

# MAINE STATE LEGISLATURE

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VOLUME IV.

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AUGUSTA  
KENNEBEC JOURNAL PRINT  
1900

REPORT  
OF THE  
STATE SUPERINTENDENT  
OF  
PUBLIC SCHOOLS  
OF THE  
STATE OF MAINE  
FOR THE  
SCHOOL YEAR ENDING JUNE 1, 1898.

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AUGUSTA  
KENNEBEC JOURNAL PRINT  
1898.



STATE OF MAINE.

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EDUCATIONAL DEPARTMENT,  
AUGUSTA, December 31, 1898.

*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 1897-8.

Very respectfully,

Your obedient servant,

W. W. STETSON,

*State Superintendent of Public Schools.*



# REPORT

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## SOME OF OUR SCHOOL PROBLEMS.

The following questions are being asked those who are responsible for the administration of the public schools at the present time: First, what are the schools doing for children between the ages of 5 and 13 years. Second, are the children who are leaving the public schools to-day as well fitted to go out into the world or to go on with their studies as they were fifty years ago. A study of local conditions and statistics will make the most positive somewhat cautious in giving replies which would indicate that our work and its results are above criticism.

## SCHOOL ATTENDANCE.

There are in the State 210,000 persons between the ages of 4 and 21 years. The average attendance in the public schools during the past year was 96,000. There are 1,000 more children in the State between 5 and 14 years of age than there are pupils enrolled in the common schools. The number of children between 5 and 14 exceeds the average attendance by 37,000. These figures make it clear that our compulsory laws are not enforced, and that a large number of our young people are growing up with no training in the schools, or training of such a limited character as to make it impossible for them to be fitted for citizenship.

The increase in illiteracy in New England has been so rapid within the last two decades that persons who have been studying this matter have become somewhat alarmed. An attempt has been made to explain this deterioration by the fact that we have had a large increase in our foreign population. Two answers might be made to this explanation: First, we should

be somewhat concerned about increasing our ignorant population more rapidly than we are furnishing training for our people; and second, that these States have a larger native born illiterate population at the present time than at any previous date in their history.

The necessity for a study of certain conditions found in the State by a body of experts admits of no question. This Board of Inquiry should collect the facts, and suggest remedies for the evils discovered. That there has been an increase in illiteracy, insanity and crime is known to all persons who are familiar with national statistics. Why these changes have come, how these evils can be abated, and what must be done to place us in a position to retrieve lost ground and grow into better estates concern every well wisher of Maine. It is useless to deny the facts. It is criminal to shut our eyes to the truth. It is worse than a mistake not to attempt to make the bad good and the good better.

That our children are not attending school regularly, or for the length of time they should, is known to even the most casual observer of these matters. These questions have their financial as well as their moral and educational sides. If Maine is to win the prosperity which is within her reach, the farmers, and business and professional men of the State must give to the study of these questions that attention which will insure not only a mastery of the facts, but a solution of the problems they present. Those things must be done which will insure the regular and continuous attendance of the children of the State in the public schools for such periods as will enable them to master the elements of an English education, and develop within them the powers necessary in carrying on the work of life and discharging the duties of responsible citizens.

#### SUBJECTS OF STUDY.

We are trying to do too many things. We are not doing anything thoroughly. We are studying too many subjects. We are not mastering any of them. We have too many centers or units of study. It is not possible for a child to divide his attention among a dozen different subjects each day without being injured. Our children are suffering from the effects of doing a little of everything, and doing nothing well. They have become



dissipated by dissipating their energies over too large a field. They have been everything by turns and nothing long. They have had a little of this, less of something else, and they have not acquired much that will be helpful to them in after years.

The scope and purpose of the common schools have either been forgotten, or are not properly conceived. It is the duty of school officials and teachers to realize that the first work of the public school is to train the child to see, to accumulate, to think. In developing these powers he must be so trained that he can read, cipher, write. When these things are well done the child is better prepared for life than a large proportion of the children who leave our schools. We must have more drill, more mastery, more definite knowledge of what we study. These conditions can never obtain generally until the vagueness which surrounds the work of the schools has been replaced by definite aims, thorough work and intelligent instruction. Children must have the opportunity and training which will give them poise, skill, strength. They will get these in schools where they have an opportunity to settle down to the deliberate, continuous and close study of a few subjects, and follow these out in their tributary lines, and in these tributaries get the training necessary to breadth and vision. We are coming to see that involved abstractions belong to maturer years; that it is possible to imbecile children by anaesthetizing them with facts and ideas beyond their powers of comprehension, and beyond their capacity to hold in solution. We shall make a departure worthy of the age when we act on the decision that there are some subjects that should not be included in the course of study for common schools and that the college and university still have a field of labor and an excuse for being. We are suffering from the evil effects of too many studies, too great elaboration of details, and too intricate and difficult investigations. In a word, the children need less theoretic philosophy, and more practical activity.

We have not placed a proper estimate on the value of quiet, serenity, steadiness, and have not duly appreciated the evils arising from irritation, excitement, restlessness. We are beginning to feel the need of repose, meditation, thoughtfulness. It is dawning upon us that we are giving so much instruction that the children are becoming incapable of learning. Teachers and parents are beginning to see that so much work has been done

for the children that they are losing the desire and ability to labor.

#### READING.

We spend nine years in striving to teach the children in the public schools to read. The success attained is not encouraging to the child or flattering to the teacher. Competent judges have stated that the average child, when he has completed what is known as the common school studies, cannot pronounce words correctly, does not know their meaning, cannot extract the pith from the sentences and paragraphs read, does not read in such a way as to be understood by the listener, and in no sense is able to master the printed page. It is hardly necessary to say that such things ought not to be true of a student who has been instructed regularly in any given subject for the school days of nine years. If they are true, it is because pupils fail to do what is set before them, and teachers fail to direct them in their work in such a way as to enable them to get the greatest benefit from their labors.

A child should be so taught that he knows and can reproduce the sounds represented in the words he is required to pronounce. He should receive such training in phonics as will make it possible for him to do this work promptly and correctly. The drill should be begun so early and continued so persistently that the execution of it in the end will be semi-automatic. He must know the meaning, force and impressiveness of words. He must make such a study of them as will permit him to know their shadings and qualities. They are tools with which he must be so familiar that in using them he will exhibit his skill and intelligence rather than his awkwardness and ignorance. No training is efficient which leaves the child in doubt as to the value of a word, its place in the sentence, and the relation to other words which will give it its greatest potency. He must make such a study of the sentence, paragraph and complete selection as will enable him to catch the drift, absorb the spirit, drink in the sentiment, and understand the ideas expressed.

The reproducing of sounds, the calling of words, the mousing of sentences is not reading. Good reading is dependent upon a knowledge of symbols, an understanding of words, a comprehension of sentences. This knowledge, understanding

and comprehension can only be acquired by intelligent drill, persistently repeated. So much for the mechanics of reading.

