pupils under the present systems.

These conditions, which reveal the pupils spending from fifty per cent. to ninety per cent. of their time without any guidance from the teacher ought to suggest something as to the method to be employed. The courses of study and the programs should be so arranged that the pupils' work at the desk, not the recitation, should receive the stress.

It is necessary that the younger pupils shall receive more attention, if they are to have an earlier start which will enable them to obtain the most possible out of their limited school life. It is necessary that the older pupils shall receive more guidance in the formation of habits of study, if they are expected to be able to continue their education, through reading, after the early severing of their connection with the school.

## A STUDY IN OUR UNGRADED SCHOOLS.

For some years Charles D. Hine, the able secretary of education of Connecticut, has been making a series of very unique, but most valuable investigations among the rural schools of his state. By way of introduction to a consideration of our Maine schools, I wish to call your attention to some of the results he obtained and to some of the inferences he drew asking you to note these most carefully, and to see if you find anything similar in either your past or present experience.

Five or six years ago Secretary Hine examined carefully the schools in New Haven county. One sentence in his report on these investigations reads: "In too many schools, sometimes in all the schools in a town, children at 12 and over do not know more than children of eight can easily know." What he means by this statement will be shown by the following example:—

In one town, where there were (37) thirty-seven school children over ten years of age, thirty-five were unable to add correctly one-half plus one-fourth or one-third plus one-sixth, thirty did not begin their sentence with capitals, twenty-eight did not use the period, none made use of the quotation marks. The penmanship of only five was "tolerable."

"They had learned their letters and a few words, but could not read." They found great difficulty in writing common words, which they spelled orally with ease.

From these and similar results, Secretary Hine made some inferences with which you will perhaps agree.

1st. "These children have not been well taught." To this he adds, "Few teachers learn to teach penmanship, they lean upon the copy book."

2d. "Many teachers do not possess the necessary practical wisdom and professional skill. They do not know how so to arrange courses and so to instruct as to do the most possible of what is worth doing in a given time."

This study was made some five years ago. In his Report for 1896 Secretary Hine gives a still more interesting account of searching investigation made in Tolland county, in which county the towns are all small, and most of the schools ungraded. It



will be impossible for me to do more than to give a few of these results, following as closely as brevity will allow, the phraseology of the report itself.

First let me call your attention to the attendance of the children at different ages, as this will have important bearing when we come to consider our schools in Maine.

There were attending the elementary schools 2804 pupils, all between the ages of four and sixteen years.

The report states that many children enter school at four years of age and the most of them are there at five years; while during the sixth and seventh years there is as high an average as during any of the compulsory years, from eight to thirteen. From this it is seen that the child of nine years has had at least three or four years of school.

What are the results of this schooling?

1st. In Reading. "Each child was tested separately as to his ability to read at sight. In some cases, notably in the case of very young children, the teacher's estimate of the child's ability was taken. The test was reasonable; it consisted, with very few exceptions, of reading matter from a reader of the same number in the series as that the child was using. There were present on the days of visits 2800 pupils; 1781, or sixty-four per cent. could read at sight; 1019 or thirty-six per cent., were unable to read."

Now recall what has just been said of the school attendance and then compare it with the further statistics. Of those who could not read about one-fourth were over eight years of age; over half of that age were unable to read, and nearly all below eight.

The report adds: "Very many children who are said to have learned to read, proceed uncertainly, as if feeling their way. Words which they can use in their common speech they pronounce in reading with hesitation and timidity. They also soon acquire an aversion to reading, because they are entirely unable to read readily stories which they comprehend and enjoy when read to them."

The results in the other studies are given in detail, and are full of interest, but as they are similar to those found in the earlier investigation, we will pass them by to consider what may be found in our own State.

The brief study which will be presented is incidental to a study of the elementary schools in the United States and was made without any thought of separate presentation, and my only excuse for offering it now at the request of your president, is that it may shed some light on the conditions which produce results such as those found by Secretary Hine—if indeed such results can be found anywhere in Maine. The basis of this study is twenty daily programs.

#### DESCRIPTION OF RETURNS.

In these twenty programs are represented eight different counties, and twenty different towns. Most of these schools were in session sometime during 1895. Fall, winter and summer schools are all represented. The average pay of the teacher was \$6.00 per week; the most which any teacher received was \$8.00; the least \$4.00 per week.

The number of pupils in a school ranged from thirteen to thirty-six; the average was 21.7, which is somewhat larger than in the average ungraded school such as will be found in the majority of our Maine towns.

The age of the pupils attending these schools was from three to twenty-two years; in two from six to twenty-two. In two three to fifteen years; in two from six to twenty-two. In two small schools of thirteen and fourteen pupils respectively, the children were nearer of an age. In the first of these the range was from five to thirteen years; in the second, seven to fifteen. Seven of the twenty schools had children of four years or less; fourteen of five years or less; while there were only two which did not have scholars below seven years of age.

On the other hand, in three schools were to be found pupils of twenty-one or more; and eleven contained pupils who had passed their eighteenth birthday; while there were only five schools without pupils at least sixteen years of age.

As one might expect, the teachers were all kept reasonably busy with recitations. No teacher had less than sixteen recitations per day; some had twenty-five; the average was twenty-two.

You will at once raise the objection that twenty schools are much too few upon which to base any general opinions. I

readily disclaim any great statistical value for the figures which will be presented; but I most firmly believe that they are of great importance as suggestive of what are the actual conditions of our ungraded schools in certain particulars, upon which there are no statistics. Further, these programs are the most typical of ungraded schools as shown first by their general correspondence to similar returns from other states; and secondly, I think you will acknowledge their typical character, when you compare their description either with the last report of our State superintendent, or with your own experience.

The first thing attempted was to find the number of classes in the school, and the amount of attention which each received. This was a rather difficult task. However, taking the reader as the basis of classification, it was possible to determine with a fair degree of exactness the number of classes or divisions, in each school. The most of these schools had but four classes; six had five; and four of those, in which the ages of the pupils varied least, had only three. This made an average of 4.15 classes per school.

Then by exercising great care it became possible to estimate the work of the lowest, and of the most advanced classes; to obtain a partial knowledge of the way in which the child spends the time while at school.

In some of these twenty schools the youngest pupils spent only eight and one-third per cent. of their time in recitation. This means that they receive instruction, from the teacher, exactly thirty minutes per day, or 150 per week. It is true that in several schools they did pass over twenty per cent. of their time in recitation, but those were schools, which have already been mentioned, where the variation in the ages of the scholars was but slight. The average time allowed these youngest pupils was fifteen per cent., which, however, is a very generous average; for the small schools with few classes bring up this average, and in it are also included the fifteen minutes per day frequently set apart for the general exercise of writing in copy books. Doubtless this exercise is equally profitless for the younger and older pupils. My little niece showed me her first copy book last fall. Just about half the book was full of carefully traced lines which somewhat resembled the "is" and the

"m's" and the "n's" the "o's" and the "a's," which decorated the top lines; but the poor little thing had copied them all without knowing hardly a letter.

Let us look at the other side. The older pupils never received less than twenty per cent. of the teacher's attention; in one instance they received fifty per cent.; on an average it was over thirty-five per cent.

We will subtract these figures from 100. That will show how much of the pupil's time is unprovided for in our present school programs. In the lowest extremes we find that the oldest pupils did not recite for fifty per cent. of their time nor the youngest for seventy-six and two-thirds per cent. Sometimes, however, the little ones had no recitations for ninety-one per cent. of their time at school; nor the older ones for seventy-nine and two-thirds per cent. On an average the lowest class did not recite during eighty-five per cent of the time which they passed at the schoolhouse; nor did the highest during sixty-four and one-third per cent.

You may reduce all these figures ten per cent., to allow for recesses and morning exercises. This leaves seventy-five per cent. of his time, i. e., four and one-half hours per day during which the young pupil is at his desk, and without guidance from the teacher.

This is the story as told by the programs. But I know some of you are going to raise the objection that often the youngest pupils have longer recesses, and are dismissed earlier.

As what we all wish to do is to find, as nearly as possible, the true condition of the schools, we will allow an hour for these discriminations in favor of the smaller children. Then a fair estimate for the child during the first year at school is one-half hour per day for recitations, and three and one-half hours at his desk with nothing to do except to study his reading lesson, and to amuse himself with busy work, which in most cases is so meagre in the ungraded school as scarcely to deserve mention. Certainly no one will say that it is not an injustice thus to neglect the beginners, when they need guidance most.

From Table II we will continue the subject of "How the Pupils Spend Their Time in the School-Room," for we do know

something about the studies which are taken up, and the time given to each.

In the first two columns of this table we see what studies were pursued, and the number of schools in which each was found. Here you will find quite a close agreement with the results presented in the last report of Superintendent Stetson. Reading, spelling, grammar, arithmetic and geography were taught in all. Only fifteen of the twenty programs had a place for history.

The table speaks quite forcibly enough of the extent to which the other studies are pursued, but I wish to call your attention only to the secondary studies. The question of "secondary studies in ungraded schools" will certainly receive considerable attention in our State during the next few years, as the system of supervision spreads and courses of study multiply. There will probably be superintendents anxious to do away with secondary studies altogether; and there will be pupils and parents equally anxious that they shall be taught. It was a great surprise to me that so many secondary studies are found, as are shown in these returns; but I wish there were more, and believe they should be encouraged. Often it is the only way in which they can obtain even the elements of any of the sciences, since it is impossible for the majority of our school children—especially in the smaller towns—to secure the advantages of a high school.

You may say that "nature study" will give the elements of many of the sciences. That may be one of the purposes which nature study is intended to fill, but in two respects, at least, it is inferior to a formal study; first, the general work does not appeal to the older pupil with the same force; secondly, the mastery, by a country school boy, of some elementary book in physics, geology, astronomy or physical geography, has before now brought out more thought, and proved more valuable as a mental drill than other studies which he had taken up, and sometimes even such a study has been an inspiration toward a further education.

The rest of this table shows in per cents. the amount of time given to each of the studies in the different schools. The first of these columns shows the least time given to the study in any

school; the second, the most time; the third, the average time for all the schools in which it was taught.

I wish to call your attention particularly to the results for English, i. e. Reading, spelling, language and penmanship,—and to mathematics. The rest of the table will explain itself.

To me the recitations in reading seem the greatest waste of time and energy on the part of both teacher and pupil of any part of the school exercises. Here you may see the time so consumed. In no school was less than one-fourth of the time used up by this parrot-like exercise, inherited from the past; in some schools the time was nearly one-half; and on the average it was over one-third of all the time which may be given to recitations.

Now add to this the time devoted to spelling, language and penmanship, and you will have the whole time given to the study of the mother tongue. None of these ungraded schools gave less than thirty-nine per cent. of their time to English; one gave fifty-nine per cent.; the average was forty-seven per cent. Interpreting these figures, we found that one school devoted only two hours and sixteen minutes to the formal study of the mother tongue; while another school gave three hours and thirty-two minutes; on the average these schools so devoted two hours, forty-nine minutes, which is considerably over half of the time which could be used for recitation, as recesses and opening exercises take up nearly forty minutes of each day. This is not necessarily too much time to be used on this important side of school work; but when it is used, we have a right to expect results different from those found by Superintendent Hine. In the schools which he investigated and of which he said, "In many schools, sometimes in all the schools of a town, children at twelve and over do not know more than children of eight may easily know," the time allotted to English was as much or more than the average in these twenty schools.

The time given to mathematics varied from four per cent. to twenty-seven and two-thirds per cent., and averaged twenty and one-half per cent. On the whole, probably this is not an unfair assignment of the time.

You may ask what do all these figures mean. You may say that despite this showing there is no "rural school problem,"

for your own experience has been that the best scholars come from the rural schools. It is possible, that in recalling the best scholars, you overlook what was their home training, and that you do not bring up, one by one, those scholars, who were not among the best.

But this is not a question of comparison between the city and the country. Each has its own points of superiority, many of which you can at once recall. If we can't make the country school a city school, or the city school a country school, we should make the most we can out of each as it is. To do this in rural districts is "the problem of the rural school."

How has this problem been met elsewhere? In most of the states where any attempt to meet it has been made they have tried to force upon the country schools a graded system, based upon the city plan. Nowhere has this been more than a partial success. Perhaps as successful in Massachusetts as anywhere. At least, before the American Institute last summer, Superintendent Stone of Vermont said that Massachusetts had "solved the rural school problem through her system of district supervision or combinations of towns." Without denying the great value of district supervision, I assert that Massachusetts has hardly touched the rural school problem as it presses upon Northern New England. In Massachusetts the cry has been consolidation and gradation. Not only do geographical and social condition make this impossible in Maine to the extent found in Massachusetts; but even in Massachusetts itself, where physical conditions interfere with this policy of consolidation, the schools are considered of distinctly inferior character, and the difficulties to their improvement almost insurmountable.

Now it is not for any one person to tell the teachers of Maine exactly how to solve this question. But I do not hesitate to say that it has not been as yet solved elsewhere; and that in many respects Maine is, at present, in a position to do much more than most states in its solution. Never before has there been so much educational activity in the State. Though naturally conservative, we have been, during the past few years, going through great changes in our system, and our schools are still in a plastic state, while many of the other states have already adopted state systems which ignore the most vital problems of the rural con-

ditions, and cannot so readily change. In a few years we may be in a similar condition. In the next few years Maine will make over its school system—make it over not alone for the time being, but for future years.

Will Maine continue the plainly defective systems of other states, or will it lead by endeavoring to establish the system which shall do the most under the conditions which we see do exist? The working out of such a system, if done well, will be by the combined efforts of all those engaged in the school work here, and those who love the Pine Tree State. If our superintendents can give more consideration to the actual conditions, and how to remedy these, we shall be nearer the ideal. I have laid stress upon the system because it is only the very exceptional teacher who is not too largely influenced in her teaching by the mechanical conditions which tradition, custom and law have thrown about her.

The study we have made seems to show especially that the younger pupils should have a better opportunity, and more attention during the first few years of school life; for if at ten the average child is not well grounded in the elements of his education, especially in his English—the greater part of his school opportunities has been almost wasted, and the value of that which is to follow very much lessened.

Further, this neglect, as well as very much else which is detrimental is a natural result of our present system, and will be remedied only as we escape from this system. A system which not only endures, but even sanctions and invites such an array of aimless recitations as is found in almost every ungraded school in our land, ought long ago to have received its death blow. The use of a system of readers which naturally causes a sort of graduation, which gives rise to so many purposeless recitations, is a curse to our State. When results, not recitations, are the aim of our teachers, so many readers will not be necessary. Superintendent Stetson recognizes the weakness of the reader system, when on page 42 of his report, he urges that the higher numbers be replaced by cheap editions of the English classics.

The first step in the direction of giving the younger pupils a better start, without depriving the older pupils of their share of attention, has already been anticipated to a large extent by



many of you in the movement which introduces supplementary reading, and lays more stress upon the written work in English.

Another step will be taken when you abolish every recitation, which is merely a recitation. If the teacher does not know why she has an exercise in school it would often be a blessing to the pupil to do away with it altogether, and for the teacher to spend the period in endeavoring to find out what the pupil needs and which she can offer. Continued work along these lines may enable you to show how to give more attention to the work of the earlier years and to make the Maine schools of the greatest possible value.

TABLE I—Twenty Ungraded Schools in Maine—from their Daily Programs.

TOWN.	Date.	Wages per week.	Number of pupils.	Age of pupils.	Number of classes, reading.	Number of classes, arithmetic.	Number of recitations.	TIME SPENT IN RECITATION.		PER CENT OF TIME GIVEN TO DIFFERENT SCHOOL EXERCISES.																						
								Lowest class —%.	Highest class —%.	Reading.	Spelling.	Language and grammar.	Writing.	Total English.	Arithmetic.	Algebra.	Book-keeping.	Geometry.	Total mathematics.	Geography.	U. S. history.	Gen. history.	Physiology.	drawing.	Singing.	Gymnastics.	Physics.	Nat. history.	Morning exercises.	Recesses.		
1 Canaan .....	1895	\$5 50	18	4-16	5	4	25	11	43	38	8	7	-	53	18	4	-	-	22	8	-	-	-	-	-	-	-	-	-	-	-	8
2 Reddington Mills..	Sp. 1894	5 00	21	4-17	4	5	23	23½	35	29	5	7	1	46½	21	4	-	21	20	1	-	-	-	-	-	-	-	-	-	-	5	
3 Blanchard .....	W. 1894	7 00	26	5-18	4	6	23	11	25	33	28	2	1	46	27	4	-	27	14	-	-	-	-	-	-	-	-	-	-	-	2	
4 .....	-	5 00	27	4-17	5	3	-	8½	20	46	5	4	4	66	15	4	-	19	14	-	-	-	-	-	-	-	-	-	-	-	2	
5 Fort Fairfield.....	W. 1895	7 50	5	5-21	5	4	23	11	25	33	1	2	2	33	14	-	-	14	5	-	-	-	-	-	-	-	-	-	-	-	1	
6 Castle Hill.....	S. 1894	5 50	29	4-16	5	3	23	11	34	37	5	2	2	55	14	-	-	14	4	-	-	-	-	-	-	-	-	-	-	-	2	
7 Avon .....	1895	5 00	13	3-15	4	3	23	21	28	43	10	2	2	28	43	4	-	28	14	-	-	-	-	-	-	-	-	-	-	-	2	
8 Leeds.....	1895	7 00	17	6-18	4	2	18	11	43	29	4	4	4	44	18	-	-	18	11	-	-	-	-	-	-	-	-	-	-	-	4	
9 .....	-	7 00	36	4-14	4	3	-	11	50	29	5	2	2	44	18	-	-	18	11	-	-	-	-	-	-	-	-	-	-	-	4	
10 Caribou.....	W. 1895	8 00	21	6-22	4	4	24	11	33½	28	1	2	2	42	22	-	-	22	4	-	-	-	-	-	-	-	-	-	-	-	2	
11 Arrowsic.....	F. 1895	8 00	21	5-18	4	4	22	14	36	32	7	7	7	48	18	2	-	20	11	-	-	-	-	-	-	-	-	-	-	-	2	
12 New Sharon.....	W. 1895	5 00	22	6-22	4	5	25	13	46	37	7	7	7	53	19	7	-	24½	14	-	-	-	-	-	-	-	-	-	-	-	2	
13 Clinton.....	1895	7 50	22	4-21	4	3	20	21	30	34	5	5	5	50	19	5	-	25	9	-	-	-	-	-	-	-	-	-	-	-	4	
14 Mapleton.....	1895	6 00	25	5-15	5	5	25	13	33	25	2	2	2	4	40	23	-	23	8	-	-	-	-	-	-	-	-	-	-	-	2	
15 Chester.....	1895	3 75	14	7-15	4	3	17	21	30	32	4	4	4	45½	19	5	-	19	18	-	-	-	-	-	-	-	-	-	-	-	2	
16 Chesterville.....	1895	4 00	13	5-13	3	3	18	21	40	28	8	8	8	44	18	-	-	18	16	-	-	-	-	-	-	-	-	-	-	-	4	
17 Farmington.....	W. 1896	7 50	29	5-18	5	4	22	11	34	29	5	5	5	48	18	-	-	18	14	-	-	-	-	-	-	-	-	-	-	-	1	
18 Phillips.....	1895	5 00	20	6-18	4	4	23	19	20	29	7	7	7	46	16	3	-	19	14½	-	-	-	-	-	-	-	-	-	-	-	4	
19 Lincoln.....	1893	4 90	20	4-18	3	2	16	20½	39	37	5	5	5	53	14	-	-	14	11	-	-	-	-	-	-	-	-	-	-	-	5	
20 Jay.....	F. 1895	6 00	16	7-16	3	3	24	21	36	25	8	8	8	39	22	-	-	22	16	-	-	-	-	-	-	-	-	-	-	-	2	
Averages.....	-	\$6 00	21.5	-	-	-	22	15	35½	32.6	5½	8	3½	47.4	18.5	4½	-	20	12½	5	5½	4½	3½	2½	5½	4	2	4	2	8		

\* Alternate.

† After school.

TABLE II—Studies in Twenty-two Ungraded Schools in Maine

Studies.	Number of schools in which taught.	Time of Recitation in Each Study.					
		Least.	Most.	Average.	Least.	Most.	Average.
Reading .....	22	25%	46½%	32½%	} 39%	} 69%	} 47%
Spelling .....	22	11	10½	5½			
Grammar.....	20	5½	11	8			
Language .....	8				} 14%	} 27%	} 20½%
Writing .....	10	22	5½	3½			
Arithmetic .....	22	14	23½	18½			
Algebra.....	8	3½	8½	4½			
Geometry .....	1						
Book-keeping .....	1						
Geography .....	22	8	(after school)	20	12½		
United States History.....	15	5½		8½	5½		
Physiology .....	11	1		9½	4½		
Drawing .....	3	1		6½	3½		
Singing .....	1			2½	1½		
Gymnastics .....	1		(during recess period)				
Physics .....	3	2½		8½	5½		
General History .....	1				5½		
Natural History.....	1				4		
Morning Exercises .....	22	1½	4	2½			
Recesses.....	22	4	8½	8			

TABLE III—How the Pupils Spend the Time in an Ungraded School.

	Youngest Pupils.	Oldest Pupils.
In recitation:		
Least time.....	8½%	20½%
Most time .....	23½%	50%
Average time .....	15%	35½%
Without guidance from the teacher:		
Least time.....	76½%	50%
Most time .....	91½%	79½%
Average time .....	85%	64½%



## APPENDIX—III.

## COMMON SCHOOL STATISTICS,

Compiled from Annual Returns of S. S. Committees and Fiscal Returns of Municipal Officers, for the Year  
Ending April 1, 1897.

### 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 supplied with flags.		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.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.				
Auburn	4,119	2,072	1,856	2,106	1,937	.47	2,493	12	12	2,332	32	20	31	-	-	\$110,000	-	4	5	62	61	9																				
Durham	328	184	164	195	168	.51	225	8	9	297	11	9	8	-	-	5,600	-	1	1	11	10	3																				
East Livemore	536	312	288	374	314	.56	422	10	11	328	7	5	5	-	-	10,000	-	1	2	10	9	7																				
Greene	196	112	94	131	111	.52	162	9	11	149	9	5	5	-	-	2,085	-	-	2	8	5	3																				
Leeds	298	177	146	185	149	.49	215	8	8	225	12	8	8	-	-	3,900	-	4	4	10	6	3																				
Lewiston	8,145	2,398	1,962	2,542	1,997	.24	2,718	11	4	2,205	24	24	16	-	-	238,000	-	4	4	66	67	3																				
Lisbon	1,238	761	689	783	699	.56	896	10	10	626	17	15	4	-	-	25,000	-	2	2	21	21	1																				
Livemore	280	137	115	155	124	.43	180	10	10	190	13	8	1	-	-	3,000	-	1	1	6	6	3																				
Mechanic Falls	379	212	191	237	210	.53	237	10	4	196	4	4	2	-	-	14,845	-	-	-	7	7	3																				
Minot	239	139	127	147	131	.54	138	10	10	210	7	7	6	-	-	2,241	-	1	4	6	5	4																				
Poland	391	295	257	300	248	.64	352	10	10	500	17	16	14	-	-	8,000	-	1	6	15	12	4																				
Turner	537	296	257	240	220	.44	379	10	9	505	20	17	7	-	-	25,000	-	2	3	17	10	3																				
Wales	140	79	69	94	83	.54	103	8	8	143	8	6	5	-	-	2,700	-	2	3	3	4	1																				
Webster	329	175	149	183	154	.46	212	10	10	200	11	6	3	-	-	2,500	-	1	3	6	5	4																				
<b>Total</b>	<b>17,155</b>	<b>7,355</b>	<b>6,364</b>	<b>7,672</b>	<b>6,545</b>	<b>.37</b>	<b>8,732</b>	<b>9</b>	<b>4</b>	<b>11</b>	<b>3</b>	<b>8,006</b>	<b>192</b>	<b>150</b>	<b>117</b>	<b>2</b>	<b>12,500</b>	<b>\$451,371</b>	<b>17</b>	<b>40</b>	<b>248</b>	<b>228</b>	<b>41</b>																			

PUBLIC SCHOOLS.

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 superintendence.	Amount of money voted in 1886.	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, 1886, to April 1, 1887.	Amount available from State treasury from April 1, 1886, to April 1, 1887.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1886, to April 1, 1887.	Balance unexpended April 1, 1887.	Balance over-expended April 1, 1887.
							Excess above amount required by law.	Less than the amount required by law.									
Auburn .....	73	\$60 00	\$2 39	\$3 00	\$1,500	\$19,000	\$10,000	-	\$4 61	.002 7-10	\$19,000	\$9,430	\$106	\$28,536	\$28,525	\$11	
Durham .....	5	40 00	5 60	1 75	100	1,200	311	-	3 66	.003 7-10	1,297	803	16	2,116	2,023	93	
East Livermore .....	11	32 60	2 00	3 00	100	1,500	295	-	2 80	.002 4-10	1,500	1,000	561	3,061	2,420	641	
Greene .....	-	24 00	6 50	1 80	63	708	-	-	3 61	.002 3-10	934	465	-	1,399	1,181	218	
Leeds .....	10	30 00	6 00	1 75	35	800	-	-	2 68	.002 4-10	829	766	-	1,535	1,723	-	\$182
Lewiston .....	67	135 00	11 94	3 25	1,700	27,000	7,640	-	3 07	.001 7-10	27,000	19,691	256	46,947	40,661	6,286	
Lisbon .....	26	84 40	7 70	2 00	300	2,500	4	-	2 02	.001 2-10	2,500	2,594	274	5,668	5,154	514	
Livermore .....	5	30 00	7 70	1 75	85	1,050	179	-	3 75	.002 1-10	1,249	708	74	2,031	1,971	60	
Mechanic Falls .....	5	-	9 00	2 50	135	2,600	1,120	-	6 86	.002 1-10	2,600	825	81	3,506	3,190	316	
Minot .....	11	27 98	6 05	2 00	69	600	256	-	2 51	.001 8-10	847	625	-	1,472	1,256	216	
Poland .....	19	37 12	6 78	2 31	209	2,500	523	-	6 40	.003 1-10	2,618	971	220	3,809	3,636	173	
Turner .....	22	36 00	6 78	1 52	179	2,000	387	-	3 72	.002 1-10	2,780	1,327	63	4,170	2,737	1,433	
Wales .....	6	28 00	6 00	2 00	36	500	139	-	3 57	.002 4-10	500	314	31	845	881	-	36
Webster .....	6	35 00	6 50	-	75	1,265	504	-	3 84	.002 4-10	1,420	796	-	2,216	1,993	223	
<b>Total .....</b>	<b>266</b>	<b>\$46 11</b>	<b>\$7 35</b>	<b>\$2 20</b>	<b>\$4,646</b>	<b>\$63,223</b>	<b>\$21,358</b>	<b>-</b>	<b>\$3 60</b>	<b>.002 2-10</b>	<b>\$65,074</b>	<b>\$40,555</b>	<b>\$1,682</b>	<b>\$107,311</b>	<b>\$97,351</b>	<b>\$10,184</b>	<b>\$224</b>

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 supplied with flags.	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.	w.	d.	w.	d.	w.	d.	w.	d.	Aggregate number of weeks of all schools.	Number of school-houses in town.	Number in good condition.	Number supplied with flags.	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.	
Amity .....	138	82	64	70	52	.42	99	10	9	3			108	4	4	3	3																			
Ashland .....	273	115	89	124	107	.36	181	10	2	11	1		141	6	5	3	3																			
Bancroft .....	117	79	65	68	75	.60	97	8	3	7			129	5	4	1									\$237											
Benedicta .....	156	111	99	106	86	.60	113	6	9	9			96	4	3	3																				
Blaine .....	394	226	173	194	163	.43	275	10	11	10			199	5	3	1																				
Bridgewater .....	362	245	201	255	187	.53	305	8	10	3			232	2	2	1																				
Caribou .....	1,800	790	685	776	665	.37	1,010	10	10	10			870	24	26	2	1									700										
Dyer Brook .....	110	80	60	93	73	.60	110	10	11	11			105	5	2	2																				
Easton .....	399	272	195	282	190	.48	320	11	12	12			251	11	10	1																				
Fort Fairfield .....	1,605	866	656	854	688	.42	1,168	9	1	9	4		862	27	15	3																				
Fort Kent .....	1,149	632	490	520	393	.38	673	12	13	4			561	18	14	2	1									200										
Frenchville .....	1,266	694	577	634	393	.38	867	11	1	9	1		677	17	12	3	1									200										
Grand Isle .....	521	310	224	268	196	.40	365	12	13	13			295	6	4	1																				
Haynesville .....	119	71	58	66	55	.47	86	10	9	9			112	4	3	1																				
Hersey .....	85	25	21	25	18	.23	50	9	11	3			41	2	1	1																				
Hodgdon .....	433	237	184	220	154	.39	263	9	4	10			294	10	3	3	1									328										
Houlton .....	1,306	827	711	859	773	.57	917	11	11	11			660	13	12	10																				
Island Falls .....	319	148	106	179	137	.38	230	8	8	8			142	4	1	1																				
Limestone .....	380	251	196	228	180	.49	337	10	12	12			205	10	3	1	1																			
Linneus .....	375	185	140	194	153	.39	208	10	9	3			259	10	9	1	1																			
Littleton .....	277	162	115	145	114	.41	210	11	3	10			207	10	9	7	1																			
Ludlow .....	114	69	59	49	37	.41	75	10	9	3			104	6	4	4	1																			
Madawaska .....	665	411	291	362	241	.40	419	12	14	2			397	12	7	3											195									

PUBLIC SCHOOLS.



Mapleton	385	224	170	229	166	.43	268	11	13	230	8	5	1	-	-	3,400	2	3	7	7	2
Mars Hill	407	226	174	199	157	.40	313	10	2 9	256	9	1	-	-	-	4,000	-	3	10	8	1 2
Masardis	122	93	78	66	51	.53	102	10	10	60	3	1	-	-	-	1,000	1	-	2	3	2
Monticello	525	252	188	255	196	.36	339	8	10	280	10	8	-	-	-	4,400	2	4	2	6	5
New Limerick	248	136	122	100	91	.43	167	12	12	142	6	5	3	1	788	2,075	2	2	2	2	2
New Sweden	347	186	134	196	138	.40	221	11	17	196	7	6	1	-	-	3,000	3	5	4	2	2
Oakfield	361	218	154	105	70	.31	248	10	12	196	8	6	-	1	160	1,000	1	1	8	6	6
Orient	68	36	25	45	34	.43	46	8	4 11	89	3	3	-	-	-	1,130	-	1	2	2	2
Perham	221	121	107	134	99	.46	155	11	3 12	130	5	4	1	-	-	2,200	1	1	4	5	2
Presque Isle	1,354	578	463	730	584	.38	904	8	8	679	24	21	4	-	-	27,000	2	1	18	27	14
Sherman	381	218	170	209	171	.45	294	10	9	184	7	5	3	-	-	3,500	-	2	8	6	5
Smyrna	122	70	52	87	58	.45	100	8	3 11	78	4	-	-	-	-	900	1	1	3	3	2
Van Buren	615	370	343	345	270	.50	405	12	12	204	10	3	-	-	-	900	1	1	12	12	3
Washburn	440	210	171	239	195	.42	278	10	10	270	11	10	1	-	-	3,800	4	3	10	8	2
Weston	148	104	80	84	62	.47	104	9	3 10	80	4	3	-	-	-	2,000	-	-	4	4	2
Woodland	437	237	161	224	164	.37	240	11	3 14	252	9	1	-	1	570	3,550	3	6	6	3	2

APPENDIX.



Silver Ridge .....	55	42	29	31	28	.52	45	12	9		33	2	1	-	-	-	500	-	-	2	1	1	
Stockholm .....	56	23	19	26	18	.33	49	8	15		23	1	1	-	-	-	400	-	-	1	1	1	
Wade .....	106	80	57	80	57	.54	80	10	1	9	95	4	4	-	-	-	1,275	-	1	5	4	4	
Wallgrass .....	365	188	160	191	151	.43	220	12	7	4	191	6	3	-	2	144	1,054	-	-	6	4	3	
Westfield .....	88	45	41	30	29	.40	49	9	8	2	77	3	3	-	-	-	1,300	1	1	2	2	2	
Westmanland .....	40	24	20	20	18	.47	34	8	14		22	1	1	-	-	-	400	1	1	1	1	1	
Winterville .....	77	59	44	32	21	.42	60	10	10		60	1	1	-	-	-	500	-	-	2	1	1	
Total .....	22,538	12,383	9,782	11,579	8,926	.42	15,166	10	1	10	4	12,738	445	314	78	18	\$7,939	\$218,424	78	116	393	350	107

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 of school superintendence.	Amount of money voted in 1896.	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, 1896, to April 1, 1897.	Amount available from State treasury from April 1, 1896, to April 1, 1897.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1896, to April 1, 1897.	Balance unexpended April 1, 1897.	Balance over-expended April 1, 1897.
							Excess above amount required by law.	Less than the amount required by law.									
Amity	-	\$29 66	\$6 83	\$2 00	\$ 18	\$350	\$14	-	\$2 54	.004 8-10	\$350	\$377	\$300	\$1,029	\$920	\$108	-
Ashland	-	-	7 16	2 60	100	500	46	-	1 82	.002	691	516	55	1,262	1,502	-	\$240
Bancroft	5	27 00	6 10	1 85	25	350	89	-	3 00	.004 9-10	372	282	229	883	887	-	4
Benedicta	6	4 50	4 50	2 00	-	253	-	-	1 62	.003 9-10	738	379	50	702	702	-	-
Blaine	5	25 00	5 00	1 60	70	738	110	-	1 87	.003 6-10	738	939	-	1,677	1,671	6	-
Bridgewater	9	34 40	7 10	1 66	83	757	-	-	2 06	.002 6-10	945	862	112	1,919	1,671	248	-
Caribou	18	32 00	7 04	2 00	400	3,269	-	-	1 81	.002 4-10	6,218	4,340	-	10,558	7,467	3,091	-
Dyer Brook	3	26 00	6 28	1 80	50	222	45	-	2 00	.002 8-10	241	207	130	868	629	39	-
Easton	5	32 00	6 55	1 75	90	800	18	-	2 00	.003 1-10	1,171	914	81	3,951	2,068	128	-
Fort Fairfield	25	19 60	5 30	1 90	300	3,200	380	-	2 00	.002 6-10	4,542	3,951	109	8,602	7,644	958	-
Fort Kent	22	22 00	5 15	1 25	75	350	-	-	31	.001 2-10	476	2,747	58	3,281	3,749	-	468
Frenchville	8	21 61	3 76	1 07	-	375	-	-	30	.001 9-10	423	3,153	67	3,643	3,749	-	106
Grand Isle	1	26 54	5 08	1 25	33	250	-	-	48	.001 6-10	583	1,365	41	1,889	1,895	-	6
Haynesville	2	6 16	6 16	2 00	20	225	1	-	1 90	.003 6-10	320	282	143	745	743	2	-
Hersey	4	40 00	4 50	1 75	20	150	29	-	1 74	.002 3-10	170	320	48	435	398	37	-
Hodgdon	13	28 00	6 27	2 25	116	1,200	310	-	2 77	.004 1-10	254	1,034	60	2,348	2,321	27	-
Houlton	21	68 33	7 55	2 90	300	6,600	2,788	-	4 59	.002 3-10	6,056	3,157	144	9,254	9,448	-	194
Island Falls	6	32 00	7 00	2 25	52	250	72	-	78	.001	250	735	182	1,129	1,110	19	-
Limestone	10	34 00	6 91	2 60	60	746	-	-	1 95	.003 3-10	1,150	845	182	2,175	2,073	104	-
Linneus	6	37 50	6 50	2 00	115	911	139	-	2 43	.003 7-10	1,307	935	-	2,242	1,974	268	-
Littleton	2	34 75	6 45	2 10	75	800	61	-	3 90	.002 4-10	820	674	-	1,494	1,540	-	46
Ludlow	1	23 20	5 44	1 51	27	375	75	-	2 28	.001 1-10	840	312	78	1,230	681	549	-
Madawaska	9	22 62	5 02	1 05	40	325	-	-	49	.002	495	1,699	25	2,219	2,147	72	-

PUBLIC SCHOOLS.

Mapleton .....	6	31 40	6 45	1 92	91	666	-	-	1 73	.003 5-10	808	942	41	1,791	1,821	-	30
Mars Hill .....	9	26 80	5 93	1 60	78	670	-	-	1 64	.002 9-10	878	988	65	1,931	1,849	-	16
Masardis .....	2	35 00	7 25	2 25	23	200	-	-	1 64	.002 6-10	229	217	21	467	483	-	
Monticello .....	7	37 25	6 82	2 22	75	906	-	-	1 72	.002 7-10	1,099	1,268	70	2,437	2,384	-	53
New Limerick .....	1	30 50	5 90	1 83	65	472	18	-	1 90	.002 4-10	694	604	46	1,344	958	-	386
New Sweden .....	-	31 08	6 84	1 75	48	570	24	-	1 64	.004 6-10	1,014	845	45	1,904	1,655	-	249
Oakfield .....	2	32 56	6 23	2 01	90	576	-	-	1 60	.006 5-10	1,226	827	113	2,166	1,352	-	814
Orient .....	1	18 00	4 83	2 00	10	196	-	-	2 88	.003 5-10	548	163	42	753	551	-	202
Perham .....	1	31 50	6 46	2 00	30	360	10	-	1 63	.003 5-10	386	545	184	1,115	1,046	-	69
Presque Isle .....	44	28 50	7 17	2 18	454	4,000	1,563	-	2 95	.002 8-10	4,000	3,369	120	7,489	7,029	-	460
Sherman .....	6	33 50	7 38	2 25	73	819	92	-	2 15	.004 3-10	1,024	908	-	1,932	1,648	-	284
Smyrna .....	-	28 00	6 30	1 87	40	275	33	-	2 25	.002 3-10	291	297	-	588	582	-	6
Van Buren .....	6	30 00	4 75	1 25	25	935	-	-	1 52	.004 7-10	2,757	1,482	-	4,239	2,570	-	1,669
Washburn .....	11	40 00	6 50	2 35	100	900	22	-	2 05	.003 9-10	1,137	1,086	200	2,423	2,052	-	371
Weston .....	-	-	6 35	1 72	15	323	-	-	2 18	.006 4-10	395	382	56	833	589	-	244
Woodland .....	-	28 83	6 65	1 75	94	716	8	-	1 63	.003 7-10	1,456	1,086	188	2,730	1,785	-	945

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 superintendence.	Amount of money voted in 1896.	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, 1896, to April 1, 1897.	Amount available from State treasury from April 1, 1896, to April 1, 1897.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1896, to April 1, 1897.	Balance unexpended April 1, 1897.	Balance over-expended April 1, 1897.
							Excess above amount required by law.	Less than the amount required by law.									
Allagash .....	4	-	\$5 25	\$1 25	\$20	\$80	-	-	\$ 56	-	\$ 80	\$486	-	\$566	\$489	\$ 77	
Cary .....	7	\$36 00	6 00	1 75	20	312	-	-	1 96	.012 1-10	449	367	90	906	794	112	
Castle Hill .....	6	25 50	6 37	1 96	50	678	-	-	2 91	.006 5-10	717	582	30	1,329	1,117	212	
Caswell .....	2	40 00	1 50	2 00	15	292	122	-	1 55	.005 3-10	446	462	-	908	800	108	
Chapman .....	28	00	5 70	2 00	34	200	-	15	1 47	.006 6-10	338	353	94	790	689	101	
Connor .....	-	-	4 48	2 00	25	200	-	-	76	.003	260	672	-	932	875	57	
Crystal .....	6	23 50	4 12	1 61	57	500	-	-	3 18	.006 1-10	493	516	-	1,009	941	68	
Cyr .....	2	-	5 00	1 25	32	75	-	262	44	.001 6-10	464	632	-	1,102	678	424	
Eagle Lake .....	1	24 00	2 25	1 25	27	50	-	-	31	.002 5-10	173	490	35	698	606	92	
Garfield .....	1	-	2 58	2 58	4	75	6	-	1 74	.001 4-10	75	85	86	246	207	39	
Glenwood .....	2	22 25	4 92	1 70	20	146	-	-	2 21	.003 8-10	173	281	39	493	449	44	
Hamlin .....	4	20 00	5 00	1 25	25	150	-	-	63	.002	541	570	19	1,130	866	264	
Hammond .....	1	35 00	2 00	2 00	11	100	13	-	2 56	.001 8-10	250	95	33	378	213	165	
Macwahoc .....	2	-	5 25	2 25	27	185	12	-	2 89	.004 6-10	231	236	-	467	428	39	
Merrill .....	1	36 00	5 25	1 75	202	202	71	-	1 28	.003 1-10	263	246	15	524	462	62	
Moro .....	1	28 00	6 00	1 75	18	166	71	-	1 56	.003	332	217	-	609	426	183	
Nashville .....	1	-	2 75	2 00	-	75	-	-	6 82	.001 9-10	135	51	35	221	111	110	
New Canada .....	3	-	5 50	1 00	16	100	-	-	53	.002 6-10	173	530	-	703	496	207	
Oxbow .....	1	-	7 50	1 50	4	100	-	-	2 08	.004	100	110	123	333	317	16	
Portage Lake .....	1	-	3 44	2 20	20	120	8	-	1 62	.003 8-10	241	161	-	402	230	172	
Reed .....	3	33 33	5 43	2 07	17	300	138	-	2 54	.001 8-10	441	268	236	945	821	124	
St. Francis .....	3	23 00	5 33	1 25	-	150	-	-	61	.003 8-10	590	550	-	1,140	818	322	
St. John .....	3	21 67	5 42	-	-	100	-	-	61	.003	119	389	8	516	494	22	

Silver Ridge .....	2	-	6 43	1 88	10	133	-	\$23	2 42	.003 5-10	209	146	102	457	289	168
Stockholm .....	-	-	7 50	1 00	3	84	-	-	1 50	.002 7-10	139	126	-	265	165	100
Wade .....	-	28 00	3 43	1 55	28	250	124	-	2 36	.004 5-10	300	307	-	607	562	45
Wallgrass .....	4	-	4 87	1 09	150	100	-	-	27	.002 5-10	173	832	18	1,023	1,086	- \$63
Westfield ...	-	26 16	5 50	2 00	35	182	50	-	2 07	.002 5-10	293	221	78	592	519	73
Westmanland .....	-	-	5 25	1 75	5	80	5	-	2 00	.002	95	97	-	192	191	1
Winterville .....	1	-	4 50	1 25	16	60	-	-	78	.001 9-10	229	166	-	395	333	62
Total .....	334	\$30 59	\$5 91	\$1 85	\$4,068	\$40,255	\$7,087	\$23	\$1 78	.002 2-10	\$56,209	\$55,207	\$4,185	\$115,601	\$101,815	\$14,959 1173

## 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 supplied with flags.	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.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.							
Baldwin	250	145	127	156	129	.51	181	8		204	8					\$2,933					1
Bridgton	757	427	373	451	403	.51	513	11	2	533	14	14	2			14,000					3
Brunswick	2,021	745	647	789	712	.33	962	9		644	24	24	14			65,000					4
Cape Elizabeth	210	110	96	119	100	.47	129	11		129	4	4	3			4,000					1
Casco	280	189	166	187	154	.57	202	10		176	8	8	2	1	\$583	3,408					1
Cumberland	446	247	197	238	196	.44	317	8		277	9	7	1	1,200	5,400						1
Deering	1,908	1,173	1,017	1,227	1,090	.55	1,350	12		792	17	19	3		60,000						3
Falmouth	450	275	235	294	256	.54	307	9	3	305	12	9	7		7,500						3
Freeport	752	480	420	467	418	.55	529	10		552	19	17	9		22,500						9
Gorham	831	524	453	553	479	.36	629	10	1	552	12	2	5		18,000						4
Gray	404	301	272	292	259	.66	301	10		320	10	3	9		3,633						4
Harpswell	550	319	281	300	234	.47	342	8	1	384	16	11	6		6,000						2
Harrison	288	164	144	171	144	.50	249	8	3	267	12	10	3		5,000						1
Naples	228	124	102	130	107	.46	154	9	7	243	10	10	1		4,000						1
New Gloucester	335	177	149	188	157	.46	210	10		278	12	12	8		8,000						1
North Yarmouth	191	106	90	109	89	.47	132	8		150	7	4	4		4,000						5
Otisfield	207	97	80	107	97	.43	124	8	3	224	12	10			3,350						5
Portland	11,265	5,207	3,920	5,134	3,863	.34	5,642	9	3	4,864	17	14	17	2	300,000						1
Pownal	173	115	100	112	93	.56	130	8		178	9	7	3	1	700	3,000					1
Raymond	292	167	147	169	148	.55	200	8		200	10	7	2		1,840						2
Scarboro	523	283	245	270	239	.46	302	10		330	11	9	10		6,000						1

PUBLIC SCHOOLS.



Sebago .....	218	125	115	138	119	.54	154	7	4	7	3	184	9	7	-	-	-	2,000	-	-	8	8	
South Portland .....	1,747	978	835	1,059	875	.49	1,220	11	12	12	9	770	13	12	9	-	-	35,100	3	3	29	29	
Standish .....	423	240	217	259	221	.52	307	8	8	8	3	325	13	9	8	-	-	6,500	1	1	12	12	
Westbrook .....	2,440	1,091	933	1,171	1,038	.40	1,356	12	12	12		1,032	14	14	-	-	-	94,000	7	6	27	28	
Windham .....	557	392	341	384	329	.60	398	11	11	11		418	15	7	10	-	-	9,000	1	1	11	12	
Yarmouth .....	591	384	362	389	364	.61	409	11	11	11		335	8	7	5	-	-	16,500	-	-	10	10	
<b>Total .....</b>	<b>28,337</b>	<b>14,585</b>	<b>12,064</b>	<b>14,863</b>	<b>12,214</b>	<b>.43</b>	<b>16,761</b>	<b>9</b>	<b>2</b>	<b>10</b>		<b>14,669</b>	<b>325</b>	<b>268</b>	<b>143</b>	<b>3</b>	<b>\$2,483</b>	<b>\$714,264</b>	<b>38</b>	<b>56</b>	<b>452</b>	<b>438</b>	<b>152</b>

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 superintendence.	Amount of money voted in 1886.	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, 1886, to April 1, 1887.	Amount available from State treasury from April 1, 1886, to April 1, 1887.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1886, to April 1, 1887.	Balance unexpended April 1, 1887.	Balance over-expended April 1, 1887.
							Excess above amount required by law.	Less than the amount required by law.									
Baldwin	-	\$36 40	\$6 73	\$2 04	\$ 60	\$1,000	\$254	-	\$4 00	.002 5-10	\$1,000	\$ 588	\$ 97	\$1,685	\$1,646	\$ 39	
Bridgton	19	54 75	7 56	3 00	300	3,500	516	-	4 62	.002 6-10	4,824	1,779	249	6,852	5,536	1,316	
Brunswick	19	28 00	8 94	3 50	139	9,400	4,591	-	4 65	.002 4-10	9,400	4,875	-	14,275	13,396	879	
Cape Elizabeth	1	-	8 00	-	50	800	219	-	3 81	.001 4-10	921	518	16	1,455	1,404	51	
Casco	-	-	6 45	1 60	75	675	-	-	2 41	.002 5-10	675	684	121	1,480	1,274	206	
Cumberland	-	33 50	7 30	2 65	120	1,190	-	-	2 69	.001 5-10	1,713	1,163	88	2,963	2,656	307	
Deering	30	111 11	9 33	-	550	9,500	5,218	-	4 98	.002 3-10	11,287	4,479	11	15,777	13,472	2,305	
Falmouth	-	38 00	8 13	2 25	102	2,000	736	-	4 44	.002 7-10	2,354	1,088	6	3,448	2,973	475	
Freeport	8	33 56	6 70	3 00	180	3,000	1,014	-	4 00	.002 4-10	3,000	1,826	-	4,826	4,818	8	
Gorham	6	62 23	8 33	2 98	201	3,578	1,268	-	4 30	.002 5-10	3,897	1,998	133	6,028	5,976	52	
Gray	4	24 00	6 00	2 00	74	1,250	36	-	3 01	.002 1-10	1,344	964	64	2,372	2,415	-	
Harpswell	-	39 50	7 14	2 38	109	1,800	387	-	3 27	.003	1,934	1,329	16	3,279	3,277	2	
Harrison	5	39 00	6 74	2 15	95	1,000	143	-	3 47	.002 4-10	1,263	691	221	2,175	2,081	94	
Naples	4	42 00	6 26	1 75	79	1,150	473	-	5 04	.004 9-10	970	533	-	1,503	1,514	-	
New Gloucester.	7	48 00	7 30	3 00	75	1,800	813	-	5 37	.001 8-10	2,044	721	223	2,988	2,348	440	
North Yarmouth	4	-	7 25	2 00	55	800	233	-	4 18	.002 2-10	966	472	245	1,683	1,506	177	
Otisfield	-	23 33	5 95	1 50	71	1,000	330	-	4 22	.003 7-10	1,000	572	96	1,668	1,633	35	
Portland	134	146 00	12 00	-	2,250	109,900	80,760	-	9 77	.002 4-10	110,058	27,125	9,878	147,061	119,819	27,242	
Pownall	3	-	5 90	2 00	40	800	230	-	4 62	.002 8-10	800	438	43	1,281	1,358	-	
Raymond	-	35 00	6 72	1 80	75	742	-	-	2 54	.003 4-10	894	635	147	1,676	1,664	12	
Scarboro	11	32 00	8 00	2 00	169	2,000	565	-	3 82	.002 2-10	2,634	1,329	-	3,963	3,521	442	

43

11

77

Sebago .....	-	-	5 57	1 56	100	600	55	-	2 75	.003 6-10	614	534	22	1,170	1,142	28	
South Portland .....	16	63 16	9 21	3 25	645	5,000	1,160	-	2 86	.002 4-10	5,874	4,264	64	10,202	9,757	445	
Standish .....	-	39 00	8 21	2 50	-	1,600	127	-	3 78	.002 7-10	1,730	1,056	94	2,880	2,781	99	
Westbrook .....	26	111 11	10 00	-	650	9,500	4,194	-	3 89	.002 4-10	9,500	6,564	-	16,064	16,001	63	
Windham .....	13	52 00	7 73	2 00	172	3,500	1,727	-	6 28	.003 5-10	3,536	1,375	146	5,037	4,996	61	
Yarmouth .....	10	-	8 50	3 00	100	2,100	426	-	3 55	.001 6-10	2,449	1,382	105	3,936	3,558	378	
<b>Total .....</b>	<b>320</b>	<b>\$51 98</b>	<b>\$7 61</b>	<b>\$2 00</b>	<b>\$6,536</b>	<b>\$170,185</b>	<b>\$105,475</b>	<b>-</b>	<b>\$6 32</b>	<b>.002 5-10</b>	<b>\$186,680</b>	<b>\$68,982</b>	<b>12,085</b>	<b>\$267,747</b>	<b>\$232,722</b>	<b>\$35,156</b>	<b>\$131</b>



Plantations.																							
Coplin .....	26	14	14	15	13	.52	15	8	12	20	1	1	1	-	-	200	-	-	1	1	1		
Dallas .....	60	28	17	30	21	.32	56	8	1	8	3	46	2	2	-	-	900	-	1	2	-	1	
Greenvale .....	25	15	13	17	11	.48	17	8	10	18	1	1	-	-	-	300	-	-	1	1	-	1	
Lang .....	29	17	16	19	15	.53	20	8	12	20	1	1	-	-	-	250	-	-	1	1	-	1	
Perkins .....	16	15	15	14	12	.90	15	8	12	20	3	-	-	-	-	-	-	-	1	1	-	1	
Rangley .....	27	14	13	18	14	.50	19	8	8	16	1	1	-	-	-	500	-	-	1	1	-	1	
<b>Total.....</b>	<b>5,147</b>	<b>3,035</b>	<b>2,563</b>	<b>3,119</b>	<b>2,587</b>	<b>.50</b>	<b>4,033</b>	<b>8</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>3,835</b>	<b>160</b>	<b>97</b>	<b>33</b>	<b>5</b>	<b>\$9,300</b>	<b>\$83,419</b>	<b>11</b>	<b>25</b>	<b>140</b>	<b>124</b>	<b>57</b>