Much as we have gone astray in our methods, our sins in the use of reading matter have even exceeded those of instruction. Too much of the material placed in the hands of the child is of that quality which makes the lesson a discouraging exercise to the teacher and a tiresome recitation to the pupil. It is wanting in sense, sentiment, sound. It is namby-pamby in the cheapest sense, silly in every sense, and wearisome beyond expression. It pictures forth no scene. It portrays no person. It makes record of no act or emotion. The reading lesson should not only train, develop, but should attune the child. It should stir his emotions, school his feelings, fire his ambitions, and set him in motion by the power of its eloquence and the fervor of its pleading. To do this the matter read must have been written by a master. We must read the speeches of Webster, Lincoln and Henry; the poems of Shakespeare, Milton, Thompson, Pope; and those single radiant gems, The Battle Hymn of the Republic, Elegy in a Country Churchyard, Thanatopsis, Battle of Waterloo from Childe Harold's Pilgrimage, Knox's Mortality, Rienzi's Address, Regulus to the Roman Senate, The Rill from the Town Pump, and Ye Crags and Peaks. These and a host of others furnish suitable material for the daily reading lesson. They are all of that class of literature of which children and adults never tire. The second or the hundredth reading brings out new beauty, stimulates new thought, stirs new emotions, impresses and moulds in new ways. These selections should be read, studied, recited. The words should be studied as to their form, meaning, peculiar force, place in the sentence. The sentences should be studied in reference to their arrangement of words, style and thought expressed. The selection should be studied as to its central idea, the illustrations, portrayals, and other means used to express the same, and the gems of thought or expression it contains. But above all and more than all, the child should read, re-read, and read again the selection studied. He should read it until it becomes a part of his thought, feeling, life; until he has so thoroughly absorbed it that he is saturated with it throughout.

One cannot learn to read without having read the best that has been written. One cannot learn to read without reading

the best many times. Whatever of history, geography, nature, one can master while studying his reading lesson is well and good. But before all and after all, the great purpose of the reading lesson is a mastery of the printed page. If the child fail in this his work has been in vain. If he succeed in this he is in the way to get a liberal education. Without it, he is helpless. With it, he can conquer all things. Incidentally, not a little knowledge may be acquired, many tributary lines may be worked out; but first and foremost, and always, the purpose of the reading lesson should be to know words, comprehend sentences and master conceptions. The great thing in teaching reading is to read. Therefore, read, read, read.

#### ARITHMETIC.

We spend nine years striving to teach the children in the public schools to cipher. The success attained is not encouraging to the child or flattering to the teacher. He can recognize the symbols used in representing numbers, but he does not know their value, and cannot use them skillfully. He can recite definitions and repeat rules, but in many cases if the order of the words were reversed, the sentences would mean quite as much to him as they do in their regular form. He can tell you some things about cube root that are not so, but he finds it difficult to write numbers, and still more difficult to add columns of figures—correctly. The fundamental principles, the essential truths, the primary facts of arithmetic are unknown and apparently unknowable to him. Of the science of arithmetic he seems to know nothing. As an art, he is quite as much at sea as though there was no such thing as an arithmetical compass.

He commences his work in arithmetic at a time when he should be observing, reading. The study of things to him incomprehensible stupefies, benumbs him. It seems impossible for him to comprehend the truth stated, the principle enunciated, or the illustration given. He turns a crank, and if he turns it the right way, the correct result is forthcoming. If he turns it the wrong way, he knows it is wrong because it does not produce the answer given in the book. His study of arithmetic is mechanical, useless. He puts into it no life, zest, enthusiasm. He gets from it no knowledge, no training, and no enlarged

capacity. If he had commenced his work in this subject when his mental development fitted him to understand it, his progress would have been rapid, his understanding intelligent, and his mastery complete. He would be able to know what is true, why it is true, and how to prove it is true. Facts, principles, problems, would have been things which he could understand, use.

The study and mastery of arithmetic develops the reason, and trains the thinking powers. It enables one to perform computations rapidly and accurately. It enables him to find how much wood there is in a given pile, how many square feet in a given area, and perform the computations and solve the problems that come into his boyhood experience and manhood work.

It is possible that a person may have an opportunity to make use of the work which he does in ratio and proportion, allegation, permutations, progressions, equation of payments, foreign exchange, the extraction of roots, and finding the areas and solid contents of frustums of pyramids; but the probabilities are so small that this information will be used that it is clearly better for the average child to devote most of the time given to arithmetic to other and more important subjects.

It is better for the child to acquire his first knowledge of number indirectly and semi-unconsciously. When he has attained to such maturity that the study of arithmetic can be pursued profitably, then he should devote the most of his time to a thorough mastery of the four fundamental rules, common and decimal fractions, the applications of denominate numbers that come within the range of his experience, and the simple applications of percentage. A consideration of the remaining subjects usually found in our arithmetics and enumerated above would better be deferred indefinitely.

A mastery of arithmetic enables one to apply understandingly the principles studied, and perform the necessary operations with speed and accuracy. The combinations in the four fundamental rules should be given as rapidly as the child can read lines of print of equal length. The measuring of distances, the finding of areas, the computing of the solid contents of things within the range of his daily observation should be so thoroughly mastered that the student may perform the necessary operations without special thought of the principles involved. He should be able to use fractions as easily, understandingly and accurately

as he combines whole numbers. The handling of per cents should be so well understood as to enable him to see that it is simply a variation of the decimal system upon which our notation is based, and the terms used should be a part of his every day vocabulary.

To summarize: This study should be deferred until children are old enough to understand the principles involved. The most of the time and drill should be given to those principles and problems which are the foundation of the science, and are most used in daily experience. The instruction under each principle should be supplemented, and the drill should be continued until the student has a complete mastery of the work in hand. Anything less than this is poor teaching, and sends the student out of school in a crippled condition. Not less than one-third of the time devoted to this branch should be given to mental arithmetic.

#### GEOGRAPHY.

We spend five years in striving to teach the children in the public schools a usable knowledge of geography. The success attained is not encouraging to the child or flattering to the teacher. We are not satisfied with pursuing a course in reading and arithmetic productive of results of which we are all ashamed, but we are adding to the reasons for criticising our work, and are injuring our pupils by attempting things in this branch that are beyond the capacities of the children instructed. Instead of commencing the work in geography by teaching the child to observe the physical phenomena in his immediate vicinity, we spend considerable time in befogging him with statements about distances, dimensions, circles, lines, revolutions, orbits and that mass of material which comes under the general heads of mathematical and astronomical geography, and would better find a place in the high school or even college course. Most of this matter is so briefly and imperfectly stated that it must be supplemented by knowledge derived from other sources to be understood by any one. It is not within the comprehension of children attending common schools even if put in its simplest form.

We also waste much valuable time in locating unimportant towns and insignificant rivers, lakes, bays, and other natural

divisions. Not content with this, we devote a large portion of the course to a study of Africa, Asia and the islands of the sea. While a general knowledge of the location of the larger divisions is necessary to an intelligent reading of current literature, yet a detailed study of these areas is unprofitable, except to specialists. The child can best learn about the world in which he lives by studying the schoolroom in which he is domiciled, the school-yard in which he plays, the town in which he lives, the county in which his town is located, the State and country of which he is a citizen. If he knows the objects and their location in his own schoolroom, school-yard, and town, the physical phenomena within the range of his own travels and observations in such a way as to understand what they are, and what they represent, he has seen in miniature the most of what the world contains. By studying these and using his imagination, he can come to know what the others are. Geography is partly an observation and more largely an imagination study, and should be so treated.

It is to be hoped that the day will soon come when we shall cease to commit to memory in a blind, stupefying, senseless way the definitions or descriptions found in the first pages of most geographies; that we shall cease to give the locations of unimportant places, and that we shall not much longer learn so many things that are not so about people in the ends of the earth, and that instead, we shall come to have a familiar and helpful acquaintance with the objects within the range of our own investigation and inspection. When this method of teaching geography shall prevail, then children will not think it is five hundred miles from Auburn to Portland and fifty miles from Auburn to San Francisco. They will have some sensible idea of direction, distance, size, flora, fauna, industries, commerce. From personal observation, they can discover why cities are located at certain points, given products are grown upon given areas, certain industries are carried on in certain localities, and the work of the world is done as it is.

Give the children a chance to absorb their geographical knowledge by reading interesting and instructive books on this and kindred subjects. Let them see that the work of the school is connected with the work of the world; that school study helps in home study; that they must read all their days if they are to

be educated. Form and fix the habit of reading. Count no effort too great in accomplishing this result.

#### LANGUAGE AND GRAMMAR.

Something must be radically wrong when a child can attend school until he is 15 years of age, receiving instruction in language and grammar during every year of his school life, and yet go out into the world as ignorant of the simple forms of good English as if he never had seen the inside of a schoolhouse.

The object of all study in language should be to enable the child to speak and write English correctly. Every lesson should be a lesson in language. Constant attention to errors of expression commonly heard in the schoolroom and on the playground may do much to correct in the rising generation the mistakes of the previous and less favored ones. Much depends on the enthusiasm of the teacher and her ability to inspire the pupils with a desire to use the best forms of speech. The committing to memory of definitions and rules, the analyzing of sentences and the parsing of words will not of themselves enable one to speak the English language with accuracy and facility. One's knowledge of these things must be so thorough that he will be unconscious of what he knows, and unmindful that he is using formulas.

The fact that not a few of the masterpieces of literature were written before grammars were in existence, and the further fact that many of the writers of classics had little or no knowledge of grammar do not warrant us in assuming that this study will not be serviceable to the children of the present day. Our mistakes have consisted in thinking that we could become accomplished in the use of language by acquiring a familiarity with etymology, syntax and prosody as taught in text-books. This method was doomed to failure from the start, and never can be made successful by even our best instructors, and must prove more than a dismal failure in the hands of the average teacher.

While text-books in this study are useful, and hence necessary, yet they must be supplemented by an intelligence and knowledge on the part of the teacher sufficient to enable her to supply their deficiencies, and use what is given in such a way as to assist the child in formulating the principles which have governed in the



writing of the language he is studying. Until the pupil knows how to analyze words, selecting the root and giving its meaning, naming the prefixes and suffixes, and telling in what they add to or subtract from the word, and knows the word in all its possibilities and uses, he has no basis for language study. When this work is done, he is prepared to study the sentence, the parts of which it is composed, the words which show the relation of the parts to each other, and the form which gives it grace and strength.

The study of formal grammar must be preceded by the reading, studying, meditating upon specimens of classical English. When the child can recite from memory one of our English classics in such a way as to indicate that he lives in its atmosphere, has imbibed its spirit, appreciated its thought, and is stirred by its emotion, then is he prepared to apply the rules governing its construction. The time has come when we must cease to spend days, weeks, months and years in the inane practise of listening to memoriter recitations on definitions, rules, exceptions; in a word, we cannot know our language, and we shall never be felicitous in its use until we have made companions of the great language artists. This done, the mastery of the principles upon which language is based and which we must observe in our use of it will be not only a pleasant task but a comparatively easy one.

#### HISTORY.

According to a certain chronology American history commenced about six thousand years ago. It continues until after the Spanish war and the annexation of Hawaii. The attempt to study our history by starting with the date, 1492, is quite as foolish as attempting to make a journey by commencing at the middle point and walking both ways at the same time. The result in the one case would be the same as in the other.

In the early days nations lived by themselves, each within a fairly well defined area, with an accepted mission. When each had worked out its destiny, it ceased to be an influential factor in the progress of the world. It seems to have been reserved for the United States to act in the capacity of a reservoir. To us have come not only representatives of all nations, civilizations,

but also there have come to us the best and worst the world has developed in the ages that are passed. We, more largely than any people of the past, are cosmopolitan in instinct, tendencies, work. What progress has been made, what mistakes have been committed—the history of the world—must be somewhat familiar to us before we can study the record of our own growth. It is not possible to use successfully in our schools a text-book on universal history; but the teacher must have such a knowledge of the march of events that incidentally she can place the facts before the children, and in process of time have them become reasonably familiar with the world's advancement.

From the time the child commences to attend school until he leaves the university, he should be brought in contact with the lives of the men and the women who have consciously or unconsciously given direction, tone and impulse to the times in which they lived. If he knows them in their ancestors, boyhood, youth, manhood and old age, in their emotions, aspirations, struggles, disappointments, desertions, triumphs, he will know more history than if he could recite all the compendiums that have yet been printed, numerous, bewildering and useless as they are. If he has learned what led to the crucial events that stand out in such clear perspective, in what they consisted, in what they resulted, and how they have blessed or cursed the world, he has been studying history to some purpose. If he can locate the historical monuments of the past, measure their foundations, scale their walls, appreciate their beauties, he knows something about the point from which we started, the pathway we have traveled, the vantage ground we have gained, the direction in which we are facing, the goal we are destined to reach. While this may seem to be a large outline for common schools, it is no larger than is demanded by the age in which we live. It is useless to attempt to erect a historical structure without a foundation.

Our own great men, great events and monuments can be best studied in the light of what has been. When so studied they reveal to the children where we started, how we have grown, what we have developed, mastered, attained. We must abandon the system of giving undue prominence to the study of dates, wars, incidents. We must know something about causes, progress, results.

Most, if not all, of the above work must be done under the direction and guidance of the teacher. Not a little of it must be given to the children by the teacher. It is not possible for them to study these subjects in such a way as to get much out of their reading. It would be better for the child to commence his personal study of history by finding out when his town was organized, from what territory it was formed, ascertaining the facts in relation to its development and growth, and becoming familiar with the lives of the men and women who have been prominent and influential in its history. The same general course should then be pursued and extended in the study of the history of the State, and following it comes a study of the Nation. By this plan he proceeds from the things that are within his own observation, and to an extent within his own knowledge, and are susceptible of personal inspection and verification. With these as a basis he can go forward in his work, having solid ground upon which to stand and suitable material out of which to construct his historical edifices.