## 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 superintendence.	Amount of money voted in 1896.	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, 1896, to April 1, 1897.	Amount available from State treasury from April 1, 1896, to April 1, 1897.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1896, to April 1, 1897.	Balance unexpended April 1, 1897.	Balance over-expended April 1, 1897.
							Excess above amount required by law.	Less than the amount required by law.									
Avon .....	4	\$32 00	\$5 20	\$2 00	\$45	\$500	\$149	-	\$3 29	.003 6-10	\$500	\$409	\$2	\$911	\$912	-	\$1
Carthage .....	-	-	5 33	1 55	35	450	138	-	4 32	.004 1-10	530	273	-	803	658	-	\$145
Chesterville .....	1	35 67	5 05	1 75	37	625	9	-	3 02	.002 3-10	625	487	77	1,189	1,107	-	82
Eustis .....	1	29 15	6 31	2 15	28	500	243	-	3 42	.004 3-10	500	348	-	848	819	-	29
Farmington .....	20	40 00	4 20	2 30	200	3,500	934	-	3 55	.001 8-10	3,587	2,679	100	6,366	6,362	-	4
Freeman .....	3	20 00	4 07	1 50	40	372	1	-	2 56	.003 7-10	372	331	44	747	562	-	185
Jay .....	3	20 00	5 60	1 70	40	436	-	-	2 41	.004	513	414	-	927	919	-	8
Kingfield .....	1	62 00	6 25	2 33	120	1,450	217	-	2 31	.001 1-10	1,450	1,229	142	2,821	2,909	-	86
Madrid .....	2	35 00	7 00	2 33	40	355	2	-	2 86	.002	745	397	68	1,210	1,121	-	89
New Sharon .....	1	28 00	6 85	1 81	25	355	149	-	2 03	.004 1-10	466	360	30	856	720	-	136
New Vineyard .....	1	38 32	7 00	1 81	30	1,000	22	-	4 08	.002 4-10	949	630	57	1,636	1,408	-	228
Phillips .....	16	45 50	5 54	1 50	27	550	22	-	3 55	.003 2-10	648	441	-	1,089	1,074	-	15
Rangeley .....	4	41 00	7 17	2 70	232	2,000	885	-	4 42	.003 9-10	2,352	1,159	331	3,842	3,500	-	342
Salem .....	3	-	6 75	2 20	8	550	57	-	2 72	.002 4-10	550	494	-	1,044	1,004	-	40
Strong .....	3	-	6 82	2 25	37	550	57	-	4 66	.004 9-10	194	119	-	313	267	-	46
Temple .....	5	40 00	5 30	2 05	65	550	48	-	2 83	.002 2-10	550	477	87	1,114	1,089	-	25
Weld .....	12	45 67	5 43	1 75	26	376	-	-	3 32	.002 8-10	376	268	15	659	656	-	3
Wilton .....	20	30 00	4 91	1 58	165	736	28	-	2 92	.003 8-10	823	643	-	1,466	1,423	-	43
			8 74	2 50	150	1,427	130	-	3 12	.002	1,441	1,181	210	2,832	2,962	-	130

Plantations.																	
Coplin .....	-	-	4 50	2 00	-	130	53	-	5 00	.003 9-10	177	58	-	235	143	92	
Dallas .....	-	28 00	4 50	1 75	-	128	-	\$19	2 13	.003 3-10	438	200	-	638	279	359	
Greenvale .....	1	-	3 00	1 25	2	65	23	-	2 60	.003 4-16	65	50	-	115	115		
Lang .....	1	-	5 50	1 75	16	45	4	-	1 90	.002	45	78	60	183	152	31	
Perkins .....	-	-	3 25	1 50	-	74	-	1	4 93	.004 6-10	190	66	-	256	121	135	
Rangleley .....	1	-	6 00	2 00	10	75	29	-	2 77	.001	75	68	-	143	130	13	
Total .....	100	\$34 25	\$5 58	\$1 89	\$1,388	\$16,599	\$3,171	20	\$3 22	.002	\$18,161	\$12,859	\$1,223	\$32,243	\$30,412	\$2,050	\$219

### 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 supplied with flags.		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.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.				
Amherst	101	63	53	78	61	.56	85	10	10	90	3	2	90	3	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	825	-	1	3	2	2	2	2	2	2			
Aurora	43	25	21	23	20	.48	25	10	12	44	3	2	25	10	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	1	1	1	1	1	1	
Bluehill	704	403	358	409	357	.51	444	10	8	551	18	9	444	10	8	3	3	3	3	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	
Brooklin	328	183	145	196	169	.48	234	9	8	191	8	8	234	9	8	2	2	2	2	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
Brooksville	400	239	200	235	189	.48	252	9	3	255	6	5	252	9	3	3	3	3	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Bucksport	618	385	335	382	323	.53	481	9	1	435	14	12	481	9	1	2	2	2	2	14	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
Castine	280	144	122	146	128	.45	170	11	11	197	5	4	170	11	11	1	1	1	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Cranberry Isles	119	64	56	76	69	.52	83	10	10	100	5	4	83	10	10	3	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Dedham	102	57	52	60	51	.50	60	9	3	94	6	5	60	9	3	1	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Deer Isle	818	766	651	762	655	.74	886	10	10	780	22	22	886	10	10	2	2	2	2	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Eastbrook	97	63	49	62	45	.49	71	10	10	80	4	2	71	10	10	3	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Eden	804	551	464	580	509	.60	682	8	4	497	14	14	682	8	4	9	9	9	9	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
Ellsworth	1,459	973	800	950	831	.56	1,075	10	3	679	22	21	1,075	10	3	3	3	3	3	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	
Franklin	483	298	245	315	282	.54	327	8	3	270	10	8	327	8	3	7	7	7	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Gouldsboro	383	232	200	233	203	.53	270	8	8	254	8	8	270	8	8	1	1	1	1	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Hancock	922	205	178	205	171	.52	270	8	1	200	7	7	270	8	1	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Isle-au-Haut	75	70	67	64	61	.85	70	8	12	60	3	3	70	8	12	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Lamoine	188	109	94	108	96	.51	123	9	4	145	5	5	123	9	4	9	9	9	9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Mariaville	84	37	28	54	44	.48	66	10	10	82	5	5	66	10	10	1	1	1	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Mount Desert	459	267	214	280	251	.51	331	8	8	278	10	4	331	8	8	10	10	10	10	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
Orland	394	244	204	238	202	.51	269	9	9	324	14	12	269	9	9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Otis	66	32	26	-	-	.40	36	8	8	48	3	1	36	8	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Penobscot	354	233	206	234	210	.58	242	9	9	268	11	9	242	9	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Sedgwick	342	213	199	202	181	.55	237	9	3	225	9	8	237	9	3	3	3	3	3	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	



Sorrento.....	35	21	17	21	20	.20	31	10	9		49	2	2	-	-	-	500	-	1	2	1	
*Stonington .....	542	-	-	-	-	-	-	-	-	-	-	5	5	5	-	-	5,885	-	-	-	-	
Sullivan .....	396	226	162	238	185	.44	293	10	9	-	168	5	4	4	1	680	3,500	1	4	6	3	
Surry .....	288	165	151	178	157	.53	201	7	7	-	189	9	6	7	-	-	4,000	-	4	9	5	
Tremont .....	705	356	297	407	363	.47	503	9	8	4	372	13	11	9	1	1,655	5,200	-	10	14	7	
Trenton .....	142	81	74	94	82	.55	95	10	10	-	120	7	1	3	-	-	2,500	-	2	6	4	
Verona .....	89	68	56	61	53	.61	69	10	10	-	80	4	4	2	-	-	875	-	-	4	4	
Waltheim .....	67	56	42	53	46	.65	57	11	12	-	69	3	2	2	-	-	1,600	-	-	3	3	
Winter Harbor .....	156	81	70	98	92	.52	102	8	8	-	72	1	1	1	-	-	2,200	-	-	3	4	
Plantations.																						
Long Island.....	60	32	25	44	34	.49	49	8	8	-	54	2	1	-	-	-	750	1	1	-	2	
No. 7.....	19	17	13	17	14	.71	17	10	10	-	20	1	1	-	-	-	400	-	-	1	1	
No. 8.....	8	-	-	-	-	-	8	-	10	-	10	1	1	-	1	225	235	-	-	-	-	
No. 21.....	21	14	14	15	15	.70	15	10	9	-	28	1	1	-	-	-	400	-	-	1	1	
No. 33.....	57	32	21	36	24	.40	41	10	10	-	20	1	1	-	-	-	300	1	1	-	1	
Swan's Island .....	254	150	126	167	132	.51	180	10	9	-	109	3	1	3	-	-	2,300	1	2	3	2	
Total .....	11,862	7,160	6,035	7,321	6,330	.52	7,456	9	2	9	2	7,407	273	223	70	8	11,485	\$172,079	15	69	283	238

\*Set off from Deer Isle in 1897

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 of school superintendence.	Amount of money voted in 1896.	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, 1896, to April 1, 1897.	Amount available from State treasury from April 1, 1896, to April 1, 1897.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1896, to April 1, 1897.	Balance unexpended April 1, 1897.	Balance over-expended April 1, 1897.
							Excess above amount required by law.	Less than the amount required by law.									
Amherst.....	-	-	\$6 27	-	\$20	\$300	-	-	\$2 98	.003 5-10	\$379	\$281	\$75	\$735	\$658	77	
Aurora.....	1	\$28 00	5 00	\$1 62	10	140	-	-	3 25	.003 4-10	225	97	-	322	232	84	
Bluehill.....	6	14 80	6 65	1 87	212	2,200	-	\$616	3 12	.004	2,195	1,706	150	4,051	3,934	117	
Brooklin.....	6	45 00	7 25	2 25	75	840	3	-	2 56	.004 9-10	840	784	26	1,650	1,719	-	69
Brooksville.....	1	45 00	7 50	2 00	108	1,050	2	-	2 62	.005 3-10	1,293	1,022	-	2,315	2,097	218	
Bucksport.....	-	-	7 33	2 00	250	2,500	163	-	4 04	.002 4-10	2,500	1,594	-	4,094	4,138	-	44
Castine.....	-	-	6 25	2 50	86	1,080	290	-	3 86	.002 7-10	1,362	703	50	2,115	1,487	628	
Cranberry Isles.....	2	-	6 50	2 25	29	475	211	-	4 00	.004 4-10	522	253	-	775	740	35	
Dedham.....	2	-	6 20	1 80	40	350	57	-	3 43	.004 9-10	493	241	83	817	802	15	
Deer Isle.....	-	36 68	7 37	2 50	173	2,744	6	-	3 35	.005 1-10	3,145	3,393	-	6,538	6,389	149	
Eastbrook.....	4	-	4 00	1 48	25	250	53	-	2 58	.005 4-10	250	209	24	483	458	25	
Eden.....	25	72 00	7 71	-	500	4,400	2,843	-	5 47	.001	4,400	1,920	110	6,430	6,430	-	
Ellsworth.....	37	57 00	7 20	-	500	4,500	657	-	3 08	.002 3-10	5,046	3,547	-	8,593	9,013	-	420
Franklin.....	10	38 00	7 50	2 40	86	1,011	-	-	2 09	.003 2-10	1,130	1,127	-	2,257	2,250	-	7
Gouldsboro.....	-	34 00	7 00	2 50	86	966	-	1	2 52	.003 2-10	1,119	915	91	2,125	2,160	-	35
Hancock.....	12	48 48	6 95	2 28	75	963	11	-	3 00	.003 3-10	987	842	9	1,838	1,858	-	20
Isle-au-Haut.....	-	-	4 00	2 00	12	225	60	-	3 00	.003 3-10	228	175	100	503	489	14	
Lamoine.....	5	35 00	6 81	2 25	60	581	-	-	3 08	.003 2-10	641	460	-	1,101	1,097	4	
Mariaville.....	-	23 00	5 33	1 62	15	250	33	-	3 00	.003 2-10	287	229	-	516	488	28	
Mount Desert.....	18	43 87	7 33	-	197	1,500	-	-	3 25	.002	1,647	1,129	-	2,776	2,638	138	
Orland.....	1	43 50	6 78	2 10	150	1,112	416	-	2 82	.003 9-10	1,749	962	275	2,986	2,584	402	
Otis.....	-	-	5 73	1 75	22	290	299	-	4 40	.012	407	170	-	577	292	285	
Penobscot.....	-	38 00	7 43	2 00	146	1,110	70	-	3 13	.004 2-10	1,253	927	-	2,180	2,088	92	
Sedgwick.....	2	-	7 33	2 00	98	850	40	-	3 48	.004 4-10	929	815	54	1,798	1,736	62	

Sorrento.....	-	37 00	7 25	3 00	12														
Stonington.....	-	-	-	-	-														
Sullivan.....	-	50 75	8 87	3 07	55	1,016	5	-	2 56	.003 6-10	1,350	942	52	2,344	2,207	137			
Surry.....	-	34 00	6 39	-	100	790	1	-	2 74	.004 3-10	768	660	-	1,428	1,435	-			
Trenton.....	20	45 70	7 60	2 30	251	1,629	-	-	2 31	.002 8-10	1,982	1,728	-	3,710	3,320	390			7
Trenton.....	-	31 00	5 71	1 96	39	520	98	-	3 66	.004 1-10	763	345	-	1,108	815	293			
Verona.....	2	-	5 45	1 67	30	260	2	-	3 82	.004	270	226	-	496	518	-			22
Waltham.....	3	-	6 00	1 50	24	200	6	-	3 03	.002 6-10	342	169	78	589	428	161			
Winter Harbor.....	3	-	7 25	2 75	25	410	10	-	2 63	.001 7-10	412	355	-	767	767	-			
Plantations.																			
Long Island.....	-	35 00	6 50	2 91	6	200	94	-	3 33	.007 9-10	210	170	-	380	408	-			28
No. 7.....	-	-	3 00	2 00	-	85	45	-	4 47	.003 8-10	85	49	3	137	139	-			2
*No. 8.....	-	-	4 00	-	1	-	-	-	-	-	-	-	-	-	-	-			
No. 21.....	-	-	2 68	1 00	-	50	-	-	2 38	.001 5-10	109	41	13	163	117	46			
No. 33.....	1	36 00	-	2 00	5	85	-	5	1 50	.003 1-10	91	144	-	235	196	39			
Swan's Island.....	4	35 00	7 75	2 50	84	565	-	-	2 00	.004	557	628	-	1,185	1,200	-			15
Total.....	171	\$39 26	\$6 45	\$4 52	\$3,609	\$35,437	\$6,091	\$6	\$2 99	.002 4-10	\$39,966	\$28,958	\$1,193	\$70,117	\$67,333	\$3,446	\$662		

\* Re-organized in 1896.



Waterville . . . . .	2,918	927	779	1,029	815	.27	1,118	11	12	3	372	10	6	9	-	-	100,000	-	-	32	33		
Wayne . . . . .	206	126	115	99	86	.49	150	10	10		149	9	7	4	-	-	4,000	-	1	7	7	2	
West Gardiner . . . . .	192	118	99	130	100	.52	139	10	8		174	9	5	1	-	-	3,000	-	-	7	7	1	
Windsor . . . . .	254	157	133	165	128	.51	186	9	3	10	137	9	1	3	-	-	1,800	-	-	6	4		
Winslow . . . . .	642	290	235	258	209	.34	383	8	3	9	340	17	13	7	-	-	11,000	-	1	13	10	1	
Winthrop . . . . .	532	350	307	349	310	.58	411	10	10		390	10	9	10	-	-	10,000	-	1	13	13	1	
Unity Pl. . . . .	13	5	4	6	5	.35	10	10	11		21	1	-	-	-	-	20	-	-	1	1		
<b>Total . . . . .</b>	<b>15,733</b>	<b>7,822</b>	<b>6,633</b>	<b>8,078</b>	<b>6,701</b>	<b>.42</b>	<b>8,404</b>	<b>9</b>	<b>4</b>	<b>10</b>	<b>1</b>	<b>8,095</b>	<b>314</b>	<b>207</b>	<b>113</b>	<b>5</b>	<b>13,772</b>	<b>\$379,337</b>	<b>21</b>	<b>43</b>	<b>300</b>	<b>279</b>	<b>45</b>

KENNEBEC 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 superintendence.	Amount of money voted in 1886.	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, 1886, to April 1, 1887.	Amount available from State treasury from April 1, 1886, to April 1, 1887.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1886, to April 1, 1887.	Balance unexpended April 1, 1887.	Balance over-expended April 1, 1887.
							Excess above amount required by law.	Less than the amount required by law.									
Albion.....	-	\$33 50	\$5 70	\$1 65	\$ 75	\$ 836	\$2	-	\$3 83	.002 2-10	\$ 968	\$ 579	-	\$ 1,547	\$ 1,457	\$ 90	
Augusta.....	65	-	2 82	-	500	8,422	-	-	2 81	.001	14,925	7,699	10,544	33,168	27,498	5,670	
Belgrade.....	4	29 67	6 49	1 83	90	1,400	528	-	5 09	.003 3-10	1,405	705	52	2,162	2,150	12	
Benton.....	8	-	7 15	-	100	900	-	9	2 71	.002 2-10	1,214	752	-	1,966	1,849	117	
Chelsea.....	-	-	5 80	1 98	56	1,000	250	-	4 13	.004 4-10	922	574	-	1,496	1,496	-	
China.....	7	29 00	5 68	1 50	110	1,138	-	-	3 07	.002	1,182	935	72	2,189	1,762	427	
Clinton.....	-	52 00	6 45	1 96	142	1,300	86	-	3 11	.002 1-10	1,336	1,022	15	2,373	2,359	14	
Farmingdale.....	3	-	7 37	2 69	66	800	143	-	4 10	.001 6-10	931	482	3	1,416	1,339	77	
Fayette.....	-	22 00	5 43	1 90	66	519	-	-	3 24	.002 4-10	617	360	-	977	998	-	
Gardiner.....	17	83 33	9 36	3 00	200	6,500	2,107	-	4 39	.001 4-10	7,552	4,187	172	11,911	9,029	2,882	
Hallowell.....	13	-	9 25	2 75	250	2,650	105	-	3 32	.001 7-10	2,650	1,916	102	4,668	4,639	29	
Litchfield.....	18	24 00	5 65	1 75	90	1,200	299	-	4 27	.003 2-10	1,303	732	9	2,134	2,085	49	
Manchester.....	-	-	6 50	2 36	42	500	10	-	3 23	.001 9-10	601	355	14	970	944	26	
Monmouth.....	-	-	7 00	2 00	125	1,200	110	-	3 53	.001 6-10	1,348	699	10	2,057	1,888	169	
Mt. Vernon.....	3	33 25	5 41	2 31	75	752	-	-	3 85	.002 1-10	802	462	-	1,264	1,197	67	
Oakland.....	6	-	2 16	1 79	175	1,800	165	-	3 65	.002	1,800	1,290	129	3,219	2,905	314	
Pittston.....	1	22 00	3 00	2 00	100	1,100	75	-	3 42	.002 2-10	1,212	828	19	2,059	1,790	269	
Randolph.....	5	-	7 90	3 00	40	1,025	-	-	3 56	.003 1-10	1,184	635	75	1,894	1,711	183	
Readfield.....	3	-	9 00	2 00	53	941	22	-	3 52	.001 6-10	1,148	654	-	1,802	1,550	252	
Rome.....	1	27 50	5 30	-	35	400	-	-	2 72	.004 5-10	400	355	-	755	750	5	
Sidney.....	1	24 00	6 20	1 67	115	1,500	433	-	3 18	.003 1-10	1,500	813	12	2,325	2,297	28	
Vassalboro.....	10	29 00	7 50	2 25	212	2,000	358	-	5 32	.002 2-10	1,949	1,577	-	3,526	3,699	-	
Vienna.....	-	25 00	5 00	1 58	35	495	99	-	4 23	.004 3-10	533	263	-	802	783	19	

Waterville .....	31	-	9 63	3 00	1,200	12,000	6,324	-	4 11	.002 1-10	12,000	7,030	3	19,033	15,870	3,163	
Wayne .....	12	30 00	6 40	1 87	74	620	-	-	3 01	.002 6-10	672	508	21	1,201	1,182	19	
West Gardiner .....	1	31 00	-	2 00	60	700	18	-	3 64	.002 3-10	901	480	24	1,405	1,317	88	
Windsor .....	-	36 00	6 32	1 75	68	682	-	-	2 68	.002 6-10	756	587	-	1,343	1,236	107	
Winthrop .....	21	29 33	7 07	2 05	141	1,900	449	-	2 95	.001 5-10	2,133	1,660	-	3,793	4,142	-	
Winthrop ..	14	120 00	7 00	2 50	200	1,800	111	-	3 38	.001 4-10	2,003	1,253	316	3,572	2,985	587	
Unity Pl.....	-	-	4 25	1 25	5	60	10	-	4 61	.603 5-10	64	34	-	18	96	2	
Total .....	\$244	\$37 80	\$6 70	\$2 09	\$4,500	\$56,140	\$11,704	\$9	\$3 56	.001 7-10	\$66,107	\$39,426	11,592	\$117,125	\$103,003	\$14,665	\$543

KNOX COUNTY.

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 supplied with flags.		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.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.				
Appleton.....	322	192	146	212	174	.49	225	9	11	3	11	222	11	2	3	-	-	-\$300	\$4,350	-	2	2	10	9	3	1	1	1	1	3	11	10	10	4	4	1	1	1	1	5	4			
Camden.....	728	387	338	392	327	.45	425	10	4	10	3	334	8	5	1	1	-	11,000	-	2	3	11	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Cushing.....	198	94	78	101	84	.41	117	8	9	3	162	6	2	3	-	-	-	1,900	-	-	2	6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Friendship.....	267	154	129	149	131	.48	176	9	10	10	227	7	4	5	-	-	-	2,200	-	-	2	8	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
Hope.....	160	80	67	103	83	.47	127	10	10	10	150	7	4	2	-	-	-	1,350	-	-	-	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Hurricane Isle.....	91	51	49	49	43	.50	65	10	11	3	32	1	1	1	-	-	-	125	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
North Haven.....	165	85	71	91	81	.46	112	10	8	3	135	6	1	3	-	-	-	1,500	-	-	1	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Rockland.....	2,263	1,401	1,156	1,451	1,213	.53	1,451	11	12	3	1,155	11	9	5	-	-	-	80,291	-	-	2	36	36	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
Rockport.....	687	406	337	420	380	.52	435	11	2	10	3	442	7	6	6	-	-	16,000	-	-	4	9	10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
South Thomaston.....	461	289	246	315	259	.55	363	7	4	10	1	343	14	8	7	-	-	4,000	-	-	-	13	13	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
St. George.....	870	424	351	434	367	.41	535	9	4	10	4	445	14	12	10	2	1,655	8,000	-	-	3	15	11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Thomaston.....	766	474	412	470	414	.54	543	10	11	4	332	9	6	3	-	-	-	12,000	-	1	1	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
Union.....	396	217	183	227	203	.48	258	8	8	8	296	14	11	3	1	815	6,500	-	-	4	4	14	8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			
Vinalhaven.....	915	516	458	545	479	.51	465	10	11	11	506	11	9	7	2	7,569	18,000	-	-	-	14	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15		
Warren.....	636	299	247	290	239	.36	314	10	9	4	476	18	17	10	-	-	-	8,000	-	-	2	11	9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Washington.....	381	201	172	237	203	.49	259	8	8	3	261	11	8	2	1	725	2,200	-	-	2	11	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9			
*Criehaven Pl.....	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Matinicus Isle Pl.....	49	28	25	33	29	.55	33	8	10	3	29	1	1	1	-	-	-	700	-	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Total.....	9,365	5,298	4,465	5,519	4,709	.49	5,903	9	2	10	1	5,547	156	112	72	7	11,064	\$178,116	8	29	181	162	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35		

\*Organized March 30, 1897.



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 superintendence.	Amount of money voted in 1896.	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, 1896, to April 1, 1897.	Amount available from State treasury from April 1, 1896, to April 1, 1897.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1896, to April 1, 1897.	Balance unexpended April 1, 1897.	Balance over-expended April 1, 1897.
							Excess above amount required by law.	Less than the amount required by law.									
Appleton.....	5	\$33 00	\$4 92	\$1 70	\$ 85	\$866	\$2	-	\$2 70	.003 1-10	\$ 866	\$ 779	-	\$1,645	\$1,330	\$315	
Camden ...	13	76 92	7 33	2 87	175	2,800	815	-	33 64	.001 5-10	2,839	1,694	-	4,533	3,969	564	
Cushing ...	-	36 00	5 92	2 09	60	560	-	10	2 83	.004 3-10	582	482	-	1,070	1,060	10	
Friendship ...	14	39 75	6 47	2 25	95	702	-	-	2 63	.003 5-10	956	613	-	1,569	1,557	12	
Hope .....	-	-	5 50	2 00	34	513	-	-	3 21	.002 3-10	631	411	-	1,042	993	49	
Hurricane Isle.....	-	49 33	9 00	3 75	12	550	337	-	6 70	.014	649	190	-	839	553	286	
North Haven.....	-	40 00	6 50	2 00	77	445	3	-	2 04	.002 2-10	696	397	2	1,095	1,000	95	
Rockland.....	38	75 00	6 50	4 00	1,460	11,500	4,961	-	5 08	.002 3-10	13,219	5,119	23	18,361	15,234	3,127	
Rockport.....	1	57 00	7 26	2 75	261	2,000	280	-	2 91	.001 7-10	2,690	1,687	2	4,379	3,970	409	
South Thomaston .....	13	-	7 15	2 25	160	1,227	-	-	2 66	.003 4-10	1,584	1,100	-	2,684	2,752	-	
St. George.....	-	50 00	7 56	2 39	285	1,993	-	-	2 29	.003 9-10	2,511	2,210	-	4,721	4,372	349	
Thomaston.....	-	70 00	7 50	2 50	250	3,500	1,093	-	4 55	.002 4-10	3,670	1,899	29	5,568	4,379	1,219	
Union.....	10	35 00	7 50	2 00	125	1,149	-	-	2 90	.002	1,177	978	-	2,155	2,524	-	
Vinalhaven .....	-	-	9 00	2 75	250	3,000	906	-	3 28	.004 9-10	3,325	2,196	-	5,521	5,220	301	
Warren.....	10	32 00	7 00	2 00	285	2,000	370	-	3 14	.002 4-10	2,096	1,602	300	3,998	4,022	-	
Washington .....	6	39 75	5 58	1 87	90	986	2	-	2 59	.003 2-10	1,228	930	25	2,183	1,950	233	
Matinecus Isle Pl.....	1	-	9 00	2 50	10	200	43	-	4 08	.004 1-10	315	153	-	468	361	107	
Total.....	124	\$48 75	\$7 15	\$2 30	\$3,594	\$33,991	\$8,822	-	\$3 63	.002 5-10	\$39,040	\$22,440	\$381	\$61,861	\$55,246	\$7,076	\$461

APPENDIX.