Have the children read the best books in history and biography. "Reading maketh a full man."

#### SPELLING.

While it is true that we have but a limited use for oral spelling in daily life, and while it is also true that most of the instruction in spelling at the present time is given in the form of written exercises, yet it is nevertheless true that a large proportion of the young people of the present time find it difficult to spell the words they have to write. The old fashioned spelling school not only had a mission but served an important purpose. It made people familiar with the words which composed the vocabularies of all classes. This familiarity in the end gave some facility in the use of words. After a time, the source from which words were derived, their meanings and force were studied, and hence people acquired a certain propriety and dignity in the use of language.

It is true that we cannot use the machinery of a past age in doing the work of the present time. When a system is perfected, it must go. It was a blessing while growing, but proves a curse

to teachers and children when grown. It is safe to assume that we shall never permanently revive the spelling school of former days. The task is upon us of devising some means by which we can do the work it did so efficiently. It is recommended that teachers make use of the oral spelling lesson for about one-half of the work in this study; that all written exercises be considered work in spelling, and that in the regular written lesson the student be required to write not only the word pronounced, but a sentence in which the word is used in such a way as to express some thought of value, or information of importance.

#### PENMANSHIP.

The penmanship of most children, and of many adults is a torture to the person who executes it, and a source of bewilderment to those who attempt to read it. It is without form and comeliness, and in most cases it subtracts instead of adds to the information it is supposed to convey. We spend years in teaching children that loop letters must be three spaces high, that t's and d's must be two spaces high, and that i's and m's and u's must be one space high. After teaching the oval and the capital stem, the right and left curves, and all the other intricacies and mysteries of modern penmanship, and insisting that the children shall sit in certain positions and hold their pens in particular ways, and devote a specific portion of each school day for a certain number of years to this work, we have children leaving our schools who are destitute of the ability to write in a legible, rapid hand. Years of practice seem to increase rather than diminish the extent of their sinning in this direction.

It is hoped that some of the vertical systems of penmanship being introduced into our schools at the present time will within a few years furnish such a basis for our work in this study as will enable us to so train our boys and girls that they can acquit themselves with a reasonable degree of credit in this branch.

#### CONCLUSION.

The sentence with which this section of the Report was opened is a fitting one with which to close: We must so administer our schools that the children will acquire the ability to read, cipher, write. The most and the best of the work done in geography,

history, language and grammar will be done in connection with the work in reading. Some of the work in history and geography can be done in connection with the work in arithmetic.

To repeat, we must have fewer centers or units of study. We must have definitely outlined in our minds what we are to do; then we must set ourselves resolutely to its accomplishment. If we can group the things the child should know around a smaller number of subjects, we shall enable him to develop those strong qualities of attention, concentration, application.

The warning and exhortation is that in this day of complexity, multiplicity, dissipation, distraction, restlessness we must have in the schools such things as will tend to quiet, repose, fixity of purpose, unity of action, definiteness of results. To this large work and this important mission the teachers of Maine have dedicated themselves by assuming the position of instructors.

This argument is not a plea for less work but for more work. Our schools must rid themselves of confused details, and so arrange subjects and topics of study that children can master some of the branches studied.

The Course of Study prepared for the Elementary Schools of the State is written upon the plan outlined in the foregoing pages. In this document will be found not only the subjects to be studied, the order in which they are to be taken, the topics which are to receive special emphasis, but also suggestions as to methods and devices to be used in teaching the same.

### LOCAL INTEREST IN THE LOCAL SCHOOL.

The system under which the old time schools were managed was both a recognition of the value of local interest in the local school, and an attempt to give that interest efficiency of action by the imposition of local responsibilities and the granting of local powers. School sites were selected by local action. Schoolhouses were built and kept in repair at local expense. School terms began when the majority of local opinion, expressed through the action of the district meeting, decided that they should begin. Power to eke out the school funds by voluntary assumption of the expense of fuel and of board of teachers, was conferred by the system. Indirectly by the choice of some person as district agent, local preference for the employment of any particular teacher could be given effect. Theoretically the exercise of these functions and powers was expected to make effective a strong local interest in the schools; practically the manner in which they were exercised, measured the intensity of that interest.

In the earlier days of the system, when it was in harmony with prevailing social conditions, it was effective in promoting local interest and so directing its exercise as to give greater efficiency to the schools. Then the railroad, the telegraph, and the daily paper had not brought rural life and thought into close touch and sympathy with the larger life and thought of the world; local happenings, local affairs, local interests, were then chief subjects of attention; the local school had a much larger place in local interest than it came to have later or has to-day. Those were the days, also, of large families, and the children in any dozen average homes were enough to make a large school. In consequence schools multiplied. New school districts were organized as new neighborhoods were settled, or were carved out of old ones as neighborhoods became more populous. All these conditions combined to give this system an efficiency as an agency through which local interest could act upon the school for good, which it lost later when these ceased to exist. If the

school site selected was often lacking in fitness as judged by present standards, this lack was due to something other than want of paternal appreciation of and desire for good schools. If the schoolhouse was rude and rough without, had little fineness of finish within, and had hardly other furnishings than the rudest of benches for the children, it was in keeping with the average of the houses among which it was located. If the master selected to teach the winter term, and the mistress to teach the summer term, were ill equipped for their work, if their knowledge was limited and their methods of teaching and discipline were crude and rough, yet working in unison with the forces of home life, the schools taught by these teachers trained their pupils to work and think and know up to the measure of the demands made upon them. And if the home failed to touch the school by frequent parental visitation, it did touch it effectively for good in other ways. The necessity of having the teacher "board round" in order to lengthen the school term, brought the school into the homes and carried something from the homes into the school in such ways as helped both. The custom of requiring the older boys to take their turns in preparing the day's fuel and building the fires in the winter terms, and in like manner requiring the older girls to keep the schoolroom swept, had a force and value in maintaining the interest of parent and pupil in the school, and an educational value, as well, in developing a sense of responsibility that fully compensated for many of the disadvantages belonging to it. Moreover, the old time teacher was expected to take a prominent part in the local social life. If he did not "board round," he was expected to visit the families in the district, and to participate in such social events as occurred. He thus had opportunity to come into close and sympathetic contact with the parents of his pupils, to feel the stimulus of their interest in them and their school life, and to get therefrom added interest in his work. If he was a student of high aims and aspirations, working his way through college to larger power and knowledge, he frequently found opportunity in his intercourse with parents to do his best work for some of his pupils. Many a boy in the old time school got his initial impulse to a better preparation for life than the local school could furnish from the sympathetic encouragement of such a teacher,

and had the way to the academy and the college opened to him through the teacher's influence with his parents.

The school of to-day, in the scope and character of the work it has to do and in the ways in which it must be managed and taught, differs widely from the old time school. Changes in social conditions and customs, in the distribution of population and in the diffusion of wealth, which have taken place within the last half century, have been such that the powers and functions which local interest could be trusted to exercise, can no longer be thus depended upon. Some of the things to be done for the schools, such as the selection of school sites and the building of schoolhouses, can be better done now in other than the old time ways. Some of the things which the schools under changed conditions imperatively needed and still need to have done for them, could not be done while local interest acting through former methods had power to hinder their doing. Such was and is the suspension or abolition of schools too small to be profitably taught or supported. And so this system having ceased to be useful in the management of the schools, and having become in some respects a hindrance to their highest efficiency, has passed away. Local interest in the local school, with the abolition of that system, ceased to possess any agency through which it might make itself effectively felt.

But before these changes were made, local interest in the local school had suffered a serious deterioration with the coming of changed conditions in social customs and subjects of interest. The daily mail reaching most of the rural neighborhoods and bringing the daily newspaper, facilities for travel and wider intercourse; the multiplication and cheapening of books and periodicals, the inauguration and extension of social organizations such as societies for the promotion of temperance, the grange—these and kindred agencies had brought so many other subjects of thought and interest to the fore, that interest in the local school had lost much of its helpful quality.

But are there not some vital and pressing needs of the schools of to-day which cannot be met without the systematic, co-operative action of parents, teachers and pupils? And is there not a bond of duty both parental and civic, which should hold every man and woman whose children are in the schools, or who desires the good of society and the State, to earnest, intelligent,



active efforts to improve the schools? When the relation of the school to the parents, and the larger if not more vital relation to the State are carefully and intelligently considered, these questions admit of no other than an affirmative answer.

For, primarily, the responsibility for the preparation of the child for right living—his education—inheres in the parent. That responsibility carries with it the duty of superintending and compelling the exercise of the child's activities in getting his education, and the right to determine the measure and quality of that education. When under social and civic conditions like ours, the State, because of its paramount interest in the right education of its citizens, assumes the educational obligations of the parent and claims the right to perform his duties, it does not do this absolutely. While it requires the parent to send his child to the public school, it at the same time gives him the reserved right of educating the child elsewhere, and thus recognizes his primary right to educate. In like manner the parent's primary right and duty is recognized in the legal dictum fixing the status of the teacher as regards his control of his pupils, as that of one standing *in loco parentis*. Thus recognizing the primary rights of the parent, it in equity claims the active co-operation of the parent in all that makes for the child's right education. Moreover, the parent is a citizen, under responsibility for the performance of certain civic duties. The public school is one of the most important of civic institutions, and it is one of the most important of civic duties to see that it is made most efficient for the civic ends for which it is established. Every citizen who fails to exert his influence in favor of all things making for the good of the schools, fails in the performance of one of the highest of his civic duties.

Parental interest can be made efficient for good under the present methods of management in quite as important and effective ways as under the old time methods. It may make itself felt in the home, surrounding the child with an atmosphere charged with interest in his school work. What he has done well during the day may be noticed and commended; what he has done ill or failed to do may be censured if censure be needed. He should be made to feel constantly the stimulus of parental pleasure in his well doing, parental sympathy and encouragement in his striving to do well, and parental disappointment and

pain in his ill doing. The child who feels himself surrounded at home with such an atmosphere of interest in his school life and work will rarely fail to put the best in him into his work.

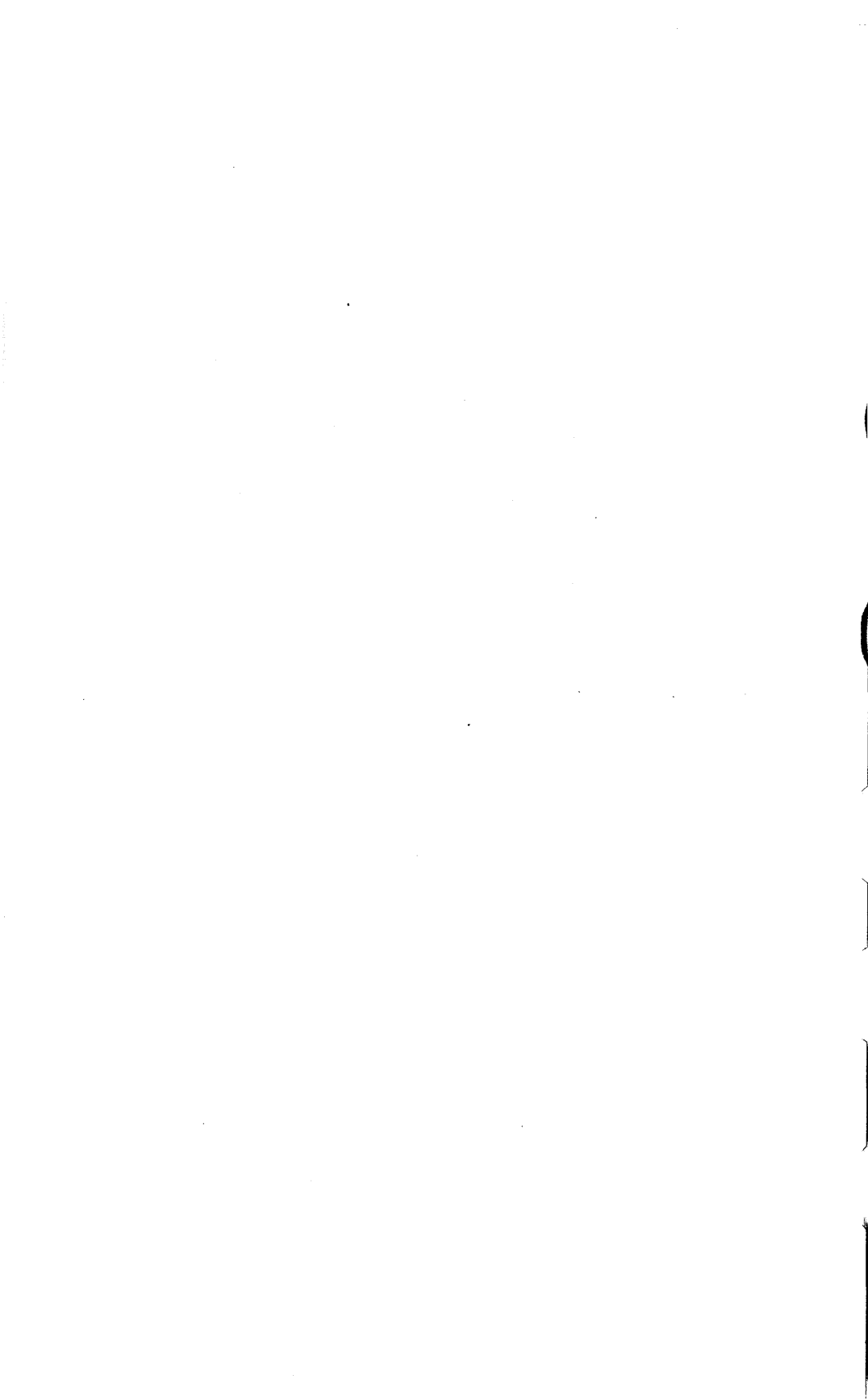
The teacher needs to feel the encouragement in doing her best work which may be found in a vigorous and rightly directed local interest in her school. That she may feel this stimulus parent and teacher must somehow come into sympathetic contact. The wise teacher will seek such contact by visiting her pupils in their homes if other equally effective means of influence are not provided. She will more than welcome it in parental visitation of her school. The schools of to-day, if properly housed and taught, cannot fail to delight the visitor and make him wish he were a child again. The bright, pleasant schoolroom with delicately tinted and pictured walls, adorned with the greenness and color of plants and flowers, and appealing in finishing and furnishing to that appreciation of the fit and beautiful which is in all of us, cannot fail to give pleasure. The variety in instruction, both in subjects taught and methods of teaching, can not fail to claim the visitor's pleased attention. The bright, happy eagerness of the children in their class work, responsive to the earnest and skillful methods and the sympathetic personality of the teacher, can not fail to delight the visitor. The manifestation of this pleasure will stimulate pupils and teachers to more faithful endeavors.