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 supplied with flags.		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.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.						
Alna.....	125	98	84	94	81	.77	101	8	10	8		126	6	4	3	1	\$615	\$3,156	-	1	6	6																								
Boothbay.....	660	358	312	399	341	.60	411	10	10	10		439	12	9	4	1	800	7,500	-	4	5	10	9																							
Boothbay Harbor.....	635	410	377	422	381	.60	431	11	11	11		330	5	5	3	-	-	8,000	-	1	1	10	10																							
Bremen.....	186	115	103	116	101	.55	131	7	10	10		179	5	5	3	-	-	2,300	-	1	3	7	3																							
Bristol.....	805	475	435	529	453	.55	549	8	9	3		477	21	14	21	1	1,028	10,000	-	1	5	18	14																							
Damariscotta.....	230	109	95	102	89	.40	133	10	11	11		192	5	4	3	-	-	2,600	-	1	1	5	6																							
Oresden.....	301	157	141	159	133	.45	174	11	9	3		180	2	6	6	-	-	2,000	-	1	1	5	4																							
Edgecomb.....	218	90	69	119	93	.37	167	12	4	10	3	167	12	4	10	3	167	12	4	10	3	167	12	4	10	3	167	12	4	10	3	167	12	4	10	3	167	12	4	10	3	167	12	4	10	3
Jefferson.....	365	256	221	235	195	.57	284	8	8	3		340	15	8	1	1	400	3,000	-	2	3	12	11																							
Newcastle.....	226	153	132	171	130	.46	193	8	4	9		266	11	11	6	-	-	3,500	-	1	2	9	8																							
Nobleboro.....	287	146	129	149	128	.44	156	10	10	10		240	10	6	4	-	-	3,600	-	1	2	3	7	6																						
Scoville.....	150	59	42	59	42	.28	79	8	9	8		78	5	3	3	-	-	1,500	-	1	2	2	1																							
Southport.....	128	85	73	78	65	.54	87	10	9	9		93	4	4	2	-	-	1,055	-	1	2	3	2																							
Waldoboro.....	862	447	405	432	408	.47	528	8	8	3		645	29	15	17	-	-	11,900	-	-	10	28	10																							
Westport.....	117	74	64	74	61	.53	82	8	4	1		258	12	10	2	-	-	1,700	-	-	4	3	3																							
Whitefield.....	294	181	152	162	136	.49	217	7	4	7	3	258	12	10	2	-	-	3,500	-	2	4	9	7																							
Wiscasset.....	472	236	284	345	294	.61	395	11	3	10	3	299	6	4	6	1	600	4,000	-	2	3	9	8																							
Monhegan Pl.....	81	23	19	22	17	.58	25	12	12	12		24	1	1	1	-	-	500	-	-	-	1	1																							
Total.....	6,152	3,572	3,137	3,673	3,148	.51	4,143	9	3	9	3	4,400	165	118	84	5	3,443	\$71,811	18	48	150	114																								

LINCOLN 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 superintendence.	Amount of money voted in 1886.	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, 1886, to April 1, 1887.	Amount available from State treasury from April 1, 1886, to April 1, 1887.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1886, to April 1, 1887.	Balance unexpended April 1, 1887.	Balance over-expended April 1, 1887.
							Excess above amount required by law.	Less than the amount required by law.									
Alna.....	5	\$28 00	\$7 00	\$2 00	\$45	\$ 600	\$190	-	\$4 80	.005 1-10	\$ 612	\$ 307	-	\$ 919	\$ 904	\$15	-
Boothbay.....	10	40 00	7 00	3 50	133	1,850	476	-	2 80	.003 4-10	1,850	1,665	\$35	3,550	3,808	-	-
Boothbay Harbor.....	11	60 00	9 00	3 50	100	1,700	340	-	2 58	.002 3-10	1,917	1,572	9	3,498	3,245	253	-
Bremen.....	3	38 66	5 50	2 87	48	700	125	-	2 76	.004 4-10	804	443	44	1,291	1,280	11	-
Bristol.....	27	48 07	8 65	2 17	200	3,000	743	-	3 72	.003 1-10	3,165	1,899	44	5,108	4,871	237	-
Damariscotta.....	6	36 00	7 16	2 25	60	1,000	190	-	4 35	.002 1-10	1,023	547	-	1,570	1,471	99	-
Dresden.....	3	36 00	8 00	2 00	58	836	2	-	3 77	.001 9-10	1,072	738	-	1,810	1,700	110	-
Edgecomb.....	2	38 00	7 15	2 68	58	800	200	-	3 67	.004	897	574	6	1,477	1,456	22	-
Jefferson.....	27	29 31	3 64	1 69	110	1,113	-	-	3 05	.002 3-10	1,016	922	273	2,211	2,204	7	-
Newcastle.....	7	39 78	7 20	2 00	100	1,025	-	-	3 58	.001 4-10	1,075	772	-	1,847	1,865	-	18
Nobleboro.....	10	41 17	6 57	2 00	100	1,026	268	-	3 57	.004	1,027	750	11	1,788	1,787	1	-
Somerville.....	2	27 50	5 70	2 00	28	362	-	-	3 41	.004 4-10	477	329	-	806	622	184	-
Southport.....	3	38 50	7 50	3 78	30	500	74	-	3 90	.002	500	346	-	846	864	82	-
Waldoboro.....	25	35 00	6 75	2 00	250	3,050	246	-	3 53	.002 9-10	2,674	2,047	-	4,721	5,319	-	18
Westport.....	-	-	7 54	2 54	10	375	14	-	3 20	.004 1-10	432	294	-	726	668	58	-
Whitefield.....	1	33 33	5 55	1 75	75	1,000	28	-	3 40	.002 1-10	1,114	813	-	1,927	1,809	118	-
Wiscasset.....	12	56 00	6 67	2 00	100	1,500	114	-	3 17	.002 6-10	1,573	1,226	1	2,800	2,629	171	-
Monhegan Pl.....	-	-	8 00	3 00	-	150	78	-	4 84	.008 6-10	151	71	-	222	219	3	-
Total.....	160	\$40 33	\$6 92	\$2 69	\$1,505	\$20,587	\$3,088	-	\$2 34	.002 8-10	\$21,379	\$15,315	\$423	\$37,117	\$36,720	\$1,289	\$892

APPENDIX.

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 supplied with flags.		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.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.				
Albany	190		116		97		115		96		.51		147	8							168	10									\$2,000											
Andover	224		111		96		110		85		.40		130	8							162	7									4,000											
Bethel	565		336		286		332		282		.50		304	10							322	16									16,000											
Brownfield	327		196		180		201		175		.54		241	8							286	11									3,000											
Buckfield	306		164		147		208		148		.48		210	10							220	9									9,000											
Byron	60		39		12		37		15		.22		51	8							48	3									1,500											
Canton	317		226		191		176		149		.53		266	10							200	10									4,060											
Denmark	200		91		81		86		69		.38		111	10							249	10									3,000											
Dixfield	317		183		144		186		160		.48		233	8							248	9									5,500											
Fryeburg	350		209		183		202		175		.51		232	8							300	15									4,500											
Gilead	69		34		29		34		22		.37		41	9							62	6									400											
Grafton	22		11		8		11		8		.37		11	8							28	1									200											
Greenwood	224		134		109		153		125		.52		169	10							176	11									3,000											
Hanover	65		35		34		36		36		.54		40	9							59	2									600											
Hartford	192		114		99		137		113		.55		148	8							180	10									2,725											
Hebron	135		74		11		74		11		.08		91	8							132	6									21,000											
Hiram	281		177		158		172		153		.58		187	8							216	10									4,300											
Lovell	187		110		94		120		103		.53		139	10							210	12									2,800											
Mason	40		25		15		21		15		.38		29	10							23	1									525											
Mexico	232		119		97		131		115		.48		161	10							92	3									6,000											
Newry	100		64		55		65		58		.56		77	8							120	5									2,000											
Norway	805		531		468		533		490		.59		567	9							636	17									15,000											
Oxford	355		211		182		196		169		.50		240	9							268	10									4,810											
Paris	882		538		474		540		481		.54		613	9							662	21									15,000											
Peru	220		120		95		128		113		.45		150	10							160	9									4,100											
Porter	291		189		162		215		177		.58		225	9							210	12									4,500											

PUBLIC SCHOOLS.

Roxbury.....	64	30	8	37	9	.02	41	7	1	12	4	60	3	1	1	1	823	1,000	-	2	1	3	2	
Runford.....	971	431	363	484	400	.39	576	8	11	11	9	548	16	12	9	2	1,300	17,000	-	2	3	17	19	7
Stoneham.....	97	59	52	59	51	.53	60	10	9	9	9	84	4	5	1	-	-	800	-	-	-	3	3	-
Stowe.....	80	62	53	63	56	.68	76	7	4	8	1	96	5	5	1	-	-	1,000	-	1	-	3	4	1
Sumner.....	208	123	103	141	118	.53	149	10	12	12	10	210	10	4	3	-	-	1,682	-	-	4	9	6	1
Sweden.....	94	39	36	43	35	.38	55	8	12	4	4	62	7	7	-	-	-	2,500	-	-	-	3	3	-
Upton.....	78	49	43	52	45	.56	57	8	10	10	10	56	2	1	-	1	1,740	1,750	-	-	1	2	1	-
Waterford.....	264	154	134	171	149	.57	183	9	9	1	1	237	12	11	2	1	663	4,500	-	-	-	10	10	1
Woodstock.....	213	73	40	140	115	.39	164	9	11	1	1	163	7	7	4	-	-	3,550	1	6	6	6	2	-
cc																								
Plantations.																								
Franklin.....	34	28	23	28	21	.63	29	7	13	13	13	40	2	2	2	1	400	600	-	-	-	2	2	-
Lincoln.....	22	15	14	15	14	.70	15	8	8	8	8	24	1	1	1	-	-	750	-	-	-	1	1	-
Magalloway.....	13	13	13	10	10	.88	13	8	3	8	8	25	1	1	-	-	-	600	-	-	-	1	1	-
Milton.....	74	34	29	33	29	.39	34	9	9	9	9	27	1	-	-	-	-	550	1	1	-	-	-	1
Total.....	9,168	5,267	4,438	5,495	4,595	.49	6,255	9	10	10	10	7,069	307	231	73	7	\$5,926	\$175,742	25	58	270	231	38	-

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 superintendence.	Amount of money voted in 1886.	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, 1886, to April 1, 1897.	Amount available from State treasury from April 1, 1886, to April 1, 1897.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1886, to April 1, 1897.	Balance unexpended April 1, 1897.	Balance over-expended April 1, 1897.
							Excess above amount required by law.	Less than the amount required by law.									
Albany	5	\$20 00	\$5 00	\$1 50	\$67	\$525	\$ 9	-	\$2 76	.003 7-10	\$601	\$496	\$ 38	\$1,135	\$1,041	\$ 94	-
Andover	1	30 00	6 21	2 16	64	700	108	-	3 12	.003 7-10	751	543	21	1,315	1,141	174	-
Bethel	9	20 00	6 66	2 50	150	2,328	561	-	4 12	.002 7-10	2,328	1,339	126	3,793	3,787	6	-
Brownfield	6	31 00	5 69	1 63	94	1,022	115	-	3 12	.003	1,064	896	-	1,960	1,946	14	-
Buckfield	-	37 25	6 00	2 00	65	1,000	40	-	3 27	.003	1,082	500	126	1,958	1,871	87	-
Byron	-	-	7 00	2 00	15	291	147	-	4 84	.003 5-10	291	139	21	451	451	-	-
Canton	-	47 00	7 66	2 25	90	1,050	8	-	3 31	.002 5-10	1,106	747	61	1,914	1,900	14	-
Denmark	-	-	5 00	1 07	-	850	246	-	4 25	.002 9 10	1,103	491	58	1,652	1,629	23	-
Dixfield	4	53 50	4 92	2 32	100	790	-	-	2 50	.002 2-10	806	759	477	2,042	1,899	143	-
Fryeburg	15	29 00	6 32	1 70	147	1,400	266	-	4 00	.001 7-10	1,404	874	19	2,297	2,259	38	-
Gilead	-	-	5 00	2 00	25	269	-	-	3 90	.001 7-10	305	166	15	486	455	31	-
Grafton	2	-	5 88	2 00	6	75	-	3	3 41	.001 2-10	92	51	98	241	248	-	\$7
Greenwood	12	30 83	5 68	1 51	56	700	118	-	3 12	.004 5-10	800	564	49	1,413	1,309	104	-
Hanover	-	-	6 27	1 65	6	175	5	-	2 70	.002	175	156	20	351	325	26	-
Hartford	-	35 00	5 23	2 00	68	600	49	-	3 12	.002 2-10	896	445	78	1,419	1,102	317	-
Hebron	-	-	5 00	2 00	50	500	20	-	3 70	.002 3-10	416	316	66	798	826	-	38
Hiram	3	38 25	6 64	1 75	80	1,000	150	-	2 56	.002 8-10	1,014	639	12	1,655	1,674	11	-
Lovell	-	32 50	6 07	1 58	60	700	18	-	3 74	.001 7-10	822	475	207	1,504	1,488	16	-
Mason	2	30 00	6 25	1 50	3	76	12	-	1 90	.002 3-10	96	83	-	179	152	27	-
Mexico	2	48 25	6 67	-	32	800	516	-	3 45	.004 1-10	800	533	-	1,333	1,426	-	93
Newry	1	22 00	5 33	2 00	30	400	126	-	4 00	.003 7-10	429	243	50	722	685	37	-
Norway	23	75 00	7 42	2 50	250	3,000	868	-	3 72	.002 5-10	3,041	1,899	-	4,940	6,110	-	1170
Oxford	3	-	7 12	2 10	125	1,400	236	-	3 94	.002 2-10	1,400	886	1	2,287	2,287	-	-
Paris	9	64 00	7 50	-	275	3,629	1,104	-	4 11	.002 6-10	4,853	1,989	217	7,059	6,121	938	-
Peru	-	34 00	5 98	1 72	90	600	46	-	2 73	.002 5-10	1,025	567	34	1,626	1,156	470	-
Porter	4	35 00	7 00	2 25	75	812	-	-	2 79	.003 2-10	815	725	100	1,640	1,640	-	-

Roxbury .....	-	28 00	6 00	1 91	18	250	72	-	4 00	.004 1-10	418	166	18	602	432	170	
Rumford .....	33	50 00	7 62	-	400	2,700	1,982	-	2 76	.001 7-10	2,899	1,959	176	5,034	5,256	- 222	
Stoneham .....	-	-	6 33	1 50	25	300	42	-	3 09	.003 9-10	375	273	-	648	581	67	
Stowe .....	-	24 00	5 30	1 05	28	400	167	-	5 00	.003 3-10	427	250	-	677	677	-	
Sumner .....	6	28 50	5 91	1 59	72	721	-	-	3 46	.002 6-10	1,002	589	85	1,076	1,051	25	
Sweden .....	5	-	5 40	1 48	25	275	5	-	2 92	.002	299	226	66	591	407	184	
Upton .....	1	40 00	7 00	2 00	8	186	-	-	2 38	.001 9-10	186	189	150	525	521	4	
Waterford .....	-	-	5 49	1 75	100	900	100	-	3 71	.003 1-10	893	628	109	1,630	1,587	43	
Woodstock .....	3	38 56	5 05	1 75	50	900	213	-	4 22	.004	902	552	-	1,454	1,410	44	
Plantations.																	
Franklin .....	-	-	4 38	1 34	11	100	10	-	2 94	.003 9-10	100	88	-	188	188	-	
Lincoln .....	-	-	7 00	2 00	6	55	8	-	2 50	.001 3-10	398	50	241	689	180	509	
Magalloway .....	-	-	7 20	2 20	7	80	17	-	6 15	.001	801	377	30	1,208	194	1,014	
Milton .....	1	36 00	-	2 00	5	200	31	-	2 70	.003 8-10	200	192	-	392	378	14	
Total .....	150	\$36 83	\$6 11	\$1 84	\$2,778	\$31,759	\$7,415	\$3	\$3 46	.002 4-10	\$36,415	\$22,330	\$2,769	\$61,514	\$58,400	\$4,644	1530

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 supplied with flags.		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.	w.	d.	w.	d.	w.	d.	%	%	w.	d.	w.	d.	w.	d.	w.	d.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.				
Alton . . . . .	109	69	62	65	50	51	76	8	76	8			11								119	4	3																				
Argyle . . . . .	81	57	49	53	39	54	67	8	67	8			3								104	4	4																				
Bangor . . . . .	5,993	3,461	3,155	3,157	2,795	50	3,576	10	3,576	10			13								736	32	27																				
Bradford . . . . .	344	196	163	198	169	48	234	6	234	6			9								2,250	15	4																				
Bradley . . . . .	266	146	130	150	139	50	150	10	150	10			11								148	3	3																				
Brewer . . . . .	1,424	863	744	877	776	53	937	10	937	10			11								613	12	2																				
Burlington . . . . .	144	96	83	91	72	54	121	10	121	10			11								120	5	4																				
Carmel . . . . .	295	178	153	204	159	53	209	8	209	8			14								256	11	4																				
Carroll . . . . .	196	120	94	100	80	44	145	8	145	8			3								176	7	5																				
Charleston . . . . .	278	143	123	145	123	44	183	8	183	8			8								216	10	9																				
Chester . . . . .	147	111	82	104	85	57	139	7	139	7			1								132	6	5																				
Clifton . . . . .	80	55	46	64	48	58	65	10	65	10			12								100	5	3																				
Corinna . . . . .	313	172	152	181	161	50	196	8	196	8			10								248	14	11																				
Corinth . . . . .	281	152	135	167	135	48	167	8	167	8			10								212	13	2																				
Dexter . . . . .	813	487	470	475	461	57	670	9	670	9			2								476	15	14																				
Dixmont . . . . .	222	155	129	167	142	61	183	7	183	7			4								244	13	6																				
Eddingtton . . . . .	215	132	116	132	115	54	160	9	160	9			10								175	7	6																				
Edinburg . . . . .	21	14	11	16	11	52	16	10	16	10			10								16	3	2																				
Enfield . . . . .	354	226	193	238	185	54	252	8	252	8			3								177	14	4																				
Etna . . . . .	179	109	87	116	95	51	127	8	127	8			10								151	7	5																				
Exeter . . . . .	233	129	116	120	106	49	160	8	160	8			1								153	12	5																				
Garland . . . . .	262	111	98	120	103	40	154	8	154	8			9								207	9	9																				
Glenburn . . . . .	137	76	60	81	61	44	98	8	98	8			9								105	5	4																				
Greenbush . . . . .	229	152	134	156	120	55	164	9	164	9			3								170	7	7																				
Greenfield . . . . .	61	22	21	38	27	40	38	8	38	8			12								40	2	2																				



Hampden	608	339	283	356	299	.47	451	10	10					429	19	13	5	1	789	5,273			4	15														
Hermon	337	271	234	273	229	.58	327	8	9	3				333	14	12	8			3,400			4	11														
Holden	167	80	76	88	75	.45	105	8	4	8				125	7	4	3			2,600				14														
Howland	170	68	53	94	77	.38	109	9	1	8	3			80	3	2				9,900				5														
Hudson	141	88	72	87	77	.53	92	8	1	9				130	6	4				1,000				2														
Kenduskeag	96	64	19	71	21	.21	71	8	10					74	4	2	1			1,200				1														
Kingman	359	215	138	215	162	.42	232	10	9					196	6	6	1			1,500				1														
Lagrange	219	116	92	126	98	.43	127	10	10					160	5	5	1			3,300				1														
Lee	302	181	150	192	146	.49	211	8	8	3				200	8	6	2			2,550				5														
Levant	316	187	119	174	168	.45	217	8	10					176	7	7	2			2,950				6														
Lincoln	582	302	264	298	251	.44	340	9	9	3				410	13	10	3			6,800				1														
Lowell	109	75	60	80	66	.58	83	9	2	9	2			115	6					750				2														
Mattamiscontis	11	6	5	6	5	.45	11	9	12					21	1					200				1														
Mattawamkeag	218	136	111	136	121	.53	154	10	9	3				117	5	3	1			1,200				1														
Maxfield	40	21	18	20	16	.43	22	10	11					42	3	1				400																		
Medway	210	141	108	142	107	.52	161	10	13					147	5	5	1			1,800				1														
Milford	298	147	122	139	123	.41	169	9	3	11				124	4	4	1			1,700																		
Mt. Chase	116	83	59	58	44	.44	87	6	4	6	4			92	5	4				825				2														
Newburg	247	100	80	136	113	.39	165	7	3	9	3			184	11	6	2			2,700				3														
Newport	360	173	151	191	170	.44	252	10	10					200	9	4	4			6,500				3														
Old Town	1,436	736	644	742	656	.45	853	10	3	11	2			735	11	11	4			25,000				1														
Orono	928	573	516	579	513	.55	614	10	10					429	10	6	10			10,000				1														
Orrington	337	227	193	208	171	.54	247	9	9					270	11	9	10			5,570				3														
Passadumkeag	98	59	46	69	57	.53	78	9	9	4				77	4	3	1	1	255	1,000				1														
Patten	376	133	122	248	216	.44	324	10	10					272	8	6	1			4,200				3														
Plymouth	216	148	129	146	117	.57	170	8	3	9	2			190	8	5	4	1	469	3,560				2														
Prentiss	153	111	92	101	90	.60	121	9	4	8	1			147	6	4	5			2,000				1														
Springfield	185	118	101	76	69	.46	118	9	1	10				115	6	5	6			3,290				2														
Stetson	178	72	62	86	74	.38	130	10	10					177	7	6	3			2,700				3														
Veazie	138	94	83	95	84	.60	98	10	12					102	2	2	1			2,000																		
Winn	275	149	120	156	125	.44	182	10	10					182	8	8	1			2,800				1														
Woodville	106	50	38	44	38	.35	61	11	2	9				84	3					375				2														
Plantations.																																						
Drew	47	36	28	26	24	.55	36	11	12					46	2	1	1			400				1														
Lakeville	48	30	22	27	21	.45	32	10	10					78	2	1	1			400				1														
No. 2, Grand Falls	23	13	13	14	14	.59	17	10	10					20	1	1			1	350																		
Seboeis	40	27	23	29	25	.61	31	8	9					26	1	1				500																		
Stacyville	158	138	96	119	91	.59	138	10	10					150	5	4			2	385																		
Webster	65	29	20	32	28	.37	32	10	9					56	2	1	1			100																		
Total	22,450	12,924	12,068	12,894	11,046	.51	14,955	9	10					13,855	468	330	171	12		70,357	\$528,709			27													115	

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 superintendence.	Amount of money voted in 1896.	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, 1896, to April 1, 1897.	Amount available from State treasury from April 1, 1896, to April 1, 1897.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1896, to April 1, 1897.	Balance unexpended April 1, 1897.	Balance over-expended April 1, 1897.
							Excess above amount required by law.	Less than the amount required by law.									
Alton	4	\$26 00	\$4 78	-	\$ 25	\$400	\$122	-	\$3 67	.005 8-10	\$729	\$299	-	\$1,028	\$801	\$227	-
Argyle	1	-	5 44	\$2 60	20	429	151	-	5 30	.006	441	173	-	614	609	5	-
Bangor	101	123 00	10 30	-	2,700	22,327	7,045	-	3 72	.001 5-10	22,327	14,254	\$2,427	33,008	38,544	464	-
Bradford	6	39 67	5 15	1 70	105	1,000	28	-	2 91	.003 7-10	966	891	130	1,987	2,022	-	\$35
Bradley	5	-	7 90	2 00	56	660	2	-	2 48	.004	642	616	-	1,258	1,265	-	7
Brewer	31	100 00	7 00	3 00	300	3,600	246	-	2 53	.002 5-10	3,600	3,332	75	7,007	6,333	169	-
Burlington	-	34 00	6 83	-	45	392	24	-	2 72	.002 8-10	564	380	272	1,216	1,053	163	-
Carmel	5	27 50	5 25	1 55	82	853	-	-	2 89	.002 9-10	1,166	750	64	1,980	1,553	427	-
Carroll	6	32 00	5 32	1 71	47	500	63	-	2 55	.004 5-10	739	457	72	1,268	1,080	186	-
Charleston	5	36 00	6 31	1 73	100	800	23	-	2 87	.002 4-10	800	674	79	1,553	1,532	21	-
Chester	-	24 00	6 00	2 00	65	300	6	-	2 03	.004 5-10	566	394	123	1,033	875	208	-
Clifton	4	-	4 00	1 50	35	383	155	-	4 78	.006 7-10	528	204	-	732	601	131	-
Corinna	9	27 67	2 83	1 50	125	1,500	534	-	4 79	.003 2-10	1,549	852	67	2,468	2,381	87	-
Corinth	3	23 11	5 36	1 78	99	1,000	77	-	3 56	.002 3-10	1,138	703	63	1,904	1,879	25	-
Dexter	18	24 00	10 22	2 12	225	2,400	214	-	2 95	.001 9-10	2,400	1,947	167	4,514	4,710	-	196
Dixmont	-	34 77	4 44	1 64	70	800	65	-	3 60	.003	880	572	133	1,585	1,506	79	-
Eddington	5	38 67	7 08	2 13	50	600	17	-	2 79	.003 8-10	702	511	-	1,213	1,131	82	-
Edingburg	1	-	5 50	2 00	8	60	17	-	2 86	.001 7-10	60	56	103	219	203	16	-
Enfield	-	30 00	6 80	-	39	625	10	-	1 76	.002 6-10	625	903	63	1,591	1,591	-	-
Etna	4	31 33	4 82	1 50	68	600	83	-	3 35	.004 5-10	558	455	-	1,013	987	26	-
Exeter	6	35 00	5 33	1 75	70	753	1	-	3 23	.001 9-10	1,037	572	253	1,862	1,646	216	-
Garland	12	50 00	5 00	1 66	98	778	-	-	2 97	.002	907	703	9	1,619	1,478	141	-
Glenburn	1	28 00	6 71	1 92	55	600	134	-	4 37	.004 1-10	609	324	180	1,113	1,120	-	-
Greenbush	6	38 00	6 53	2 12	50	530	3	-	2 31	.005 3-10	570	596	4	1,170	1,198	-	23
Greenfield	2	-	11 20	1 70	18	250	65	-	4 10	.005 1-10	303	158	-	461	468	-	7

PUBLIC SCHOOLS.