Too few of our rural schools in surroundings, housing and furnishing are up to the standard to which they must be brought if they are to do their best service. School grounds need to be made attractive with the smooth greenness of lawn spaces, with trees and shrubbery and plots of flowering plants, and with clean, neat walks from roadway to schoolhouse and from schoolhouse to outbuildings. The schoolroom needs to be made bright, cheerful, attractive in finishing and furnishing. Its windows should be fitted with shades of soft color tempering the light; its walls tinted in delicate and harmonious shades blending with those of wainscoting and ceiling; pictures should adorn the walls, and statuettes, busts and other objects of art should be tastefully arranged about the room; flowering plants should contribute to its cheerfulness and render silent service in educating the children to a love of the beautiful; suitable cases filled with books for daily reference or general reading, should be in

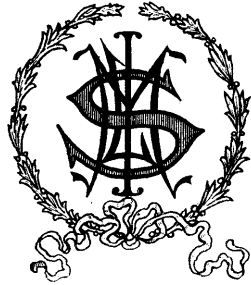
the room, readily accessible by teacher and pupils; and beside desks of the best form for pupils, and appropriate appliances for the teachers, it should be furnished with comfortable chairs and settees for the accommodation of visitors. In making school grounds and schoolrooms thus attractive, interest in the school can find large opportunities for manifesting itself. Some of the work required can be done by pupils and teachers working together. Some of it, such as bringing the school grounds into proper condition, must be done by parents and citizens. Some of it will require the full force of local sentiment and interest acting in unison upon school authorities or upon the municipality. All this must be done intelligently, systematically and in accordance with well considered plans.

There is needed, then, some fitly organized agency to arouse local interest in the local school, to unify it into an effective force for good, and to direct its exercise. This agency must be so organized as to bring into harmonious action all the elements of local interest in the school, as represented in citizen, parent, teacher and pupil. It must have such intimate relation to and connection with the local school that its needs and work shall be the source and center of all its action. It should have such inter-relations with kindred agencies connected with every other school in town, that their combined action may affect the common needs of all within the general sphere of its influence. And, finally, in some way it should have intimate connection with one great, central agency whose sphere of action should be State wide, and whose purpose should be to crystalize all the forces of local interest into one great central force acting upon all local agencies and reacted upon by all of them.

An attempt to inaugurate such a movement has been made by this Department, and the outlines of the plan have been formulated and brought to the attention of school officers and teachers through the distribution of the following circular.



SCHOOL  
IMPROVEMENT  
LEAGUE OF  
MAINE



LIBRARY and ART EXCHANGE

ITS MISSION:

BETTER PHYSICAL SURROUNDINGS  
BEST BOOKS FOR ALL  
ART IN THE SCHOOLROOM

The school officials, teachers and pupils of the State can render a great service by organizing for the following purposes :

1. To improve school grounds and buildings.
2. To furnish suitable reading matter for pupils and people.
3. To provide works of art for schoolrooms.

To accomplish these ends it has been decided to inaugurate a movement for the organization of societies to be known as the SCHOOL IMPROVEMENT LEAGUES OF MAINE, (S. I. L. M.)

These Leagues are to be of three kinds, namely: Local Leagues organized in the several schools of the towns; Town Leagues whose membership shall consist of the officers of the Local Leagues; and a State League whose members shall be delegates from the Town Leagues and members of Local Leagues holding Diplomas.

The regular membership shall consist of the pupils, teachers, school officials and other citizens who pay the dues assessed by the League. Any person who contributes not less than five dollars at any one time to the funds of the Society may be elected an honorary member of the League.

The officers of the local Leagues shall consist of a president, secretary, treasurer and such committees as the League may see fit to appoint. The president shall be the teacher in charge of the school in which the League is organized. The secretary and treasurer shall be elected by the members of the local League on the first Tuesday afternoon of each term, and shall serve until their successors are elected and have accepted office. When a teacher is not reappointed, the secretary shall act as president during vacation periods.

The secretary shall keep a record of all meetings held by the society. The treasurer shall keep a detailed record of all receipts and expenditures, and read the same during the last session of the school each term.

Certificates of membership, signed by the State superintendent of public schools, the superintendent of schools of the town in which the League is located, and the teacher in charge of the school, shall be issued to all members. When any member shall have paid into the treasury of any League in fees or donations, a sum not less than five dollars, there shall be issued to such person the diploma of the League which shall be signed by the persons designated above.

A Certificate of Membership entitles the person holding the same to vote in his own League and in any meeting of the Leagues of the town of which the person is a resident. A person holding the Diploma of the League will be entitled to vote in his own League, meetings of the League held in his own town, and the meetings of the State League.

The membership fee shall be not less than one cent a month for each pupil joining the League. The fee for all other members shall be not less than ten cents for each term. The fees to be paid by members shall be decided at a regular meeting of the League.

Each town League shall be entitled to one delegate to the meetings of the State League, and said delegate shall have all the powers and privileges of members holding diplomas of local Leagues, for the time for which he or she is chosen.

### WORK OF THE LEAGUE.

The following lines of work are suggested for local Leagues:

Ask the superintending school committee to name the school-buildings for distinguished Americans. The following names are suggested: Washington, Lincoln, Jefferson, Samuel Adams, Longfellow, Whittier, Lowell, Holmes, Daniel Webster, Franklin, Emerson, Grant, Wendell Phillips, Bryant, Hamlin, Horace Mann.

Have the pupils make a careful study of the life of the person for whom the school is named, taking up his ancestors, home life, boyhood experiences, school days, special training, work in which he was engaged, positions held, writings, character, distinguishing characteristics and influence.

Commit to memory passages written by the person for whom the building is named, and give an outline of one or more of his writings.

Each school should also study, in the same way, the persons for whom the other schools in town are named.