Hampden	-	35 67	6 38	-	2 75	2,000	13	-	3 29	.003 4-10	2,592	1,541	-	4,133	3,868	265
Herron	-	40 00	5 00	1 70	110	1,200	174	-	3 02	.003 1-10	1,562	1,071	-	2,633	2,358	275
Holden	1	-	6 13	1 68	48	600	113	-	3 59	.004	729	370	31	1,130	1,080	50
Howland	3	42 00	8 00	2 25	35	400	263	-	2 55	.001 3-10	527	375	-	902	834	68
Hudson	4	26 00	5 00	1 50	40	520	112	-	3 68	.004 6-10	669	365	111	1,145	939	206
Kenduskeag	-	52 00	6 00	3 00	16	450	22	-	4 69	.002 7-10	498	297	55	850	848	2
Kingman	-	43 33	5 60	2 25	70	550	13	-	1 53	.003 1-10	741	725	78	1,544	1,467	77
Lagrange	4	40 00	5 55	1 90	52	600	23	-	2 74	.002 9-10	658	516	56	1,230	1,176	54
Lee	3	36 84	6 42	2 00	70	745	2	-	2 46	.005 6-10	767	718	60	1,545	1,604	-
Levant	8	42 00	6 00	1 75	81	800	96	-	2 53	.003	915	747	85	1,747	1,590	157
Lincoln	14	52 00	6 30	1 85	181	1,410	5	-	2 42	.003 1-10	1,509	1,395	220	3,124	3,111	13
Lowell	1	23 00	5 48	1 50	35	360	9	-	3 30	.003 5-10	375	229	66	670	653	17
Mattamiscontis	-	-	4 25	-	2	75	37	-	6 82	.004 2-10	86	24	-	110	89	21
Mattawamkeag	-	61 33	7 75	2 25	-	507	-	-	2 32	.003 5-10	693	523	195	1,411	1,372	39
Maxfield	1	-	4 70	1 50	6	175	68	-	4 37	.006 1-10	175	95	23	293	281	12
Medway	6	54 50	5 76	2 15	25	500	-	22	2 38	.004 4-10	850	545	88	1,483	1,024	459
Milford	5	50 00	7 50	2 75	50	889	221	-	3 00	.003	985	647	-	1,632	1,486	146
Mt. Chase	-	29 67	4 87	1 66	28	300	73	-	2 60	.007 1-10	403	275	-	678	620	58
Newburg	4	37 33	4 08	1 76	60	700	6	-	2 83	.002 4-10	793	611	-	1,404	1,318	86
Newport	2	35 00	6 00	2 00	104	1,050	100	-	-	.001 7-10	1,115	871	144	2,130	1,646	484
Old Town	22	83 33	8 00	-	300	4,550	300	-	3 16	.003	4,550	2,957	106	7,613	7,466	147
Orono	-	-	8 50	2 50	75	2,300	68	-	2 47	.002 2-10	2,361	2,137	-	4,498	4,485	13
Orrington	10	41 32	7 00	2 50	150	1,300	175	-	3 85	.003 1-10	1,357	823	69	2,249	2,236	13
Passadumkeag	1	38 00	6 43	2 00	35	300	26	-	3 06	.006 1-10	330	243	50	623	626	-
Patten	-	32 00	8 00	2 50	125	1,050	301	-	2 79	.002 5-10	1,345	888	70	2,303	2,284	19
Plymouth	1	29 50	5 14	1 47	55	600	49	-	2 77	.003 2-10	847	521	63	1,431	1,236	195
Prentiss	8	26 00	5 00	1 50	25	335	14	-	1 53	.004 4-10	368	399	119	886	862	24
Springfield	-	47 00	6 00	2 50	25	800	258	-	4 32	.006 5-10	1,315	506	-	1,821	1,196	625
Stetson	4	35 00	5 30	1 66	60	600	107	-	3 37	.002 5-10	698	441	162	1,301	1,375	-
Veazie	3	-	8 67	2 50	50	520	-	-	3 77	.001 9-10	655	365	-	1,020	1,087	-
Winn	4	38 00	5 90	2 06	50	750	1	-	2 72	.005 1-10	799	660	125	1,584	1,262	322
Woodville	1	26 50	4 62	1 69	40	200	6	-	1 88	.003 8-10	221	263	30	514	477	37
Plantations.																
Drew	3	33 20	6 00	-	9	200	112	-	4 25	.008	249	95	-	344	333	11
Lakeville	-	24 00	5 41	2 60	14	123	8	-	2 56	.001 7-10	123	341	-	464	461	3
No. 2, Grand Falls	-	-	5 00	1 50	2	51	-	1	4 40	.002	51	46	43	140	135	5
Seboeis	1	-	6 50	2 00	9	110	32	-	2 75	.003 3-10	124	105	-	229	174	55
Stacyville	2	-	6 00	2 00	25	450	250	-	2 84	.010 6-10	1,175	404	-	1,579	1,159	420
Wabster	3	-	3 83	1 78	15	110	2	-	1 70	.004 2-10	331	183	-	514	334	180
Total		368 \$30 94	\$6 09	\$1 94	\$6,907	\$70,320	\$12,144	\$23	\$3 13	.002 2-10	\$77,947	\$54,093	\$6,333	\$138,373	\$131,623	\$7,233 \$483



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 of school superintendence.	Amount of money voted in 1896.	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, 1896, to April 1, 1897.	Amount available from State treasury from April 1, 1896, to April 1, 1897.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1896, to April 1, 1897.	Balance unexpended April 1, 1897.	Balance over-expended April 1, 1897.
							Excess above amount required by law.	Less than the amount required by law.									
Abbot.....	11	\$20 00	\$5 74	\$2 00	\$48	\$700	\$202	-	\$3 58	.003 7-10	\$707	\$503	\$81	\$1,291	\$1,144	\$147	5
Atkinson.....	-	31 00	5 20	1 60	45	500	57	16	2 57	.002 7-10	464	480	117	1,061	1,056	5	5
Blanchard.....	1	-	6 70	-	3	171	-	-	2 55	.003	225	163	41	429	334	95	95
Brownville.....	-	45 80	6 18	2 22	84	896	36	-	2 21	.002 4-10	1,204	925	-	2,129	1,666	463	463
Doyer.....	9	28 00	6 01	1 71	193	1 600	46	-	3 55	.001 7-10	1,783	1,095	364	3,242	3,028	214	214
Foxcroft.....	10	22 00	7 73	2 45	126	1 400	19	-	3 14	.002 1-10	1,537	884	73	2,493	2,534	-	-
Greenville.....	4	67 66	7 50	3 00	30	650	25	-	1 95	.001 9-10	1,872	769	50	2,691	1,179	1,512	393
Guilford.....	-	36 00	6 09	2 00	31	320	75	-	2 69	.005	383	311	14	708	640	68	68
Medford.....	14	44 00	5 95	1 74	60	850	27	-	2 40	.002 6-10	873	789	106	1,768	1,723	45	45
Milo.....	-	51 38	6 28	2 50	63	990	-	-	2 31	.003 4-10	1,133	1,049	93	2,275	2,271	4	4
Monson.....	-	-	5 25	1 59	25	397	3	-	2 80	.004 1-10	501	328	43	872	739	133	133
Orneville.....	6	-	6 84	1 79	40	650	-	-	2 87	.002 7-10	974	545	161	1,680	1,243	437	437
Parkman.....	12	27 00	6 07	1 92	95	1 000	11	-	3 17	.002	966	810	167	1,843	1,829	14	14
Sangerville.....	4	45 66	4 34	2 00	61	600	20	-	3 27	.003 3-10	613	601	177	1,391	1,376	15	15
Sebec.....	4	31 00	7 00	2 83	25	232	-	-	2 76	.003 2-10	301	204	140	645	642	3	3
Shirley.....	4	20 00	5 08	-	30	190	33	-	2 56	.004 9-10	607	533	-	1,140	982	158	158
Wellington.....	4	24 00	4 75	2 00	14	400	43	-	2 70	.003 2-10	420	331	77	828	790	38	38
Williamsburg.....	2	4 80	4 00	1 78	18	400	81	-	3 00	.003 5-10	420	331	77	828	790	38	38
Willimantic.....	2	4 00	4 00	1 50	4	81	1	-	2 70	.002 5-10	81	100	-	181	160	21	21
Barnard P1.....	3	-	5 09	1 50	6	75	5	-	3 75	.001	106	34	20	160	159	1	1
Bowerbank P1.....	-	-	5 25	1 25	6	26	-	16	1 86	.000 3-10	162	29	-	197	113	84	84
Elliotsville P1.....	2	19 00	4 42	1 25	15	200	36	-	3 85	.003 3-10	248	117	-	365	322	43	43
Kingsbury P1.....	2	-	7 00	2 00	5	100	20	-	2 04	.002	148	112	-	260	227	33	33
Lake View P1.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total.....	98	\$34 20	\$5 95	\$1 93	\$1,127	\$14,128	\$1,461	\$16	\$2 84	.001 5-10	\$17,150	\$11,902	\$1,680	\$30,732	\$27,575	\$3,591	\$434

APPENDIX.

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 supplied with flags.		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.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.									
Arrowsic . . . . .	51	32	29	35	29	.57	42	8	8	48	2	2	2	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bath . . . . .	2,497	1,509	1,396	1,609	1,481	.57	1,697	12	13	649	15	12	12	15	15	10	9	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Bowdoin . . . . .	232	195	171	210	167	.56	238	9	13	308	14	11	11	10	9	9	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Bowdoinham . . . . .	364	239	218	230	206	.58	268	10	9	247	14	9	9	9	9	9	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Georgetown . . . . .	276	155	115	167	129	.44	197	10	3	150	15	7	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Perkins . . . . .	16	-	-	16	16	1.00	16	1	15	15	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Phippsburg . . . . .	401	245	213	212	164	.47	281	10	14	274	12	11	11	5	5	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Richmond . . . . .	665	466	366	459	403	.59	469	11	11	528	14	10	10	9	9	9	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Topsham . . . . .	536	251	193	225	174	.34	260	11	2	426	12	12	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
West Bath . . . . .	100	59	49	65	56	.52	66	10	9	112	4	4	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Woolwich . . . . .	216	129	106	133	111	.50	154	8	8	197	8	6	6	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total . . . . .	5,420	3,260	2,856	3,361	2,935	.53	3,688	10	11	2,954	103	83	58	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

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 superintendence.	Amount of money voted in 1896.	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, 1896, to April 1, 1897.	Amount available from State treasury from April 1, 1896, to April 1, 1897.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1896, to April 1, 1897.	Balance unexpended April 1, 1897.	Balance over-expended April 1, 1897.
							Excess above amount required by law.	Less than the amount required by law.									
Arrowsic .....	-	-	\$ 7 42	\$ 2 50	\$ 10	\$ 225	\$ 83	-	\$4 41	.003 2-10	\$ 289	\$ 119	-	\$ 408	\$ 380	\$ 28	
Bath .....	42	108 81	11 32	1 50	1,400	13,901	7,923	-	5 56	.002 7-10	13,901	6,080	\$102	20,083	18,482	1,601	
Bowdoin .....	11	22 00	5 50	1 50	75	1,000	321	-	3 35	.003 3-10	1,340	742	-	2,082	2,020	62	
Bowdoinham .....	13	40 50	15 00	00	175	1,500	294	-	4 12	.002 3-10	1,521	891	-	2,412	2,078	334	
Georgetown .....	-	39 00	7 33	50	65	800	121	-	4 90	.004 5-10	800	616	-	1,416	1,345	71	
Perkins .....	-	-	5 50	00	5	56	1	-	2 50	.001 5-10	56	29	-	85	84	1	
Phippsburg .....	-	30 50	7 10	56	75	1,125	5	-	2 80	.002 7-10	1,167	1,110	-	2,277	2,066	211	
Richmond .....	16	100 00	7 38	250	250	2,600	134	-	4 00	.002 4-10	2,894	1,821	-	4,715	4,355	360	
Topsham .....	11	27 66	4 48	34	161	1,800	985	-	3 36	.002	3,018	1,319	40	4,377	3,210	1,167	
West Bath .....	4	-	4 88	19	23	650	404	-	6 50	.004 4-10	653	201	-	854	802	52	
Westwich .....	-	35 00	7 68	37	67	950	144	-	4 40	.002 3-10	1,028	582	-	1,610	1,616	-	
Total .....	97	\$50 43	\$6 78	\$2 22	\$2,306	\$24,607	\$10,118	-	\$4 16	.002 2-10	\$26,677	\$13,510	\$142	\$40,329	\$36,498	\$3,837	\$6

APPENDIX.





Plantations.

Bigelow .....	25	11	11	-	-	.44	11	8	-	11	1	1	-	-	-	-	-	1	-	-	1	-	-
Brighton .....	157	93	75	100	78	.48	114	9	11	180	9	3	1	-	-	-	-	950	1	-	1	8	8
Carratunk.....	90	63	47	69	55	.56	70	9	9	87	4	2	-	-	-	-	-	750	-	-	-	4	4
Dead River.....	35	33	30	34	28	.83	34	9	12	42	2	1	1	-	-	-	-	500	-	-	-	2	2
Dennistown.....	38	28	22	26	19	.54	28	10	10	20	1	1	-	-	-	-	-	300	-	-	-	1	1
Flagstaff.....	28	28	27	28	25	.94	28	8	9	26	1	1	1	-	-	-	-	350	1	-	2	-	-
Highland.....	35	25	24	26	20	.63	28	10	13	23	1	1	1	-	-	-	-	300	1	-	-	-	-
Jackman .....	105	98	54	98	58	.53	99	12	10	46	1	1	1	-	-	-	-	300	-	-	-	2	1
Lexington.....	87	60	52	67	56	.62	69	8	12	60	7	-	-	-	-	-	-	250	-	-	1	2	2
Mayfield.....	35	30	28	26	24	.74	30	10	10	40	2	2	-	-	1	325	-	500	-	-	1	1	1
Moose River.....	76	39	35	35	31	.43	39	10	10	40	1	1	1	-	-	-	-	700	-	-	-	2	2
Pleasant Ridge.....	51	29	20	31	30	.49	31	7	9	48	3	-	-	-	-	-	-	500	1	-	1	2	2
The Forks.....	48	27	19	32	27	.48	33	9	10	59	3	1	2	-	-	-	-	600	1	-	-	2	3
West Forks.....	65	35	22	28	18	.31	40	10	10	40	2	2	-	-	-	-	-	800	1	-	2	1	1
Total .....	9,910	5,845	5,012	5,940	5,031	.51	6,964	8	3	9	4	6,686	293	162	72	6	\$2,973	\$209,825	27	55	255	224	48

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 superintendence.	Amount of money voted in 1886.	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, 1886, to April 1, 1887.	Amount available from State treasury from April 1, 1886, to April 1, 1887.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1886, to April 1, 1887.	Balance unexpended April 1, 1887.	Balance over-expended April 1, 1887.
							Excess above amount required by law.	Less than the amount required by law.									
Anson	7	\$50 00	\$7 35	\$2 62	\$100	\$2,344	\$1,189	-	\$4 81	1003 7-10	\$2,344	\$1,151	-	\$4,495	\$3,968	-	\$473
Athens	4	24 00	3 95	1 35	72	844	-	\$14	2 37	.002 6-10	946	815	96	1,857	1,848	-	-
Bingham	2	44 00	6 25	2 28	94	663	57	-	2 63	.002 6-10	663	596	63	1,322	1,177	145	-
Cambridge	-	29 52	6 50	2 00	25	340	-	-	2 77	.003	350	236	44	630	595	32	-
Canaan	10	42 00	6 00	2 00	96	946	42	-	2 67	.002 7-10	971	603	107	1,881	1,880	1	-
Concord	-	25 00	3 00	1 43	-	276	-	-	2 62	.004	327	263	-	590	560	30	-
Cornville	11	30 00	5 90	-	62	700	72	-	2 24	.002 1-10	849	447	85	1,381	1,221	160	-
Detroit	4	33 00	2 96	1 70	45	475	3	-	2 20	.003 2-10	554	331	50	935	863	72	-
Embden	12	28 67	5 55	1 54	45	724	261	-	4 09	.002 8-10	821	410	6	1,237	1,027	210	-
Fairfield	12	100 00	5 58	2 15	300	3,500	692	-	3 52	.002 2-10	3,500	2,568	-	6,068	4,974	1,094	-
Harmony	2	25 00	4 50	1 25	64	663	100	-	2 74	.003 4-10	663	470	-	1,133	986	147	-
Hartland	3	49 00	6 50	2 00	87	850	71	-	2 80	.001 7-10	1,424	711	164	2,299	2,408	109	-
Madison	19	73 00	7 00	2 00	200	2,600	548	-	2 53	.001 3-10	3,745	1,529	186	5,460	4,186	1,274	-
Mercer	-	28 47	-	2 00	40	467	-	-	2 25	.002 9-10	565	387	-	952	955	-	3
Moscow	-	-	4 00	1 80	41	400	62	-	2 66	.004 4-10	462	380	33	875	794	121	-
New Portland	12	42 50	5 50	2 17	100	850	23	-	3 09	.002 4-10	1,435	645	70	2,150	1,844	306	-
Norridgewock	17	31 25	5 00	2 25	100	1,325	-	-	3 09	.002 6-10	1,419	1,025	18	2,462	2,416	46	-
Palmyra	-	29 50	5 35	2 00	76	805	2	-	2 79	.002 3-10	838	689	138	1,665	1,625	40	-
Pittsfield	4	46 66	7 88	2 08	150	2,500	498	-	3 32	.002 1-10	2,800	1,964	-	4,764	4,492	272	-
Ripley	7	-	5 93	1 41	36	450	68	-	2 72	.003 5-10	450	421	32	903	877	26	-
Skowhegan	26	-	6 52	3 00	800	6,500	2,446	-	4 09	.001 7-10	4,638	3,829	271	8,738	10,557	1819	-
Smithfield	-	22 00	5 08	-	53	484	101	-	3 38	.003 5-10	500	341	48	889	826	63	-
Solon	2	34 50	6 27	1 82	75	782	-	-	2 25	.002 1-10	949	696	77	1,722	1,544	178	-
St. Albans	1	34 67	5 25	1 25	100	965	-	-	3 00	.002 3-10	1,067	845	61	1,973	2,042	69	-
Starks	10	22 67	4 88	1 16	60	613	-	-	2 87	.002 7-10	643	487	71	1,201	1,151	50	-

Plantations.

Bigelow .....	-	-	3 00	1 65	-	35	75	25	-	3 00	.006 2-10	75	63	-	138	186	-	48
Brighton .....	3	16 50	4 13	1 25	-	35	350	3	-	2 23	.005 3-10	423	389	15	827	801	-	26
Carratunk .....	-	-	6 41	2 05	-	16	200	46	-	2 22	.002 7-10	200	251	-	451	602	-	151
Dead River .....	-	-	6 39	1 75	-	10	100	17	-	2 86	.003 6-10	122	100	54	276	277	-	1
Dennistown .....	-	-	6 00	2 25	-	2	56	3	-	1 47	.001 4-10	131	93	6	230	132	-	98
Flagstaff .....	1	31 33	-	2 00	-	-	85	15	-	3 03	.002 4-10	85	176	-	261	261	-	-
Highland .....	2	32 00	8 00	2 00	-	15	61	-	-	1 74	.003 1-10	79	83	33	195	188	-	7
Jackman .....	1	-	6 50	2 50	-	-	174	-	-	1 65	.003 1-10	400	242	-	642	357	-	285
Lexington .....	2	26 00	4 55	1 42	-	29	300	131	-	3 45	.006 8-10	300	212	-	512	444	-	68
Mayfield .....	-	20 00	4 00	-	-	6	65	5	-	1 86	.001 7-10	65	95	29	189	186	-	3
Moose River .....	3	-	5 25	2 50	-	5	150	14	-	1 97	.002 6-10	169	195	5	369	335	-	34
Pleasant Ridge .....	-	20 00	4 00	1 25	-	8	150	64	-	2 94	.006 3-10	162	142	-	304	279	-	25
The Forks .....	2	24 00	6 00	-	-	-	248	92	-	5 16	.005	315	113	-	428	367	-	61
West Forks .....	3	33 33	9 50	2 12	-	12	125	8	-	1 92	.003 5-10	269	234	-	503	354	-	149
<b>Total .....</b>	<b>182</b>	<b>\$34 95</b>	<b>\$5 68</b>	<b>\$1 88</b>	<b>\$2,959</b>	<b>\$32,605</b>	<b>\$6,658</b>	<b>\$14</b>	<b>\$3 29</b>	<b>.001 2-10</b>	<b>\$35,718</b>	<b>\$24,427</b>	<b>\$1,762</b>	<b>\$61,907</b>	<b>\$59,549</b>	<b>\$5,031</b>	<b>2673</b>	

WALDO COUNTY.

PUBLIC SCHOOLS.

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 supplied with flags.	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.	w.	d.	w.	d.																				
Belfast .....	1,510	697	606	727	600	.40	749	12	12								792	20	10	10	-	-	\$21,888	1	2	25	24	3
Belmont .....	97	80	69	78	63	.68	82	7	7								110	5	1				-		2	5	3	
Brooks .....	181	165	124	176	126	.69	176	10	10								120	1	2	2			500	1	4	5	1	
Burnham .....	287	170	137	196	155	.51	224	10	13								197	9	4	1			2,400	1	2	2	3	
Frankfort .....	329	195	164	187	178	.52	236	3	10								176	2	4	3			2,900		6	6	3	
Freedom .....	149	77	65	109	89	.52	129	10	12								132	2	4	2			1,600		2	4	4	
Islesboro .....	329	187	154	189	164	.48	216	10	11								214	7	7	1			2,000	3	4	4	4	
Jackson .....	134	81	69	92	75	.54	144	2	12								100	7	4	2			2,000		4	5	1	
Knox .....	163	102	72	122	98	.55	135	10	10								140	9	2				1,000		6	7	1	
Liberty .....	236	166	142	165	142	.60	180	2	9								226	9	4	1		610	3,000		2	2	2	
Lincolnton .....	397	249	216	259	215	.54	274	2	2								288	17	10	3			3,000		4	12	3	
Monroe .....	267	142	127	166	132	.48	201	2	10								224	12	6	2			3,200			2	2	
Montville .....	258	117	96	134	113	.41	177	2	9								210	11	9	1			3,000		7	2	1	
Morrill .....	133	93	82	104	89	.64	113	2	9								106	4	1	1			900		3	4	1	
Northport .....	169	99	81	114	89	.50	128	10	10								145	8	5	3		413	2,000		2	6	5	
Palermo .....	245	130	112	150	114	.46	178	2	10								216	9	9				3,500		3	2	5	
Prospect .....	218	156	131	166	134	.61	181	2	10								156	6	4	3			2,000		3	6	3	
Searsmont .....	320	177	149	204	166	.49	230	2	2								240	10	6	1			3,000			10	2	
Scarsport .....	421	213	186	216	187	.44	241	10	9								252	10	6	6			20,000	1	2	2	1	
Stockton Springs .....	270	171	149	189	151	.56	219	2	11								190	9	6	4			4,250		1	1	2	
Swanville .....	195	123	99	123	101	.51	143	10	10								176	5	5	5			1,450	1	3	5	2	
Thorndike .....	173	86	64	139	116	.52	144	2	2								128	10	5	1			2,000		6	6	1	
Troy .....	228	135	112	155	144	.56	200	2	2								240	11	10				2,500		6	10	4	
Unity .....	283	136	105	183	150	.45	200	9	9								125	7	1	2			1,200		4	2	4	
Waldo .....	152	60	54	79	65	.38	90	2	9								120	7	2				700	1	2	2	2	
Winterport .....	486	309	264	310	269	.51	357	2	9								406	14	12	6			3,527	1	6	14	9	
Total .....	7,630	4,316	3,639	4,732	3,925	.49	5,315	8	4	9	4	5,458	241	139	59	4	\$2,122						\$94,590	9	79	201	136	30