#### BOOKS.

The funds of the League should be used to purchase one of the lists of books given in another section of this circular. It will be noticed that each list consists of seventeen titles, and that it includes works in history, biography, science, travels and fiction. These books should be loaned to the members, read by them, and a certain amount of time should be given to studying the lives of their authors' and giving detailed outlines of the books themselves. These outlines should include such items as will give one a clear idea of the facts and thoughts expressed, and should conclude with such an estimate of their value and merits as will assist the children in forming opinions as to the literary quality of the work and the facts and conclusions stated by the author. At the close of each term, arrangements should be made to exchange books with the nearest League in the same town. This system of exchange should be continued until the books of each League have been in the possession of all the Leagues of the town for one term. They should then be returned to the League by which they were purchased, and become its permanent property. By adopting this plan each pupil in town will have the reading of from 100 to 150 standard books. Provision should be made for replacing any books wilfully destroyed or injured by the League in which the injury or destruction occurs.

#### ART.

The funds of the League should also be used to purchase, at least, two pictures and one piece of statuary. They should remain for one term in the possession of the League purchasing them. During this time, a careful study should be made of the life of the artist, the story of the picture or cast, and such discussions should be conducted as will enable the children to understand clearly and definitely the thoughts and feelings which the artist sought to embody.

At the close of the term they should be exchanged on the plan outlined for the exchange of books. Thus each pupil in town will have the opportunity, during his school life, to sit in the



presence of, listen to talks upon, and carefully study from twenty to thirty-five different works of art. In another section of this circular will be found lists of pictures and casts suitable for common schools.

#### GROUNDS AND BUILDINGS.\*

Try to persuade the town to furnish a school lot at least one acre in area, with a frontage of not less than 180 feet and a depth of about 240 feet, and have the school-building so located that it will not be within 100 feet of the road or street. Provide, by the efforts of the members of the League or otherwise, for grading the lot, removing the bushes, grass and weeds, planting trees, shrubs and flowers, and building a suitable fence on the sides and rear of the lot.

When changes are made in school-buildings, or new buildings are erected, urge that the windows be placed at the left and rear of the children when seated. Have them massed, with mullions between the sections; have the rear window in the side wall within a foot of the rear wall, and the front window opposite the front row of seats. The windows 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. If it is necessary to place windows in the rear wall, have them in the center from right to left, with mullions between the sections.

Have the colors of the schoolroom 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, light gray, light bluish gray or light greenish yellow.

Have the desks so arranged that the edge of the desk next to and in front of the child, in the primary grade, shall 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.

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\*A pamphlet on school grounds and buildings will be sent free on application to the State Superintendent.

Have the stove surrounded with a Russia iron jacket, securely fastened to the floor and extending about one foot above the top of the stove, and not within six inches of any part of the stove. Have a cold air shaft running from beneath the stove to the nearest wall, with the opening in the same not less than thirty inches square. If possible, have a ventilating shaft in connection with the chimney of the same size as the cold air shaft beneath the stove. The doors and windows should be thrown wide open for at least fifteen minutes in the morning, closing them half an hour before the opening of the morning session. They should also be open for five minutes during all recesses, fifteen minutes during the noon intermission and not less than half an hour after the close of school at night.

THE SCHOOL BUILDING SHOULD BE KEPT SCRUPULOUSLY CLEAN.

#### RAISING FUNDS.

The local Leagues are urged to give exhibitions and entertainments for the purpose of raising funds for the improvement of school grounds and buildings, and for the purchase of books and works of art; also to solicit donations for the purposes mentioned from persons who are interested in the improvement of the public schools.

#### DO THE WORK YOURSELF, IF NECESSARY.

If it is not found possible to induce the town to put the yards in suitable condition by removing the grass, weeds, bushes and rocks, grading the grounds, and planting trees, shrubs and flowers, and if the schoolroom is not cleansed frequently, then the League should organize "bees" and proceed to do this work.

THE TEACHER, CHILDREN AND PARENTS SHOULD HAVE SUCH AN INTEREST IN THE SCHOOL AS WILL MAKE IT THE LITERARY AND ART CENTER OF THE COMMUNITY.

YOU KNOW THE CONDITION OF YOUR SCHOOL.  
WILL YOU HELP TO IMPROVE IT?

## LISTS OF BOOKS.

## FIRST LIST.

Beginnings of New England, Fiske; This Country of Ours, Harrison; Wolf and Montcalm, Parkman; Lights of Two Centuries, Hale; Sketches of American Writers, Keyser; Abraham Lincoln, Holland; Life and Times of Wendell Phillips, Austin; Open Sesame, Bellamy and Goodwin; All the Year Round, 3 vols., Strong; The Great World's Farm, Gaye; Pictures of Travel, Andersen; Two Years Before the Mast, Dana; Views Afoot, Taylor; Seats of the Mighty, Parker; Hugh Wynne, Mitchell; Authors at Home, Abbott; Evangeline, Longfellow.

## SECOND LIST.

History of the United States, Ridpath; Child's History of England, Dickens; Stories from English History, Blaisdell; Washington, Higginson; Home Life of Great Authors, Griswold; Alexander Hamilton, Sumner; Plutarch's Lives for Boys and Girls, White; About Pebbles, Hyatt; The Beauties of Nature, Lubbock; Look About Club, Bamford; Zigzag Journeys in India, Butterworth; Pizarro, Towle; Zigzag Journeys in the Levant, Butterworth; Ivanhoe, Scott; Last Days of Pompeii, Bulwer; Swiss Family Robinson, Wyss; Autocrat of the Breakfast Table, Holmes.

## THIRD LIST.

War of Independence, Fiske; Story of the American Indian, Brooks; History of Our Country, Richardson; Life of Longfellow, Stoddard; Life of Bryant, Powers; Historic Girls, Brooks; Century Book of Famous Americans, Brooks; First Book in Botany, Youmans; Animal Life in Sea and Land, Cooper; Butterflies, Scudder; Across the Continent, Bowles; Spanish Cities, Stoddard; Oregon Trail, Parkman; Standish of Standish, Austin; Betty Alden, Austin; Alhambra, Irving; The Odyssey, Palmer.

## FOURTH LIST.

Stories from American History, Dodge; Young Folks' United States History, Higginson; Noble Deeds of Our Fathers, Watson; Biographical Booklets, Lincoln, Baldwin; Life of Andrew Jackson, Sumner; Life of Hannibal, Arnold; Boys of Other Countries, Taylor; Story Book of Science, Buckley; Birds Through an Opera Glass, Merriam; Upland and Meadow, Abbott; People and Places, 5 vols., Pratt; Pictures of Italy, Dickens; Zigzag Journeys in Europe, Butterworth; Tom Brown's School Days, Hughes; Tom Brown at Oxford, Hughes; American Girl in London, Duncan; Pilgrim's Progress, Bunyan.