WALDO 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 superintendence.	Amount of money voted in 1886.	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, 1886, to April 1, 1887.	Amount available from State treasury from April 1, 1886, to April 1, 1887.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1886, to April 1, 1887.	Balance unexpended April 1, 1887.	Balance over-expended April 1, 1887.
							Excess above amount required by law.	Less than the amount required by law.									
Belfast	30	\$57 00	\$9 20	\$2 62	\$1,100	\$4,710	\$4 75	-	\$3 12	.001 5-10	\$4,710	\$3,907	226	\$2,843	\$9,203	-	\$360
Belmont	3	31 00	6 25	1 63	15	416	-	36	4 29	.004	469	280	31	780	749	31	-
Brooks	4	40 00	5 00	3 00	50	584	-	-	3 22	.002 2-10	584	574	-	1,158	901	257	-
Burnham	-	35 00	6 03	2 00	90	684	-	-	2 38	.002 8-10	697	718	-	1,415	1,376	39	-
Frankfort	-	-	7 33	2 00	80	879	-	-	2 66	.004 2-10	879	852	-	1,731	1,689	42	-
Freedom	1	37 33	5 16	1 70	42	500	92	-	3 35	.002 9-10	584	384	43	1,011	991	20	-
Islesboro	4	43 00	6 62	2 79	53	900	95	-	2 74	.002 9-10	972	813	-	1,785	1,648	137	-
Jackson	-	31 50	4 95	1 75	35	500	82	-	3 73	.003 2-10	576	319	-	895	787	108	-
Knox	-	36 00	4 00	1 35	49	526	-	-	2 22	.002 4-10	526	392	-	918	958	-	40
Liberty	2	23 00	3 70	1 40	57	668	-	-	2 33	.002 7-10	660	633	67	1,360	1,276	84	-
Lincolnton	2	32 00	5 94	2 00	93	1,089	-	-	2 74	.003 2-10	1,327	952	-	2,329	2,026	253	-
Monroe	5	50 00	6 28	1 75	83	863	-	-	3 23	.002 7-10	1,226	672	-	1,898	1,632	266	-
Montville	7	30 56	4 60	1 59	85	844	-	-	3 27	.002 5-10	844	611	-	1,455	1,575	-	120
Morrill	1	29 80	5 09	1 06	27	384	16	-	2 86	.002 5-10	516	343	-	859	858	-	1
Northport	6	40 00	6 12	2 25	45	600	47	-	3 55	.002	611	499	-	1,110	1,080	30	-
Palermo	-	28 00	4 90	1 50	50	710	-	-	2 29	.003 7-10	819	616	-	1,435	1,314	121	-
Prospect	2	32 33	6 58	2 19	61	560	2	-	2 56	.003	622	625	65	1,312	1,190	122	-
Searsmont	7	8 00	6 56	1 68	79	915	-	-	2 26	.002 6-10	1,048	747	105	1,900	1,710	190	-
Searsport	6	72 00	8 00	-	150	1,360	-	-	3 23	.001 8-10	1,476	1,019	-	2,495	2,538	-	43
Stockton Springs	6	40 33	6 50	2 25	84	917	-	2	3 40	.003 3-10	999	691	20	1,710	1,623	87	-
Swanville	-	35 00	6 00	1 50	51	650	99	-	3 33	.004 1-10	650	494	-	1,144	1,102	42	-
Thorndike	-	36 45	4 50	-	43	501	30	-	2 90	.001 9-10	530	377	-	907	1,041	-	134
Troy	1	27 28	4 71	1 35	55	700	6	-	3 07	.002 6-10	768	611	49	1,428	1,413	15	-
Unity	-	31 20	5 47	2 00	63	1,000	262	-	3 53	.002 8-10	1,381	713	-	2,094	1,689	405	-
Waldo	-	33 33	5 50	1 75	34	475	10	-	3 12	.002 8-10	564	470	-	1,034	925	109	-
Winterport	21	28 75	6 77	2 25	150	2,200	650	-	4 53	.003 7-10	3,089	1,483	-	4,572	3,866	706	-
Total	114	\$36 26	\$5 60	\$1 89	\$2,730	\$24,136	\$1,915	\$2	\$3 16	.002 4-10	\$27,127	\$19,795	\$606	\$47,528	\$45,160	\$3,065	\$697

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 supplied with flags.	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.	
Addison	316	247	207	230	197	.64	248	10		10	290	12	8			\$700	\$4,535								
Alexander	99	54	38	40	32	.35	74	11		10	84	4	3				3,000								
Baileyville	87	44	35	48	38	.42	52	10		10	100	5	4				800								
Baring	89	55	50	64	58	.61	64	8		10	55	1	1				2,000								
Beddington	55	49	42	47	42	.76	49	10		8	48						800								
Brookton	162	122	82			.54	125				32						2,500		3						
Calais	2,580	1,284	1,082	1,391	1,179	.44	1,570	10		13	1,068	17	10				3,400								
Centerville	28	16	15	12	12	.48	19	12		12	24	1	1				300								
Charlotte	111	61	55	62	57	.50	79	8		3	95	4	3				650								
Cherryfield	603	446	404	435	391	.66	471	12		12	304	9	9				13,000		3						
Columbia	169	128	112	100	90	.60	135	10		12	110	5	4				2,100								
Columbia Falls	293	135	125	133	114	.59	165	10		10	110	4	4				4,000								
Cooper	81	51	43	59	48	.56	65	10		12	88	5	4				1,800								
Crawford	58	30	26	33	26	.45	40	9		11	40	2					600								
Cutler	234	136	114	114	94	.44	136	9		12	118						1,750								
Danforth	432	330	270	311	271	.62	308	12		12	294	6					5,800								
Deblois	20	16	13	17	16	.72	17	10		8	23	1	1				400								
Dennysville	153	67	59	63	51	.36	82	10		11	64	2					2,400								
East Machias	506	286	239	293	253	.48	337	11		11	352	10					5,000								
Eastport	1,815	897	810	941	831	.45	1,034	12		13	450	7	6				16,250								
Edmunds	193	139	118	124	98	.56	143	10		12	125	5	3				1,500								
Forest City	100	76	65	72	61	.63	83	12		13	51	1	1				1,200		1						
Harrington	391	270	260	240	228	.62	290	10		10	240	8	5				4,500								
Jonesboro	230	155	129	144	128	.56	165	9		4	154	6					1,650								

Jonesport	812	488	407	438	375	.48	560	9	3	10	366	11	7	7	-	-	5,500	3	3	12	13		
Lubec	896	426	319	559	421	.42	615	12		13	512	11	11	8	-	-	1,500	1	6	12	10		
Machias	759	381	352	385	359	.47	402	10		11	403	9	9	7	-	-	10,000	1	1	13	12		
Machiasport	460	272	214	266	227	.48	312	10		10	280	8	5	4	1	750	3,500	2	2	7	7		
Marion	43	16	14	22	19	.40	22	10		11	21	3	1	-	-	-	300	1	1				
Marshfield	91	62	51	61	48	.54	78	10		14	72	2	2	1	-	-	900	1	-	3	3		
Meddybemps	50	27	22	35	30	.52	41	7	3	12	32	2	1	-	-	-	600	-	1	3	1		
Milbridge	601	354	301	347	287	.49	387	9	3	10	336	11	11	5	-	-	7,530	-	4	5	6		
Northfield	41	41	35	40	33	.83	41	10		10	40	2	1	-	-	-	225	-	-	1	2		
Pembroke	513	349	293	314	263	.54	366	10		10	378	12	12	5	-	-	15,000	1	1	11	9		
Perry	334	214	177	192	147	.48	230	8	3	8	225	11	2	1	-	-	1,800	-	-	9	7		
Princeton	370	221	199	231	205	.56	250	11	3	11	236	6	6	4	-	-	7,400	2	2	5	5		
Robbinston	303	188	150	177	127	.45	223	8		10	168	6	-	2	-	-	2,500	-	-	5	2		
Roque Bluffs	53	34	30	30	25	.52	34	10		11	42	2	2	1	-	-	700	-	3	1	2		
Steuben	314	197	176	201	183	.57	236	10		10	220	11	10	16	-	-	4,000	-	-	11	10		
Talmage	36	33	27	21	20	.65	33	10		6	38	2	2	-	-	-	500	-	1	1	1		
Topsfield	129	75	55	49	42	.37	91	8	3	9	104	3	3	-	-	-	1,200	-	-	1	3		
Trescott	177	124	91	115	85	.50	129	10		12	134	6	2	-	1	482	1,400	-	-	4	4		
Vanceboro	256	141	125	161	142	.52	182	14		12	138	3	3	1	-	-	2,000	1	1	6	1		
Waite	51	34	28	23	25	.52	40	9		10	48	2	2	-	-	-	500	-	-	1	1		
Wesley	68	52	42	53	41	.61	55	10		10	80	4	4	-	-	-	1,800	-	2	2	3		
Whiting	187	116	93	116	79	.41	137	11		12	118	5	5	3	-	-	1,500	-	-	1	4		
Whitneyville	134	69	56	79	65	.45	90	10		10	56	1	1	1	-	-	1,800	-	1	2	1		
Plantations.																							
Codyville	14	9	8	10	8	.57	10	12		12	24	1	1	-	-	-	300	-	-	1	1		
*Grand Lake Stream	144																					1	
Lambert Lake	51	32	24	32	24	.47	37	10		11	32	1	1	-	-	-	1,000	-	-	1	1		
No. 14	34	18	16	24	17	.49	25	10	2	11	53	2	2	-	-	-	500	-	1	3	1		
No. 21	49	25	21	22	19	.42	25	10		10	30	1	1	-	-	-	700	-	1	1			
Total	15,685	9,102	7,725	8,980	7,631	.49	10,432	10	1	10	4	8,445	264	197	125	5	\$3,157	\$154,490	45	80	273	238	57

\*Organized March, 1897.

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 superintendence.	Amount of money voted in 1886.	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, 1886, to April 1, 1887.	Amount available from State treasury from April 1, 1886, to April 1, 1887.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1886, to April 1, 1887.	Balance unexpended April 1, 1887.	Balance over-expended April 1, 1887.
							Excess above amount required by law.	Less than the amount required by law.									
Addison .....	10	\$26 50	\$5 43	\$1 75	\$100	\$950	\$132	-	\$3 01	.004 -610	\$1,150	\$772	\$6	\$1,928	\$1,852	\$76	
Alexander .....	4	43 00	5 21	1 52	30	270	-	-	2 73	.004 2-10	270	234	131	635	604	31	
Baileysville .....	1	-	4 75	1 50	23	350	169	-	4 04	.005 5-10	350	217	-	567	584	-	
Baring .....	-	52 00	7 50	2 75	15	225	-	-	2 53	.002 6-10	250	219	90	559	545	14	
Beddington .....	1	-	2 00	-	14	147	-	-	2 70	.002	276	161	70	507	430	77	
Brookton .....	-	50 00	6 50	2 00	24	350	7	-	2 16	.003	461	471	102	1,034	768	266	
Calais .....	30	88 00	4 50	2 50	300	6,332	500	-	2 45	.002 1-10	6,333	5,915	-	12,248	12,248	-	
Centreville .....	-	-	6 62	2 00	10	90	-	-	3 21	.001 8-10	167	70	20	257	185	72	
Charlotte .....	1	24 00	5 31	1 75	24	305	-	-	2 75	.003 7-10	365	282	50	697	607	90	
Cherryfield .....	-	48 40	7 00	3 25	138	1,430	-	-	2 37	.002 6-10	2,223	1,490	-	3,713	2,206	1,507	
Columbia .....	5	40 00	7 32	1 90	36	610	140	-	3 61	.006 5-10	832	406	20	1,258	1,016	242	
Columbia Falls .....	5	48 50	9 25	3 00	50	565	7	-	2 78	.003 1-10	616	538	61	1,215	1,306	-	
Cooper .....	1	31 89	5 33	1 60	27	250	39	-	1 98	.005 3-10	332	206	137	675	588	87	
Crawford .....	2	34 00	5 50	1 50	10	112	-	-	3 13	.004 4-10	112	124	-	236	264	28	
Cutler .....	3	41 33	6 50	2 33	40	530	-	-	2 27	.006 2-10	562	499	56	1,117	1,065	112	
Danforth .....	1	50 00	7 25	3 00	70	1,300	450	-	3 00	.005 2-10	1,300	1,144	91	2,535	2,641	-	
Deblois .....	2	-	2 00	1 75	5	70	9	-	3 50	.003 3-10	108	56	27	191	190	1	
Dennysville .....	-	46 00	2 80	3 25	30	362	-	-	2 36	.002 3-10	485	370	2	857	861	-	
East Machias .....	10	-	6 75	2 00	168	1,350	40	-	2 66	.003 6-10	1,416	1,193	24	2,633	2,658	-	
Eastport .....	24	73 00	7 55	4 25	200	5,250	1,324	-	2 89	.002 7-10	5,250	4,373	1,078	10,701	10,701	-	
Edmunds .....	5	-	6 95	1 50	30	316	-	-	1 63	.005 3-10	354	465	120	939	877	62	
Forest City .....	3	50 00	7 00	3 00	15	250	20	-	2 50	.003 3-10	331	265	-	596	270	326	
Harrington .....	2	44 50	7 00	2 25	55	930	10	-	2 37	.003 3-10	930	969	-	1,899	1,732	177	
Jonesboro .....	12	49 00	6 30	2 50	45	500	1	-	2 17	.004 4-10	675	606	24	1,305	1,220	85	



Jonesport .....	9	48 57	6 88	2 40	150	1,600	66	-	1 97	.004 5-10	1,738	1,909	181	3,828	3,567	261	
Lubec .....	21	54 00	7 50	2 75	75	1,775	120	-	1 98	.003 2-10	2,044	1,962	566	4,572	4,554	18	
Machias .....	8	100 00	7 50	-	100	1,800	172	-	2 37	.002 3-10	1,800	1,760	15	3,575	3,651	-	76
Machiasport .....	4	38 40	6 50	2 50	75	1,150	-	-	2 50	.005 5-10	1,348	1,117	-	2,465	2,234	231	
Marion .....	1	30 00	-	2 50	8	100	28	-	2 32	.003 6-10	217	93	13	323	178	145	
Marshfield .....	4	35 00	7 00	2 00	17	250	13	-	2 74	.004 1-10	252	261	-	513	513	-	
Meddybemps .....	1	45 00	7 00	2 00	7	200	75	-	4 00	.006 9-10	273	129	-	402	398	4	
Milbridge .....	8	46 90	6 25	2 25	75	1,900	330	-	3 16	.004	1,931	1,533	-	3,464	3,246	218	
Northfield .....	2	29 00	6 00	2 00	16	250	136	-	6 09	.007 3-10	267	122	51	440	341	99	
Pembroke .....	3	40 33	5 90	2 00	75	1,211	-	-	2 36	.003 8-10	1,381	1,246	-	2,627	2,344	283	
Perry .....	3	-	7 25	2 00	75	756	-	-	2 27	.003 5-10	843	840	167	1,850	1,943	-	93
Princeton .....	8	49 33	9 25	3 00	65	850	28	-	2 29	.003 4-10	1,039	896	37	1,972	2,108	-	136
Robbinston .....	-	42 70	7 37	2 39	64	750	120	-	2 47	.004 6-10	754	750	102	1,606	1,706	-	100
Roque Bluffs .....	1	-	3 62	1 75	5	156	33	-	3 00	.006 8-10	163	107	-	270	264	6	
Steuben .....	11	42 25	6 50	2 00	85	786	-	-	2 50	.004 3-10	786	762	36	1,584	1,759	-	175
Talmage .....	2	25 25	5 25	2 12	15	150	60	-	4 16	.002 4-10	150	114	80	344	293	51	
Topsfield .....	1	36 00	5 75	1 88	46	300	-	-	2 32	.004 1-10	300	273	160	733	771	-	38
Trescott .....	5	36 00	5 45	2 00	35	388	-	-	2 19	.007 4-10	388	482	-	870	879	9	
Vanceboro .....	-	65 00	7 75	2 00	50	892	196	-	3 48	.004 7-10	1,845	592	175	2,612	2,032	580	
Waite .....	1	26 00	6 00	1 90	4	175	48	-	3 43	.005 6-10	175	149	37	361	340	21	
Wesley .....	2	23 00	4 70	1 60	19	179	-	3	2 63	.003 9-10	179	175	78	432	432	-	
Whiting .....	2	-	6 20	1 98	28	320	6	-	1 71	.003 9-10	376	455	-	831	844	-	13
Whitneyville .....	-	50 00	7 00	3 00	20	330	-	-	2 46	.004 7-10	330	329	3	662	667	-	5
Plantations.																	
Codyville .....	-	-	4 50	1 50	5	65	7	-	4 64	.001 8-10	167	54	-	221	110	111	
Lambert Lake .....	1	-	7 00	2 00	-	300	178	-	6 00	.006 4-10	300	139	-	439	322	117	
No. 14 .....	2	26 00	3 67	1 48	21	140	50	-	4 12	.005 6-10	303	80	73	456	262	194	
No. 21 .....	-	35 96	5 38	2 17	14	75	-	-	1 53	.003 4-10	75	114	-	189	216	-	27
Total .....	218	\$45 25	\$6 47	\$2 21	\$2,553	\$39,692	\$4,531	\$4	\$2 53	.002 9-10	\$44,572	\$37,488	\$3,883	\$85,943	\$81,322	\$5,564	\$943



Shapleigh .....	255	135	115	141	120	46	161	8	8	2	162	7	3	-	-	-	3,227	2	7	5	4		
South Berwick.....	970	553	457	541	408	.48	624	11	10		516	14	12	5	-	-	10,000	2	2	15	15	4	
Waterboro .....	304	185	156	192	156	.51	197	10	11		273	13	12	4	-	-	4,000	-	-	13	13	1	
Wells .....	589	307	253	254	217	.40	323	10	10		400	17	13	15	1	663	6,506	1	1	13	12	7	
York .....	703	374	319	372	320	.45	414	10	3	11	4	511	14	10	10	-	10,000	1	5	14	10	2	
<b>Total .....</b>	<b>18,821</b>	<b>8,728</b>	<b>7,463</b>	<b>8,917</b>	<b>7,631</b>	<b>.40</b>	<b>10,618</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>3</b>	<b>10,567</b>	<b>312</b>	<b>253</b>	<b>134</b>	<b>9</b>	<b>11,273</b>	<b>\$411,362</b>	<b>45</b>	<b>69</b>	<b>324</b>	<b>306</b>	<b>60</b>

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 of school superintendence.	Amount of money voted in 1886.	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, 1886, to April 1, 1887.	Amount available from State treasury from April 1, 1886, to April 1, 1887.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1886, to April 1, 1887.	Balance unexpended April 1, 1887.	Balance over-expended April 1, 1887.
							Excess above amount required by law.	Less than the amount required by law.									
Acton.....	-	\$32 00	\$6 54	\$3 00	\$47	\$ 750	\$48	-	\$3 41	.002 6-10	\$ 905	\$534	\$53	\$1,492	\$1,833	\$90	
Alfred.....	4	57 00	8 12	2 50	65	1,050	26	-	3 21	.002 5-10	1,184	792	-	1,975	1,943	36	
Berwick.....	-	57 20	6 55	1 50	160	3,000	1,165	-	4 81	.003 2-10	3,000	1,470	18	4,488	4,427	61	
Biddeford.....	32	96 25	9 87	3 00	1,600	18,000	6,446	-	3 42	.002 1-10	18,000	12,736	-	30,726	23,582	7,144	
Buxton.....	14	32 00	4 85	1 75	125	1,800	171	-	3 64	.002 6-10	1,760	1,185	245	3,190	3,170	20	
Cornish.....	-	-	6 07	2 56	79	1,200	307	-	4 12	.002 6-10	1,287	755	39	2,081	2,085	-	
Dayton.....	3	-	6 50	2 00	24	707	307	-	5 80	.002 9-10	891	302	16	1,209	1,322	-	113
Eliot.....	6	32 00	9 04	3 03	125	1,800	630	-	4 47	.003 8-10	1,800	888	16	3,704	2,674	-	
Hollis.....	3	35 00	4 50	2 00	104	1,050	28	-	3 15	.002 5-10	1,118	850	52	2,026	2,207	-	187
Kennebunk.....	18	-	8 00	3 00	250	3,200	662	-	4 48	.001 1-10	3,293	1,881	-	5,174	5,043	-	
Kennebunkport.....	4	38 40	7 07	2 58	160	3,000	1,243	-	5 02	.002 4-10	3,011	1,426	-	4,437	3,715	-	30
Kittery.....	10	50 00	8 00	3 50	170	2,500	209	-	4 16	.004	2,454	1,663	-	4,117	4,245	-	128
Lebanon.....	11	30 00	5 60	2 00	-	1,700	690	-	4 21	.004 7-10	1,771	874	135	2,780	2,728	52	
Limerick.....	1	33 33	6 05	-	74	800	27	-	3 60	.001 8-10	1,083	545	33	1,661	1,558	103	
Limington.....	1	24 00	6 50	2 00	78	875	1	-	2 85	.002 6-10	1,076	754	-	1,830	1,720	110	
Lyman.....	9	28 00	6 60	2 00	53	1,200	517	-	4 98	.003 3-10	1,250	555	-	1,805	1,676	129	
Newfield.....	-	40 00	6 70	2 00	40	637	-	-	3 86	.002 7-10	694	497	35	1,230	917	313	
North Berwick.....	12	36 50	7 20	3 00	145	2,000	-	558	4 09	.002 5-10	2,217	1,285	94	3,596	3,499	97	
Old Orchard.....	-	60 00	7 00	3 00	40	702	-	-	3 80	.000 9-16	1,043	407	-	1,450	1,396	54	
Parsonsfield.....	-	27 33	6 38	-	81	1,200	82	-	3 74	.002 5-10	1,353	759	40	2,152	1,994	158	
Saco.....	28	79 00	9 75	4 00	600	11,000	6,140	-	5 20	.002 7-10	11,000	4,866	-	15,866	15,966	-	100
Sanford.....	10	75 00	7 85	2 00	210	4,000	639	-	2 56	.001 7-10	4,167	4,434	-	8,601	8,572	29	

PUBLIC SCHOOLS.

Shapleigh .....	3	32 00	6 70	2 00	50	749	-	25	2 94	.002 8-10	716	608	58	1,382	1,325	57	
South Berwick.....	17	34 00	8 81	2 40	182	2,800	53	-	2 90	.002 3-10	3,054	2,283	595	5,932	5,957	-	25
Waterboro .....	-	-	6 61	2 00	75	1,084	-	2	2 56	.002 7-10	1,150	798	-	1,948	1,900	48	
Wells .....	19	32 00	7 57	-	250	2,200	576	-	3 73	.003 1-10	2,230	1,387	-	3,627	3,233	394	
York .....	6	36 00	8 10	2 35	279	3,000	1,045	-	4 26	.001 8-10	3,556	1,563	-	5,119	4,652	467	
Total .....	213	\$43 35	\$7 20	\$2 42	\$5,064	\$62,004	\$21,569	\$27	\$3 29	.002	\$75,063	\$46,097	\$1,436	\$122,596	\$112,899	\$10,254	\$557



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 superintendence.			Amount of money voted in 1886.			Not less than 80 cents for each inhabitant.		Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1886, to April 1, 1887.	Amount available from State Treasury from April 1, 1886, to April 1, 1887.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1886, to April 1, 1887.	Balance unexpended April 1, 1887.	Balance over-expended April 1, 1887.																											
	Number	of	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	superintendence.	Amount	of	money	voted	in	1886.	Excess	above	amount	required	by	law.	Less	than
Androscoggin .....	266	\$46	11	\$7	35	\$2	20	\$4,646	\$63,223	\$21,358	-	-	\$3 69	.002	2-10	\$65,074	\$40,555	\$4,682	\$107,311	\$ 97,351	\$10,184	\$ 224																																	
Aroostook.....	334	30	59	5	91	1 85	1 85	4,062	40,255	7,087	-	23	1 78	.002	2-10	56,209	55,207	4,185	115,601	101,815	14,959	1,173																																	
Cumberland.....	320	51	92	7	61	2 00	2 00	6,536	179,185	105,475	-	-	6 32	.002	5-10	186,680	68,982	12,085	32,722	32,156	131																																		
Franklin.....	100	34	25	5	58	1 29	1 29	1,388	16,599	3,171	20	20	3 22	.002	-	18,161	12,859	1,223	32,243	30,412	2,050	219																																	
Hancock.....	171	39	26	6	45	4 52	4 52	3,609	35,437	6,091	-	-	3 29	.002	4-10	39,966	28,958	1,193	70,117	67,393	3,449	662																																	
Kennebec.....	244	37	80	6	70	3 09	3 09	4,500	56,110	11,704	-	9	3 56	.001	7-10	66,107	39,426	11,592	117,125	103,003	14,063	543																																	
Knox.....	124	48	75	7	15	3 30	3 30	3,594	33,991	8,822	-	-	3 63	.002	5-10	39,040	22,440	381	61,861	55,246	7,076	461																																	
Lincoln.....	160	40	33	6	92	2 69	2 69	1,505	20,587	3,088	-	-	3 34	.002	8-10	21,379	15,315	423	37,117	36,720	1,289	892																																	
Oxford.....	150	36	53	6	11	1 84	1 84	2,772	31,759	7,415	3	3	3 46	.002	4-10	36,415	22,330	2,769	61,514	58,400	4,644	1,530																																	
Penobscot.....	368	39	94	6	09	1 94	1 94	6,907	70,320	12,144	23	23	3 13	.002	2-10	77,947	54,063	6,333	138,373	131,623	7,233	483																																	
Piscataquis.....	98	34	20	5	95	1 93	1 93	1,127	14,128	1,461	-	16	2 84	.001	5-10	17,150	11,992	1,680	30,732	27,575	3,591	434																																	
Sagadahoc.....	97	50	43	6	78	2 22	2 22	2,306	24,607	10,118	-	-	4 16	.002	2-10	26,677	13,510	142	40,329	36,498	3,837	6																																	
Somerset.....	182	34	95	5	68	2 88	2 88	2,959	32,605	6,658	14	14	3 29	.001	8-10	35,718	24,427	1,762	61,967	59,549	5,031	2,673																																	
Waldo.....	114	36	26	5	60	1 89	1 89	2,730	24,135	1,915	2	2	3 16	.002	4-10	27,127	13,795	606	47,528	45,160	3,065	697																																	
Washington.....	218	45	25	6	47	2 21	2 21	2,553	39,692	4,531	4	4	2 53	.002	9-10	44,572	37,488	3,883	85,943	81,322	5,564	943																																	
York.....	213	43	35	7	20	2 42	2 42	5,064	162,004	21,569	27	27	3 29	.002	-	75,063	46,097	1,436	122,506	112,899	10,254	557																																	
Total.....	3,159	\$40	64	\$6	47	\$2	24	\$56,270	\$744,667	\$232,607	\$147	\$3	54	.602	3-10	\$833,285	\$513,384	\$51,375	\$1,398,044	\$1,277,628	\$132,044	11,628																																	

APPENDIX.

## SPECIAL PUBLIC 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 nature studies are taught.	No. ungraded schools in which civics are 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.
Androscoggin . . . . .	14	254	127	127	.50	118	113	40	43	46	59	54	84	85	356
Aroostook . . . . .	65	498	54	444	.11	353	346	148	126	105	136	103	296	272	709
Cumberland . . . . .	27	342	127	215	.37	184	152	88	36	38	58	56	111	119	623
Franklin . . . . .	25	141	27	123	.20	86	97	55	34	27	27	27	67	29	243
Hancock . . . . .	39	301	63	238	.21	209	181	109	29	40	60	66	90	142	447
Kennebec . . . . .	30	294	91	203	.31	156	134	107	41	41	104	77	125	127	464
Knox . . . . .	18	191	78	113	.41	99	93	42	38	15	47	41	45	58	288
Lincoln . . . . .	18	174	25	149	.14	132	106	85	51	29	55	51	90	58	259
Oxford . . . . .	39	297	49	248	.17	186	174	96	56	42	70	99	111	121	442
Penobscot . . . . .	63	515	152	363	.30	290	247	157	59	55	54	97	173	178	774
Piscataquis . . . . .	24	141	31	110	.22	103	89	54	21	17	47	34	74	41	231
Sagadahoc . . . . .	11	103	28	75	.27	66	68	41	29	9	33	32	62	34	176
Somerset . . . . .	39	279	58	221	.21	178	146	98	36	34	83	24	109	75	437
Waldo . . . . .	26	216	37	179	.17	147	132	87	33	37	99	29	69	69	366
Washington . . . . .	51	316	104	212	.33	177	166	74	52	38	64	43	92	91	430
York . . . . .	27	360	115	245	.30	180	179	93	41	63	65	57	150	168	482
Total . . . . .	517	4,422	1,167	3,265	.26	2,696	2,423	1,374	725	634	1,064	890	1,748	1,667	6,727

PUBLIC SCHOOLS.



## SPECIAL PUBLIC SCHOOL STATISTICS—Concluded.

Counties.	No. teachers continued through the year.	No. teachers who have had previous experience.	No. teachers who have not had previous experience.	Per cent of experienced teachers to whole number.	No. teachers not returning registers according to law.	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 1896-7.	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 1896-7.	Amount paid for transportation of scholars.
Androscoggin .....	135	309	47	.12	—	7	\$79,703	\$6,044	\$7,292	\$10,248	\$5,373	\$1,305
Aroostook .....	236	344	165	.47	—	41	92,630	5,472	11,267	2,978	9,143	973
Cumberland .....	354	533	90	.26	—	33	135,589	12,983	32,176	21,721	12,983	2,475
Franklin .....	56	282	41	.14	—	15	27,937	1,445	7,576	1,176	2,233	818
Hancock .....	116	392	55	.14	—	29	61,329	3,831	18,189	1,683	5,437	547
Kennebec .....	168	382	76	.20	3	6	77,372	6,446	21,350	13,592	5,655	5,202
Knox .....	108	259	29	.11	—	26	48,323	4,124	16,565	688	5,432	428
Lincoln .....	77	203	56	.27	—	12	33,216	2,065	5,872	691	2,646	670
Oxford .....	121	365	77	.21	—	28	50,276	3,285	5,267	1,139	4,320	2,598
Penobscot .....	283	655	119	.18	3	123	118,742	7,223	21,076	2,594	11,075	4,695
Piscataquis .....	61	201	30	.15	—	6	23,771	1,173	5,631	712	1,722	1,015
Sagadahoc .....	88	161	15	.09	—	2	33,089	2,066	2,869	406	3,356	340
Somerset .....	122	367	70	.19	—	29	50,772	4,399	9,743	923	4,194	3,262
Waldo .....	57	323	43	.13	—	29	40,548	2,573	6,979	804	3,002	1,988
Washington .....	165	360	70	.19	—	41	73,194	4,387	10,712	2,832	5,567	806
York .....	244	405	77	.19	—	17	101,661	6,844	17,375	2,434	6,114	2,293
Total .....	2,361	5,667	960	.16	6	444	\$1,108,058	\$74,673	\$200,239	\$54,681	\$88,272	\$28,818

## COMPARATIVE STATEMENT—I.

Items.	1897.	1896.	Increase.	Decrease.
Whole number of scholars between four and twenty-one .....	210,341	209,798	543	
Number registered in spring and summer terms.....	113,395	113,658	-	263
Average attendance in spring and summer terms.....	96,660	94,623	2,037	
Number registered in fall and winter terms .....	115,262	115,510	-	248
Average attendance in fall and winter terms .....	96,571	95,202	1,369	
Per cent of average attendance of whole number .....	.46	.45	.01	
Whole number different scholars registered during the year .....	132,139	134,140	-	2,001
Number of school houses in State .....	4,162	4,196	-	34
Number reported in good condition...	2,980	2,995	-	15
Number having flags.....	1,428	1,424	4	
Number of school houses built during the year .....	99	126	-	27
Cost of same.....	\$171,694	\$189,605	-	\$17,911
Estimated value of school property in State.....	4,081,951	3,738,506	343,445	
Number of male teachers employed in summer .....	465	428	-	23
Number of male teachers employed in winter.....	921	979	-	58
Number of female teachers employed in summer .....	4,226	4,261	-	35
Number of female teachers employed in winter.....	3,719	3,698	21	
Number of teachers graduates of Normal Schools.....	903	925	-	22
Average wages of male teachers per month, excluding board .....	\$40 64	\$34 39	\$6 25	
Average wages of female teachers per week, excluding board .....	6 47	5 61	.86	
Average cost of board per week .....	2 24	2 11	.13	
Amount of school money raised by towns .....	744,667	757,163	-	12,496
Excess above amount required by law .....	232,460	236,408	-	3,948
Average amount per scholar.....	3 54	3 61	-	.07
Per cent of valuation assessed by towns for schools.....	.002 $\frac{3}{16}$	.002 $\frac{2}{16}$	-	
Amount available from town treasuries for school year.....	\$833,285	\$852,982	-	\$19,697
Amount available from State treasury for school year .....	513,384	515,742	-	2,358
Amount derived from local funds....	51,375	49,482	1,893	-
Total school resources.....	1,398,044	1,418,206	-	20,162
Amount expended for common schools .....	1,277,628	1,317,717	-	40,089
Net balance unexpended.....	120,416	100,489	19,927	-
Amount paid by towns for school superintendence .....	56,270	54,727	1,443	-

## COMPARATIVE STATEMENT—II.

Items.	1897.	1887.
Whole number of scholars between four and twenty-one....	210,341	212,574
Number registered in spring and summer schools.....	113,395	125,816
Average attendance in spring and summer schools.....	96,660	104,516
Number registered in fall and winter schools.....	115,262	118,598
Average attendance in fall and winter schools.....	96,571	97,897
Per cent of average attendance of whole number.....	.46	.48
Whole number of different scholars registered for the year,	132,139	145,530
Number of school houses in State.....	4,162	4,310
Number reported in good condition.....	2,980	3,144
Number supplied with flags.....	1,428	
Number built during the year.....	99	63
Cost of the same.....	\$171,694	\$160,741
Estimated value of all school property.....	4,081,951	3,306,367
Number of male teachers employed in summer.....	405	418
Number of male teachers employed in winter.....	921	1,592
Number of female teachers employed in summer.....	4,226	5,218
Number of female teachers employed in winter.....	3,719	3,059
Number of teachers graduates of Normal Schools.....	903	657
Wages of male teachers per month, excluding board.....	\$40 64	\$33 82
Wages of female teachers per week, excluding board.....	6 47	4 14
Average cost per week of teachers' board.....	2 24	2 03
Amount of school money raised by towns.....	744,667	676,916
Excess above amount required by law.....	232,460	168,546
Average amount per scholar.....	3 54	3 14
Amount received from State treasurer.....	513,384	351,293
Amount received from local funds.....	51,375	26,131
Amount paid for superintendence.....	56,270	32,532

## STATEMENT.

**Amount of School Fund and Mill Tax Apportioned to the Several  
Cities, Towns and Plantations in the State for the Year 1897,  
and Payable January 1, 1898.**

Towns.	Scholars.	School Fund and Mill Tax.
Abbot .....	195	\$472 60
Acton.....	220	533 18
Addison .....	316	765 85
Albany .....	190	430 48
Albion .....	218	528 34
Alexander .....	99	239 93
Alfred .....	327	792 51
Allagash Plantation .....	143	346 57
Alna .....	125	302 95
Alton .....	109	264 17
Amherst .....	101	244 78
Amity .....	138	334 46
Andover .....	224	542 88
Anson .....	487	1,180 28
Appleton .....	322	780 40
Argyle.....	81	196 31
Arrowsic .....	51	123 60
Ashland .....	273	661 63
Athens .....	314	761 00
Atkinson .....	198	479 87
Auburn.....	4,119	9,982 68
Augusta .....	2,997	7,263 43
Aurora .....	43	104 20
Avon .....	152	368 39
Baileyville .....	87	210 85
Baldwin .....	250	605 89
Bancroft .....	117	283 56
Bangor .....	5,993	14,524 44
Baring .....	89	215 70
Barnard Plantation.....	30	72 71
Bath .....	2,497	6,051 65
Beddington .....	55	133 30
Belfast .....	1,510	3,659 59
Belgrade .....	275	666 48
Belmont.....	97	235 09
Benedicta .....	156	378 08
Benton .....	332	804 63
Berwick .....	624	1,512 30
Bethel .....	565	1,369 31
Biddeford .....	5,266	12,762 50
Bigelow Plantation.....	25	60 59
Bingham .....	252	610 74
Blaine .....	394	954 88
Blanchard.....	67	162 37
Bluehill .....	704	1,706 19
Boothbay .....	660	1,599 55
Boothbay Harbor .....	635	1,538 97
Bowdoin .....	298	722 22
Bowdoinham .....	364	882 17
Bowerbank Plantation .....	20	48 47
Bradford .....	344	833 70
Bradley .....	266	644 66
Bremen .....	186	450 72
Brewer.....	1,424	3,451 16
Bridgewater .....	368	891 87
Bridgton .....	757	1,834 64
Brighton Plantation .....	157	380 50
Bristol.....	805	1,950 97

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Brooklin .....	328	\$794 93
Brooks .....	181	438 67
Brooksville .....	400	969 43
Brookton.....	162	392 62
Brownfield.....	327	792 50
Brownville.....	405	981 55
Brunswick.....	2,021	4,898 04
Buckfield .....	306	741 61
Bucksport .....	618	1,497 77
Rurlington .....	144	349 00
Burnham.....	287	695 56
Buxton .....	494	1,197 24
Byron .....	60	145 41
Calais .....	2,580	6,252 81
Cambridge .....	92	222 97
Camden .....	728	1,764 36
Canaan .....	341	826 43
Canton .....	317	768 28
Cape Elizabeth .....	210	508 95
Caribou .....	1,800	4,362 42
Carmel .....	295	714 95
Carratunk Plantation.....	90	218 12
Carroll .....	196	475 02
Carthage .....	104	252 05
Cary Plantation .....	159	385 35
Caseo .....	280	678 60
Castine .....	280	678 60
Castle Hill Plantation .....	233	564 69
Caswell Plantation .....	188	455 64
Centerville.....	28	67 86
Chapman Plantation .....	136	329 61
Charleston .....	278	673 75
Charlotte .....	111	269 02
Chelsea .....	242	586 50
Cherryfield .....	603	1,461 41
Chester .....	147	356 27
Chesterville .....	203	491 98
China .....	371	899 14
Clifton .....	80	193 89
Clinton .....	417	1,010 63
Codyville Plantation .....	14	33 93
Columbia .....	169	409 58
Columbia Falls .....	263	491 98
Concord .....	105	254 48
Connor Plantation.....	264	639 81
Cooper .....	81	196 32
Coplin Plantation .....	26	63 01
Corinna.....	313	758 58
Corinth.....	281	681 02
Cornish.....	291	705 25
Cornville.....	182	441 10
Cranberry Isles.....	119	288 40
Crawford.....	58	140 57
Criehaven Plantation.....	10	24 24
Crystal Plantation .....	157	380 50
Cumberland .....	446	1,080 91
Cushing .....	198	479 87
Cutler.....	234	567 11
Cyr Plantation.....	217	525 91
Dallas Plantation .....	60	145 41
Damariscotta.....	230	557 42
Danforth.....	432	1,046 99
Dayton .....	122	295 68

## School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Dead River Plantation.....	35	\$84 83
Dedlois.....	20	48 47
Dedham.....	102	247 21
Deering.....	1,908	4,624 17
Deer Isle.....	818	1,982 48
Denmark.....	200	484 71
Dennistown Plantation.....	38	92 10
Dennysville.....	153	370 81
Detroit.....	147	356 26
Dexter.....	813	1,970 36
Dixfield.....	317	768 28
Dixmont.....	222	538 03
Dover.....	451	1,093 03
Dresden.....	301	729 49
Drew Plantation.....	47	113 90
Durham.....	328	794 93
Dyer Brook.....	110	266 60
Eagle Lake Plantation.....	196	475 02
Eastbrook.....	97	235 08
East Livermore.....	536	1,299 03
East Machias.....	506	1,226 32
Easton.....	399	967 00
Eastport.....	1,815	4,398 78
Eddington.....	215	521 07
Eden.....	804	1,948 54
Edgecomb.....	218	528 34
Edinburg.....	21	50 89
Edmunds.....	193	467 75
Eliot.....	402	974 28
Elliottsville Plantation.....	14	33 93
Ellsworth.....	1,459	3,535 99
Emlden.....	177	428 97
Enfield.....	354	857 94
Etna.....	179	433 82
Eustis.....	146	353 84
Exeter.....	233	564 69
Fairfield.....	995	2,411 45
Falmouth.....	450	1,090 61
Farmingdale.....	195	472 60
Farmington.....	986	2,389 64
Fayette.....	160	387 77
Flagstaff Plantation.....	28	67 86
Forest City.....	100	242 36
Fort Fairfield.....	1,605	3,889 83
Fort Kent.....	1,149	2,784 68
Foxcroft.....	446	1,080 91
Frankfort.....	329	797 35
Franklin.....	483	1,170 59
Franklin Plantation.....	34	82 40
Freedom.....	149	361 11
Freeman.....	145	351 42
Freeport.....	752	1,822 53
Frenchville.....	1,266	3,068 23
Friendship.....	267	647 08
Fryeburg.....	350	848 25
Gardiner.....	1,502	3,640 20
Garfield Plantation.....	43	104 21
Garland.....	262	634 97
Georgetown.....	276	668 90
Gilead.....	69	167 22
Glenburn.....	137	332 04
Glenwood Plantation.....	66	159 95
Gorham.....	831	2,013 98

## School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Gouldsboro .....	383	\$928 23
Grafton .....	22	53 32
Grand Falls Plantation .....	23	55 74
Grand Isle .....	521	1,262 67
Grand Lake Stream Plantation .....	144	348 99
Gray .....	404	979 12
Greenbush .....	229	554 99
Greene .....	196	475 02
Greenfield .....	61	147 83
Greenvale Plantation .....	25	60 59
Greenville .....	334	809 47
Greenwood .....	224	542 88
Guilford .....	447	1,083 33
Hallowell .....	798	1,934 01
Hamlin Plantation .....	238	576 81
Hammond Plantation .....	39	94 52
Hampden .....	608	1,473 53
Hancock .....	322	780 39
Hanover .....	65	157 53
Harmony .....	177	428 97
Harpwell .....	550	1,332 96
Harrington .....	391	947 61
Harrison .....	288	698 60
Hartford .....	165	399 89
Hartland .....	297	719 79
Haynesville .....	119	288 41
Hebron .....	135	327 19
Hermon .....	397	962 16
Hersey .....	85	206 01
Highland Plantation .....	35	84 83
Hiram .....	281	681 02
Hodgdon .....	433	1,049 41
Holden .....	167	404 74
Hollis .....	333	807 05
Hope .....	160	387 77
Houlton .....	1,306	3,165 18
Howland .....	170	412 01
Hudson .....	141	341 72
Hurricane Isle .....	91	220 54
Industry .....	181	438 67
Island Falls .....	319	773 12
Isle au Haut .....	75	181 77
Islesborough .....	329	797 35
Jackman Plantation .....	105	254 48
Jackson .....	134	324 76
Jay .....	626	1,517 15
Jefferson .....	365	884 60
Jonesborough .....	230	557 42
Jonesport .....	812	1,967 94
Kenduskeag .....	96	232 66
Kennebunk .....	714	1,730 43
Kennebunkport .....	597	1,446 87
Kingfield .....	168	407 16
Kingman .....	359	870 06
Kingsbury Plantation .....	52	126 03
Kittery .....	601	1,456 56
Knox .....	163	395 04
Lagrange .....	219	530 76
Lake View Plantation .....	49	118 75
Lakeville Plantation .....	48	116 33
Lambert Lake Plantation .....	511	123 61

## School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Lamoine.....	188	\$455 64
Lang Plantation.....	29	70 28
Lebanon .. . . .	401	971 85
Lee .. . . .	302	731 92
Leeds .. . . .	298	722 22
Levant .. . . .	316	765 85
Lewiston.....	8,145	19,739 96
Lexington Plantation.....	87	210 85
Liberty.....	236	571 96
Limerick.....	223	540 45
Limestone .. . . .	380	920 97
Limington .. . . .	307	744 04
Lincoln.....	582	1,410 52
Lincoln Plantation.....	22	53 32
Lincolnville .. . . .	397	962 16
Linneus .. . . .	375	908 84
Lisbon .. . . .	1,238	3,000 38
Litchfield .. . . .	281	681 02
Littleton .. . . .	277	671 32
Livermore .. . . .	280	678 60
Long Island Plantation.....	60	145 41
Lovell .. . . .	187	453 21
Lowell .. . . .	109	264 17
Lubec .. . . .	896	2,171 51
Ludlow .. . . .	114	276 29
Lyman .. . . .	246	596 19
Machias .. . . .	759	1,839 49
Machiasport .. . . .	460	1,114 84
Macwahoc Plantation.....	64	155 10
Mada waska .. . . .	665	1,611 67
Madison.....	706	1,711 04
Madrid .. . . .	140	339 30
Magalloway Plantation.....	13	31 51
Manchester .. . . .	155	375 66
Mapleton .. . . .	385	933 08
Mariaville .. . . .	84	203 58
Marion .. . . .	43	104 21
Marshfield .. . . .	91	220 54
Mars Hill .. . . .	407	986 39
Masardis .. . . .	122	293 68
Mason .. . . .	40	96 94
Matinicus Isle Plantation .. . . .	49	118 76
Mattamiscotis .. . . .	11	26 66
Mattawamkeag.....	218	528 34
Maxfield .. . . .	40	96 94
Mayfield Plantation.....	35	84 83
Mechanic Falls.....	379	918 53
Meddybemps .. . . .	50	121 18
Medford .. . . .	119	288 41
Medway .. . . .	210	508 95
Mercer .. . . .	162	392 62
Merrill Plantation.....	107	259 32
Mexico .. . . .	232	562 27
Milbridge .. . . .	601	1,456 56
Milford .. . . .	298	722 22
Milo .. . . .	354	857 94
Milton Plantation.....	74	179 35
Minot.....	239	579 23
Monhegan Plantation.....	31	75 14
Monmouth .. . . .	313	758 58
Monroe.....	267	647 09
Monson.....	429	1,039 71
Monticello .. . . .	525	1,272 37
Montville.....	258	625 28
Moose River Plantation.....	76	184 19



## School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Moro Plantation .....	106	\$256 90
Morrill .....	133	322 34
Moscow .....	150	363 54
Mt. Chase .....	116	281 14
Mt. Desert .....	459	1,112 42
Mt. Vernon .....	195	472 60
Naples.....	228	552 57
Nashville Plantation ..	11	26 66
Newburgh .....	247	598 61
New Canada Plantation .....	186	450 79
New Castle.....	286	693 14
Newfield.....	165	399 89
New Gloucester.....	335	811 90
New Limerick .....	248	601 04
Newport.....	322	780 39
New Portland .....	275	666 48
Newry.....	100	242 36
New Sharon.....	245	593 77
New Sweden .....	347	840 97
New Vineyard .....	155	375 66
Nobleborough .....	287	695 56
Norridgewock .....	428	1,037 29
North Berwick .....	489	1,185 13
Northfield.....	41	99 36
North Haven.....	165	399 59
Northport.....	169	409 58
North Yarmouth .....	191	462 90
Norway .....	805	1,950 97
No. 1, R. 2, W. K. R. Plantation .....	51	123 60
No. 7 Plantation .....	19	46 05
No. 8 Plantation .....	8	19 39
No. 14 Plantation .....	34	82 40
No. 21 Plantation (Hancock County).....	15	36 36
No. 21 Plantation (Washington County) .....	49	118 75
No. 33 Plantation.....	57	138 14
Oakfield.....	361	874 90
Oakland.....	493	1,194 82
Old Orchard .....	185	448 37
Old Town .....	1,436	3,480 25
Orient .....	68	164 80
Orland.....	394	954 88
Orneville .....	142	344 15
Orono.....	928	2,249 07
Orrington .....	337	816 74
Otis .....	66	159 95
Otisfield.....	207	501 67
Oxbow Plantation .....	48	116 33
Oxford .....	355	860 37
Palermo.....	245	593 77
Palmyra .....	289	700 41
Paris .....	882	2,137 59
Parkman.....	226	547 72
Parsonsfield .....	321	777 96
Passadumkeag .....	98	237 51
Patten.....	376	911 26
Pembroke.....	513	1,243 29
Penobscot .....	354	857 94
Perham Plantation .....	221	535 60
Perkins .....	16	38 78
Perkins Plantation .....	16	38 78
Perry.....	334	809 47
Perru.....	220	533 18
Phillips .....	452	1,095 46

## School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Phippsburg .....	401	\$971 85
Pittsfield .....	753	1,824 95
Pittston .....	321	777 96
Plymouth .....	216	523 49
Poland .....	391	947 62
Portage Lake Plantation .....	74	179 35
Porter .....	291	705 25
Portland .....	11,265	27,301 49
Pownal .....	173	419 28
Prentiss .....	153	370 81
Presque Isle .....	1,354	3,281 51
Princeton .....	370	896 72
Prospect .....	218	528 34
Randolph .....	288	697 99
Rangeley .....	202	489 56
Rangeley Plantation .....	27	65 43
Raymond .....	252	707 68
Readfield .....	267	647 08
Reed Plantation .....	118	285 99
Richmond .....	665	1,611 67
Ripley .....	165	399 89
Robbinston .....	303	734 34
Rockland .....	2,263	5,484 53
Rockport .....	687	1,664 99
Rome .....	146	353 84
Roque Bluffs .....	53	128 45
Roxbury .....	64	155 10
Rumford .....	971	2,353 28
Saco .....	2,113	5,121 01
St. Albans .....	323	782 81
St. Francis Plantation .....	245	593 77
St. George .....	870	2,108 50
St. John Plantation .....	163	395 04
Salem .....	48	116 33
Sanford .....	1,559	3,778 34
Sangerville .....	321	777 96
Scarborough .....	523	1,267 52
Searsmont .....	320	775 54
Searsport .....	421	1,020 32
Sebago .....	218	528 34
Sebec .....	214	518 64
Sehoois Plantation .....	40	96 94
Sedgwick .....	342	828 86
Shapleigh .....	255	618 01
Sherman .....	381	923 38
Shirley .....	84	203 58
Sidney .....	291	705 25
Silver Ridge Plantation .....	55	133 30
Skowhegan .....	1,587	3,846 20
Smithfield .....	143	346 57
Smyrna .....	122	295 68
Solon .....	274	664 05
Somerville .....	150	363 54
Sorrento .....	35	84 83
South Berwick .....	970	2,350 86
Southport .....	128	310 22
South Portland .....	1,747	4,233 97
South Thomaston .....	461	1,117 26
Springfield .....	185	448 37
Stacyville Plantation .....	158	382 93
Standish .....	423	1,025 17
Starks .....	214	518 64

## School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Stetson.....	178	\$431 40
Steuben.....	314	761 00
Stockholm.....	56	135 72
Stockton Springs.....	270	654 36
Stoneham.....	97	235 09
Stonington.....	542	1,313 57
Stow.....	80	193 89
Strong.....	194	470 17
Sullivan.....	396	959 73
Summer.....	208	504 10
Surry.....	288	697 99
Swan's Island.....	254	615 58
Swanville.....	195	472 60
Sweden.....	94	227 81
Talmage.....	36	87 25
Temple.....	113	273 87
The Forks Plantation.....	48	116 33
Thomaston.....	766	1,856 45
Thordike.....	173	419 28
Topsfield.....	129	312 64
Topsham.....	536	1,299 04
Tremont.....	705	1,708 62
Trenton.....	142	344 15
Trescott.....	177	428 97
Troy.....	228	552 57
Turner.....	537	1,301 45
Union.....	396	959 73
Unity.....	283	685 87
Unity Plantation.....	13	31 51
Upton.....	78	189 04
Van Buren.....	615	1,490 50
Vanceboro.....	256	620 43
Vassalborough.....	602	1,458 99
Veazie.....	138	334 46
Verona.....	89	215 70
Vienna.....	117	283 56
Vinalhaven.....	915	2,217 57
Wade Plantation.....	106	256 90
Waite.....	51	123 61
Waldo.....	152	368 39
Waldoboro.....	862	2,089 11
Wales.....	140	339 30
Wallgrass Plantation.....	365	884 60
Waltham.....	67	162 37
Warren.....	636	1,541 39
Washburn.....	440	1,066 37
Washington.....	381	923 88
Waterboro.....	304	736 76
Waterford.....	264	639 82
Waterville.....	2,918	7,071 98
Wayne.....	206	499 25
Webster.....	329	797 36
Webster Plantation.....	65	157 53
Weld.....	247	598 61
Wellington.....	198	479 87
Wells.....	589	1,427 48
Wesley.....	68	164 80
West Bath.....	100	242 36
Westbrook.....	2,440	5,913 51
Westfield Plantation.....	82	198 74
West Forks Plantation.....	65	157 52
West Gardiner.....	192	465 33

## School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Westmanland Plantation.....	40	\$96 94
Weston.....	148	358 69
Westport.....	117	283 56
Whitefield.....	294	712 52
Whiting.....	187	453 21
Whitneyville.....	134	324 76
Williamsburg.....	40	96 94
Willimantic.....	133	322 34
Wilton.....	457	1,107 57
Windham.....	557	1,349 92
Windsor.....	254	615 58
Winn.....	275	666 48
Winslow.....	642	1,555 93
Winter Harbor.....	156	378 08
Winterville Plantation.....	77	186 61
Winterport.....	486	1,177 86
Winthrop.....	532	1,289 34
Wiscasset.....	472	1,143 93
Woodland.....	437	1,059 10
Woodstock.....	313	516 22
Woodville.....	106	256 90
Woolwich.....	216	523 50
Yarmouth.....	591	1,432 32
York.....	703	1,703 77
	210,264	\$509,589 10

**School Fund and Mill Tax—CONCLUDED.**  
**RECAPITULATION BY COUNTIES.**

Counties.	Scholars.	School Fund and Mill Tax.
Androscoggin.....	17,155	\$41,576 31
Aroostook.....	22,532	54,607 84
Cumberland.....	28,337	68,676 64
Franklin.....	5,147	12,474 10
Hancock.....	11,856	28,733 82
Kennebec.....	15,733	38,130 00
Knox.....	9,365	22,696 71
Lincoln.....	6,152	14,909 80
Oxford.....	9,141	22,153 83
Penobscot.....	22,412	54,317 01
Piscataquis.....	4,968	12,040 28
Sagadahoc.....	5,420	13,135 74
Somerset.....	9,910	24,017 56
Waldo.....	7,630	18,491 83
Washington.....	15,685	38,013 67
York.....	18,821	45,613 96
	210,264	\$509,589 10

FREE HIGH SCHOOL STATISTICS.

Returns for the Year Ending June 1, 1897.

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		\$197 25	\$110 00	\$ 55 00	17	35	17	19	19	16	15	12	-	-	4	10	3	
Addison		511 00	255 00	250 00	34	73	60	59	58	44	18	10	12	-	10	40	31	6
Albion		300 00	150 00	150 00	20	72	37	22	50	14	27	5	4	-	9	9	4	4
Alfred		513 00	250 00	250 00	27	48	46	-	26	-	10	23	6	-	12	3	3	
Andover		349 50	200 00	174 75	31	37	32	30	33	35	24	4	6	-	24	4	4	
Anson		1,375 00	500 00	250 00	33	65	52	-	33	41	-	34	30	14	32	64	31	12
Ashland		648 00	200 00	200 00	35	67	45	44	48	41	31	40	5	-	9	12	9	2
Atkinson		250 00	125 00	125 00	20	70	56	70	68	59	59	6	2	-	4	22	4	4
Auburn		5,150 00	6,500 00	250 00	36	373	305	313	9	190	85	-	268	134	47	253	12	23
Augusta		4,400 00	6,200 00	250 00	36	150	148	-	-	-	-	-	107	34	171	107	24	
Bangor		7,432 00	8,000 00	250 00	36	336	315	-	169	-	45	-	272	154	97	295		
Baring		130 00	65 00	56 00	10	36	31	36	36	28	20	7	10	-	15	8	4	
Bath		4,325 00	4,000 00	250 00	37	176	158	172	21	72	-	-	68	87	96	136	25	
Belfast		2,100 00	2,000 00	250 00	35	122	107	-	9	-	-	-	96	44	40	82	1	
Belgrade		90 00	153 00	44 00	10	18	14	18	18	14	9	7	-	-	3	5	4	
Berwick		1,282 50	500 00	250 00	35	48	40	44	9	7	1	-	40	26	10	31	2	
Bingham		454 00	454 00	227 00	28	45	32	27	36	27	15	4	14	9	14	8	-	
Bluchill		690 00	400 00	250 00	54	154	118	18	26	44	20	30	-	-	31	22	2	
Boothbay		622 50	300 00	250 00	49	159	56	20	18	24	15	13	6	-	15	10	5	
Boothbay Harbor		1,000 00	750 00	250 00	33	61	47	-	16	-	-	-	33	11	16	30	4	
Bowdoinham		750 00	500 00	250 00	35	67	64	12	12	-	-	5	36	67	28	67	3	1
Bradley		195 00	99 00	97 50	12	40	35	38	37	28	26	16	3	-	10	12		

PUBLIC SCHOOLS.

Brewer	1,356 91	1,425 00	250 00	36	60	58	-	60	-	-	-	48	31	9	43	-	2
Bridgewater	112 50	100 00	56 25	10	67	48	30	57	50	33	13	-	-	-	12	-	6
Bridgton	1,260 00	1,100 00	250 00	36	72	62	72	17	-	-	-	36	7	33	27	2	2
Brighton	100 00	50 00	50 00	11	34	29	34	34	25	22	-	7	7	7	10	10	10
Bristol	272 00	175 00	136 00	17	83	80	83	83	50	35	-	-	-	10	7	20	4
Brooklin	390 75	200 00	195 37	26	95	88	79	95	63	54	22	-	-	27	19	9	4
Brooks	276 15	150 00	138 07	20	98	90	80	40	37	51	38	-	38	8	27	14	2
*Brownville	275 00	235 00	125 00	20	68	37	21	13	22	13	9	10	-	22	24	10	1
Buckfield	150 00	150 00	74 00	10	40	37	40	40	21	-	20	14	-	-	8	1	1
Bucksport	1,000 00	750 00	250 00	39	42	40	3	2	1	-	-	15	2	21	12	15	10
Burlington	165 00	100 00	63 25	11	45	39	45	44	23	16	10	-	-	-	3	3	10
Burnham	200 00	100 00	100 00	20	70	32	6	32	18	12	6	-	-	-	16	4	2
Buxton	960 00	750 00	250 00	36	43	39	43	24	24	14	23	5	-	14	10	10	10
Calais	1,900 00	700 00	250 00	36	133	101	-	20	-	4	-	85	20	28	78	-	1
Cambridge	152 60	85 00	76 00	16	28	23	28	23	28	6	8	-	-	9	6	-	2
Camden	1,219 82	1,000 00	250 00	33	57	39	41	19	19	1	8	33	22	8	36	6	1
Canaan	204 60	100 00	100 00	24	53	41	53	46	24	19	4	-	-	5	25	10	6
Canton	230 00	300 00	115 00	10	50	38	48	38	30	26	8	8	3	9	8	6	1
Cape Elizabeth	300 56	350 00	150 28	34	-	-	-	4	-	-	-	2	4	10	10	1	50
Caribou	1,308 00	1,000 00	250 00	34	140	-	-	-	-	-	-	-	-	-	-	-	-
Carthage	200 00	100 00	100 00	20	49	25	29	31	29	15	13	-	2	-	8	7	2
Casco	367 50	200 00	183 75	36	98	29	98	97	57	68	27	3	-	-	29	4	2
Castine	1,045 50	550 00	250 00	33	20	18	9	10	9	-	-	16	-	8	14	6	6
Cherryfield	525 00	300 00	250 00	37	122	99	33	48	48	32	33	40	3	25	32	12	6
Chesterville	212 50	125 00	106 25	22	75	35	55	73	44	51	1	-	-	-	12	3	2
China	375 00	187 50	187 50	20	55	45	55	23	21	10	-	-	-	18	27	13	5
Clinton	378 75	200 00	189 37	32	154	64	98	71	62	54	14	-	-	-	20	5	5
Columbia	180 85	100 00	90 42	11	31	22	31	25	31	20	15	-	-	10	23	16	4
Columbia Falls	192 00	125 00	96 00	12	34	30	34	25	29	17	14	8	-	-	24	4	14
Cornish	860 57	500 00	250 00	33	52	36	-	15	-	13	-	32	14	40	28	-	8
Cumberland	1,375 00	1,248 00	250 00	33	68	56	28	40	-	4	9	-	9	19	24	14	2
Danforth	800 00	500 00	250 00	34	30	28	-	18	-	-	-	30	30	12	17	10	8
Deering	2,660 00	3,000 00	250 00	36	174	160	-	17	43	-	-	87	44	112	118	15	-
Deer Isle	745 50	500 00	250 00	42	69	50	52	35	30	30	6	10	-	-	31	-	2
Denmark	553 50	300 00	250 00	27	37	33	20	24	18	16	7	7	14	7	21	-	2
Dennysville	436 50	230 25	214 07	33	36	30	17	34	15	18	16	10	-	15	15	5	5
Detroit	125 00	62 50	62 50	10	24	17	24	24	10	24	10	10	10	10	14	4	5
Dexter	1,560 00	1,200 00	250 00	33	77	75	77	-	-	-	-	28	10	17	48	4	4
Dixfield	499 50	500 00	250 00	21	138	126	87	111	80	68	22	10	-	-	22	10	1
Dover	650 00	800 00	250 00	31	47	35	17	23	16	16	-	-	-	31	28	6	1
East Livermore	679 00	500 00	250 00	33	38	26	-	12	12	4	-	10	-	11	16	-	1
East Machias	488 00	225 00	225 00	39	42	41	-	20	19	19	-	35	2	42	36	18	6
Easton	400 00	200 00	198 62	24	64	38	50	41	44	26	16	-	-	22	18	6	7
Eastport	1,380 00	500 00	250 00	38	58	54	58	-	-	-	-	41	-	30	34	-	1
Eden	907 74	700 00	250 00	32	114	106	64	64	64	64	25	52	-	20	52	20	1

\* No return for full year.

APPENDIX.

75

Returns for the Year Ending June 1, 1897—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		\$373 75	\$200 00	\$186 87	23	29	26	29	25	6	2	7	4	2	-	2	15	1
Ellsworth		1,928 00	2,000 00	250 00	36	114	108	12	12	-	-	-	60	35	44	23	-	-
Etna		315 00	150 00	150 00	40	37	28	25	33	27	19	-	10	-	4	-	2	-
Exeter		290 00	150 00	145 00	22	72	30	35	35	27	13	-	-	7	58	12	-	-
Fairfield		762 50	500 00	250 00	22	149	44	7	13	9	13	9	23	-	-	29	-	-
Farmingdale		314 50	256 00	157 25	36	21	-	-	-	-	-	-	-	-	-	-	-	-
Farmington		1,724 00	1,000 00	250 00	36	120	90	-	85	75	-	-	65	-	25	80	42	4
Fayette		197 00	100 00	98 50	32	36	14	11	12	11	6	4	-	-	14	2	14	1
Forest City		325 00	400 00	162 50	26	46	33	27	40	40	40	4	14	-	29	75	3	4
Fort Fairfield		1,432 00	1,000 00	250 00	36	114	108	43	56	85	43	26	14	-	30	34	3	3
Foxcroft		800 00	800 00	250 00	33	45	32	-	19	6	6	-	10	3	-	14	6	4
Franklin		160 00	100 00	80 00	10	50	31	30	30	25	22	14	7	-	-	14	4	4
Freedom	Precinct No. 4	128 00	64 00	64 00	10	28	24	24	24	23	11	2	1	-	-	21	6	7
Freeport		1,653 32	1,500 00	250 00	36	83	68	-	19	20	-	11	42	13	35	54	9	5
Frenchville		285 00	250 00	142 50	23	59	44	49	49	49	49	2	49	-	-	-	4	-
*Friendship		99 75	99 75	49 87	10	27	22	27	26	25	17	10	1	-	1	95	4	-
*Gardiner		1,131 66	1,800 00	125 00	12	152	124	-	-	-	-	-	45	15	65	15	4	-
Garfield		93 50	50 00	46 75	11	20	19	15	20	18	12	12	-	-	5	5	-	-
Garland		247 50	175 00	123 75	20	32	25	32	32	14	22	4	4	-	18	16	-	1
Georgetown		150 00	75 00	75 00	10	26	19	17	14	17	2	9	9	-	14	21	1	-
Gorham		1,297 63	1,000 00	250 00	43	163	149	151	97	34	35	70	78	14	22	98	15	4
Gray		1,800 00	250 00	250 00	36	79	68	79	31	9	9	31	25	7	10	45	10	4
Greenville		500 00	250 00	250 00	30	39	32	32	37	18	-	37	18	-	16	27	8	1
Guilford		786 67	500 00	250 00	22	48	41	26	13	13	-	-	16	7	3	33	13	2
Hallowell	[Precinct	1,850 00	1,700 00	250 00	36	98	90	98	28	30	-	-	34	-	25	88	39	1
Hancock	McFarland Hill	94 00	51 25	47 00	8	18	15	18	16	15	15	-	-	3	5	3	-	-

PUBLIC SCHOOLS.



Hancock	Corner Prec.	80 00	41 58	40 00	8	27	24	27	27	25	27	20	-	-	5	-	6	-
Hanover		88 00	100 00	37 75	10	29	24	17	22	15	18	14	-	-	-	8	5	-
Harmony		125 00	125 00	62 50	10	42	26	32	33	24	24	8	2	-	-	-	15	-
Hartland		500 00	250 00	250 00	32	70	45	45	30	24	12	-	1	4	12	20	3	2
Harrington		342 00	175 00	171 00	21	53	49	40	47	25	20	15	13	-	7	26	14	10
Hartford		205 00	105 40	102 50	20	55	43	20	42	19	15	10	2	-	2	9	4	3
Hebron		537 06	537 00	250 00	38	22	19	22	2	-	-	10	-	4	5	1	4	4
Herron		265 00	150 00	132 00	20	57	44	52	52	51	-	6	-	-	7	19	-	9
Hollis		355 25	200 00	177 62	26	48	23	25	20	27	-	6	7	-	10	14	-	5
Houlton		1,450 00	1,200 00	250 00	38	91	81	27	28	-	-	28	41	26	49	48	26	9
Island Falls		475 00	250 00	237 50	23	73	60	51	57	50	61	43	5	-	3	21	8	5
Islesboro		300 00	150 00	150 00	20	41	40	31	40	31	38	19	-	16	17	-	2	5
Jackson		100 00	50 06	50 00	10	51	45	30	42	44	18	7	13	-	10	24	-	1
Jay		545 00	500 00	250 00	50	32	26	21	21	21	15	14	5	-	7	7	-	2
Jefferson		341 50	150 00	150 00	28	48	44	48	48	36	30	10	-	36	2	10	-	4
Jonesboro		135 00	90 00	67 50	10	49	42	43	49	27	41	18	-	-	16	16	-	10
Jonesport		703 15	550 06	250 00	30	55	39	18	17	17	18	35	12	-	35	8	-	1
Kennebunk		1,000 00	800 00	250 00	36	40	37	-	-	-	-	32	-	-	12	30	6	1
Kennebunkport		1,124 00	1,000 00	250 00	36	38	36	22	22	5	27	8	33	-	27	25	4	4
Kittery		800 00	800 00	250 00	36	46	45	18	28	35	10	20	10	-	18	37	10	4
Lamoine		176 00	110 00	88 00	11	28	20	-	15	22	22	17	-	-	-	32	17	3
Leeds		275 00	125 00	125 00	30	85	32	23	32	15	-	7	-	-	26	17	3	17
Lewiston		4,800 00	6,400 00	250 00	37	214	189	-	55	-	-	-	128	35	4	140	25	2
Liberty	Dist. No. 9, Prec	105 00	53 70	50 50	10	30	23	20	29	21	25	6	-	-	7	167	-	7
Limerick		900 00	500 00	250 60	33	70	58	62	34	40	22	19	38	12	14	31	7	13
Limestone		260 00	150 00	130 00	20	64	37	58	58	37	32	28	-	-	2	7	-	7
Limington		610 00	500 00	250 00	32	56	42	36	31	21	-	16	-	-	25	24	15	13
Lisbon		2,127 15	750 00	250 00	32	125	101	-	48	48	-	-	29	46	53	-	30	6
Livermore		280 00	200 00	100 20	20	42	32	38	13	11	28	14	11	-	17	8	-	30
Lubec		750 00	500 00	250 00	38	38	34	38	15	13	13	-	14	-	13	9	6	1
Machias		1,240 00	900 00	250 00	34	61	52	18	-	-	-	-	41	12	24	42	4	3
Macwahoc		122 50	75 00	61 25	14	22	17	20	22	20	20	-	-	-	3	6	-	9
Madawaska		200 00	100 00	100 00	16	70	48	35	46	35	25	24	-	-	-	-	9	3
Madison		510 00	250 00	250 00	32	147	125	127	96	76	78	21	50	8	64	16	32	1
Madrid		80 00	50 00	40 00	10	23	18	-	22	22	22	10	-	-	-	-	3	1
Mechanic Falls		887 00	500 00	250 00	36	38	30	38	9	-	-	6	20	7	19	23	-	1
Mexico		290 00	150 00	145 00	10	77	71	50	63	30	29	21	-	-	16	11	3	1
Milbridge		675 00	417 00	250 00	30	60	47	-	23	19	13	17	15	-	6	3	-	1
Milford		195 00	100 00	97 50	12	40	33	39	40	34	14	14	8	-	14	20	15	20
Milo		493 00	250 00	243 68	20	53	49	53	12	27	16	30	25	-	30	39	53	5
Minot		500 00	250 00	250 00	60	48	39	33	48	34	-	35	2	4	6	3	6	2
Monmouth		1,006 00	400 00	250 00	34	57	39	57	30	20	-	-	33	-	23	50	14	10
Monroe		1,070 00	500 00	250 06	32	117	36	40	18	8	-	-	45	5	23	23	13	3
Monson		100 00	50 00	50 00	10	22	17	22	19	14	-	-	-	8	8	16	3	3
Montville	Halldale Prec.	196 30	98 15	98 15	10	44	27	41	36	25	14	-	4	-	11	12	4	6

\* No return for full year.

Returns for the Year Ending June 1, 1897—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.
Mt. Chase	Dist. No. 1, Prec	\$ 80 00	\$ 47 00	\$ 40 00	10	25	19	14	25	25	22	9	-	-	4	-	-	-
Mt. Desert		386 20	200 00	193 10	24	76	62	34	33	46	33	19	-	11	17	14	9	6
Newburg	S. Newburg Prec	125 00	62 50	62 50	10	19	15	19	18	19	16	-	-	-	1	10	2	3
Newcastle		160 00	100 00	80 00	20	36	17	18	18	18	18	13	-	-	-	-	4	4
Newfield		290 00	150 00	145 00	29	46	28	-	30	25	22	20	4	-	-	6	9	-
New Limerick		200 00	100 00	100 00	21	22	17	22	22	1	1	1	-	-	-	36	1	1
Newport		500 00	250 00	250 00	30	106	73	47	63	63	43	13	-	7	15	13	3	-
New Portland		494 00	300 00	247 00	38	52	50	45	43	35	11	21	22	-	10	39	11	10
New Vineyard		150 00	75 00	75 00	10	17	16	10	6	11	6	12	-	-	6	17	2	-
Nobleboro		395 00	200 00	197 50	28	174	40	26	40	20	40	23	-	-	-	3	28	-
Norridgewock		555 00	500 00	250 00	22	75	61	27	27	19	19	-	10	-	11	46	16	5
North Berwick		889 00	712 50	250 00	36	45	32	42	-	-	-	20	-	3	29	33	12	-
North Haven		177 50	75 00	75 00	12	10	7	9	10	8	1	-	-	-	6	5	-	-
Northport	H. H. White Prec	100 00	100 00	50 00	10	25	22	19	21	4	13	3	-	-	6	-	7	2
Norway		1,750 00	500 00	250 00	33	74	59	-	-	-	-	-	26	-	31	17	8	-
*Oakland		515 00	500 00	125 00	18	50	37	50	-	-	-	-	22	-	24	40	10	-
Old Orchard		543 33	650 00	250 00	36	18	14	-	6	13	-	13	10	-	5	16	6	-
*Oldtown		886 74	1,200 00	125 00	18	89	74	-	33	-	-	4	63	39	38	63	-	-
Orono		1,360 00	500 00	250 00	36	79	68	79	34	46	17	28	29	39	44	44	15	-
Orrington		125 00	150 00	62 50	10	21	20	15	21	20	9	6	2	4	8	16	4	-
Oxford		850 00	500 00	250 00	30	60	47	10	48	10	-	20	27	-	16	30	6	2
Paris	So. Paris Prec	812 00	550 00	250 00	28	70	58	-	7	21	9	9	48	15	38	37	6	2
Parkman		102 50	60 00	51 25	10	38	26	38	37	23	20	9	-	-	9	10	12	-
Parsonsfield		510 00	510 00	250 00	37	56	45	-	41	44	1	30	14	-	20	34	4	14
Patten		919 00	550 00	250 00	34	35	30	35	12	11	4	5	10	-	17	26	3	7
Pembroke		501 25	250 00	250 00	30	36	26	24	30	7	7	8	18	-	15	18	5	3

PUBLIC SCHOOLS.



# CONTENTS.

## I. OF REPORT.

	PAGE
Some needs of the schools ..	5
Physical surroundings.....	5
Superintendence .....	8
Circular on union of towns for purposes of superintendence.....	11
Teachers .....	15
Arrangement and mastery of studies.....	17
Better instruction for citizenship .....	20
Higher literary and art ideals .....	22
School and home.....	25
Thoughts by the way. ....	38
<b>A STUDY OF THE SCHOOLS OF NORTHEASTERN MAINE.....</b>	<b>45</b>
The Acadians in Northern Maine—Origin and Character.....	45
Educational history .....	51
An experiment and its results.....	53
Preliminary work .....	55
Circular—To teachers of Northern Aroostook.....	56
Inspection and results .....	62
Evidence of results .....	71
Compositions, school, tame crow .....	72
List of French and English songs .....	72
List of selections for declamations.....	73
Changes and their causes ..	74
One man's work.....	76
<b>STATE EXAMINATION FOR SPECIAL STATE CERTIFICATES.....</b>	<b>79</b>
Circulars .....	79
Preliminary examination for State certificate .....	82
State teacher's certificate .....	83
Regulations for examination of teachers .....	84
General results of the examination by counties .....	86
Grades of certificates granted .....	87
Estimate of candidate's fitness ..	89
Certificates—Table of grades and periods by counties .....	91
Suggestive facts revealed by the table.....	91
<b>PERMANENT SCHOOL FUND .....</b>	<b>95</b>
<b>TEACHERS' INSTITUTES .....</b>	<b>98</b>
Circular relating to ..	98
<b>SUMMER SCHOOLS.....</b>	<b>100</b>
Circular relating to .....	100
Value of summer schools.....	102
Instructors and lecturers.....	102
General announcements. ....	102

INDEX.

83

	PAGE
<b>NEW LAWS AND DECISIONS</b> . . . . .	104
Discontinued schools. . . . .	104
Conveyance of pupils. . . . .	104
Superintendents and superintending school committees. . . . .	104
Text-books, apparatus, appliances, etc. . . . .	104
Truant officers. . . . .	105
Town superintendents shall furnish information. . . . .	105
Free high schools. . . . .	105
Laws in force after March 1, 1898. . . . .	106
Decisions and explanations . . . . .	106
Examination of teachers. . . . .	107
Powers and duties of superintendents of schools and of superintending school committees. . . . .	108
<b>COMMON SCHOOLS</b> . . . . .	111
Comparative Summaries. . . . .	111
I. Attendance . . . . .	111
II. Length of schools. . . . .	111
III. Teachers . . . . .	111
IV. Text-books and appliances. . . . .	112
V. Number and character of schools . . . . .	113
VI. Number and condition of schoolhouses. . . . .	113
VII. School superintendence . . . . .	114
VIII. Resources and expenditures. . . . .	114
<b>FREE HIGH SCHOOLS</b> . . . . .	115
Comparative statements. . . . .	115
I. Number and length. . . . .	115
II. Attendance . . . . .	116
III. Scope of instruction. . . . .	116
<b>ANALYSIS OF SPECIAL STATISTICS OF SECONDARY SCHOOLS</b> . . . . .	117
Summary . . . . .	117
I. Assets—Permanent. . . . .	117
II. Income—Current . . . . .	118
III. Expenditures—Current. . . . .	118
IV. Number pupils in different branches . . . . .	118
V. Teachers, attendance, etc . . . . .	119
Some facts shown by above figures . . . . .	119
<b>SPECIAL STATISTICS OF EDUCATIONAL INSTITUTIONS AIDED BY THE STATE.</b> 122-129	
<b>NORMAL SCHOOLS</b> . . . . .	130
Comparative Summary. . . . .	130
Reports of Principals. . . . .	130
Gorham . . . . .	130
Farmington. . . . .	132
Castine . . . . .	134
Madawaska Training School. . . . .	136
Fiscal statement . . . . .	139

II. OF APPENDIX—I.

<b>SCHOOL YARDS AND BUILDINGS</b> . . . . .	1
School site. . . . .	1
Water supply. . . . .	3
Outhouses. . . . .	3
School-building . . . . .	6
Colors for exteriors . . . . .	6
Halls and wardrobes. . . . .	7
Stairs . . . . .	7

SCHOOL YARDS AND BUILDINGS—Concluded.	PAGE
Size of rooms .....	8
Windows .....	8
Blackboards .....	9
Interiors .....	10
Floors .....	10
Doors.....	11
Interior finish .....	11
Colors for interiors.....	11
Lighting .....	12
Desks. ....	13
Ventilation . ....	13
Plans, etc .....	17
ACKNOWLEDGMENTS.....	56

### III. OF APPENDIX—II.

A STUDY OF THE UNGRADED SCHOOLS OF MAINE .....	1
Description of Table I.....	2
Special tables—Table II .....	2
Table III .....	3
Our ungraded schools .....	4
Description of returns.....	6
Table I . ....	14
Table II .....	15
Table III .....	15

### IV. OF APPENDIX—III.

COMMON SCHOOL STATISTICS:	
Androscoggin county.....	2
Aroostook county.....	4
Cumberland county.....	12
Franklin county.....	16
Hancock county.....	20
Kennebec county.....	24
Knox county.....	28
Lincoln county.....	30
Oxford county.....	32
Penobscot county.....	36
Piscataquis county.....	40
Sagadahoc county.....	42
Somerset county.....	44
Waldo county.....	48
Washington county.....	50
York county.....	54
SUMMARY .....	58
SPECIAL PUBLIC SCHOOL STATISTICS .....	60
COMPARATIVE STATEMENTS.....	62
APPORTIONMENT OF STATE SCHOOL FUND AND MILL TAX.....	64
FREE HIGH SCHOOL STATISTICS.....	74