## FIFTH LIST.

True Stories from New England History, Parkman; Stories of the Civil War, Blaisdell; Sea Kings and Naval Heroes, Edgar; Biographical Booklets, Clay, Baldwin; Biographical Booklets, Franklin, Baldwin; Famous Leaders Among Men, Bolton; Famous Leaders Among Women, Bolton; Little Folks in Feathers and Fur, Miller; First Step in Geology, Shaler; Ants, Bees and Wasps, Lubbock; Little People of Asia, Miller; Zigzag Journeys in the British Isles, Butterworth; Zigzag Journeys in Classic Lands, Butterworth; Tale of Two Cities, Dickens; Little Women, Alcott; Adventures of a Brownie, Mulock; Cotter's Saturday Night, Burns.

## SIXTH LIST.

English Kings in a Nutshell, Hamilton; New England Stories, Hawthorne; Girlhood in New England, Larcom; Children's Stories in English Literature, Wright; Daniel Boone, Ellis; Biographical Booklets, Washington, Baldwin; Biographical Booklets, Webster, Baldwin; Fairyland of Flowers, Pratt; Steps in Scientific Knowledge, Bert; My Land and Water Friends, Bamford; Family Flights, Hale; All Aboard for Sunrise Lands, Rand; Rescue of Greely, Schley and Soley; Black Beauty, Sewall; Last of the Mohicans, Cooper; Age of Fable, Bulfinch; Julius Caesar, Shakespeare.

## SEVENTH LIST.

Ten Great Events in History, Johonnot; Building of the Nation, Coffin; The Great West, Pratt; Children's Life of Lincoln, Putnam; Old Salamander, (Farragut,) Headley; Fight It Out on This Line, (Grant,) Headley; Life of Alexander, Abbott; Madam How and Lady Why, Kingsley; Commercial Products of the Sea, Simmonds; Flower People, Mrs. Horace Mann; Down the Rhine, Optic; Up the Baltic, Optic; Due West, Ballou; Robinson Crusoe, De Foe; Jan of the Windmill, Ewing; Little Journeys to the Homes of Famous Women, Hubbard; Thanatopsis, Bryant.

## EIGHTH LIST.

Two Great Retreats of History, Grote; Old Greek Stories, Baldwin; Battle of Gettysburg, Drake; Life and Letters of Louise M. Alcott, Cheney; Grandfather's Chair, Hawthorne; Life of Whittier, Stoddard; Fighting Phil, (Sheridan,) Headley; Fruits and Leaves, Lubbock; Tenants of an Old Farm. McCook; Our Common Birds and How to Know Them, Ballard; Zigzag Journeys in the Mediterranean, Butterworth; Land of the Midnight Sun, Du Chaillu; Cruising Among the Carribees, Stoddard; Birds' Christmas Carol, Wiggin; Five Little Peppers, Sidney; Uncle Sam's Secrets, Austin; In Memoriam, Tennyson.

## NINTH LIST.

History of Our Own Times, McCarthy; Fifteen Decisive Battles, Creasy; Brave Little Holland, Griffis; Famous American Statesmen, Bolton; Life of Henry Clay, 2 vols., Schurz; Children's Stories in American Literature, Wright; Life of Horace Mann, Winship; Plants and Their Children, Dana; Walden, or Life in the Woods, Thoreau; Wake-Robin, Burroughs; Geographical Reader, Carpenter; Hawaiian Archipelago, Bishop; Boy Travelers, Knox; Little Lord Fauntleroy, Burnett; Story of Patsy, Wiggin; Private Life of the Romans, Preston; Classic Myths in English Literature. Gavlev.

## TENTH LIST.

Old Times in the Colonies, Coffin; Stories of Old Rome, Pratt; Boston Tea Party, Watson; Autobiography of Benjamin Franklin; Life of Joan of Arc, Bartlett; Lives of the Presidents, Ellis; Robert Bruce, Maxwell; Stories Mother Nature Told Her Children, Andrews; A Song of Life, Morley; Little Flower People, Hale; Little Girl of Long Ago, White; Canoe-mates, Munroe; Century Book for Young Americans, Brooks; Polly Oliver's Problem, Wiggin; Little Men, Alcott; Don Quixote, Wheaton; Twice Told Tales, Hawthorne.

## ELEVENTH LIST.

Story of the Romans, Guerber; Daughters of the Revolution, Coffin; Beneath Old Roof Trees, Brown; Famous American Authors, Bolton; Home Pictures of English Poets, Sanborn; Life of Samuel Adams, Hosmer; Life of Thomas Jefferson, Morse; Some Curious Flyers, Creepers and Swimmers, Johonnot; Cats and Dogs, Johonnot; Common Minerals and Rocks, Crosby; Zigzag Journeys in Acadia, Butterworth; Farthest North, Nansen; Through Darkest Africa, Stanley; Jolly Good Times, Smith; Timothy's Quest, Wiggin; Man Without a Country, Hale; King Arthur and the Knights of the Round Table, Farrington.

## TWELFTH LIST.

Washington and His Country, Irving-Fiske; Leading Facts of English History, Montgomery; New France, Parkman; Famous American Statesmen, Bolton; Paul Jones, Seawell; Historic Boys, Brooks; Shakespeare the Boy, Rolfe; Signs and Seasons, Burroughs; My Back Yard Zoo, Wood; Story of the Stars, Chambers; Ten Boys, Andrews; Little Folks of Other Lands, Humphrey and Chapin; Zigzag Journeys in the Occident, Butterworth; Story of a Bad Boy, Aldrich; Lorna Doone, Blackmore; Hoosier School Boy, Eggleston; Tales from Shakespeare, Lamb.

## THIRTEENTH LIST.

Nation in a Nutshell, Towle; New England Legends and Folk Lore, Drake; Chivalric Days, Brooks; Girls Who Became

Famous, Bolton; Friend of Washington, Watson; Stories of Great Americans for Little Americans, Eggleston; Washington and His Country, Fiske; Moths and Butterflies, Ballard; Geological Story Briefly Told, Dana; How Plants Behave, Gray; Life at Puget Sound, Leighton; Java, The Pearl of the East, Higginson; Zigzag Journeys in Australia, Butterworth; Captain January, Richards; In the Boyhood of Lincoln, Butterworth; Alice's Adventures in Wonderland, Carroll; Arabian Nights, Eliot.

## FOURTEENTH LIST.

Herodotus for Boys and Girls, White; Boys of '76, Coffin; Stories of Other Lands, Johonnot; Life of Lowell, Sanborn; Life of Holmes, Sanborn; Life of Daniel Webster, Lodge; Queens of England, Strickland; Plant Life, Bass; Short Stories of Our Shy Neighbors, Kelly; Tommy-Anne and The Three Hearts, Wright; Zigzag Journeys in Northern Lands, Butterworth; Around The World, Carroll; Seven Little Sisters, Andrews; John Halifax, Gentleman, Craik; Ben Hur, Wallace; Stories of American Life and Adventure, Eggleston; Lincoln's Speech at Gettysburg.

## FIFTEENTH LIST.

American History Stories, Pratt; Boys of '61, Coffin; Popular History of United States, Barnes; Father of His Country, Watson; Poor Boys Who Became Famous, Bolton; Four Great Americans, Baldwin; Story of the Birds, Baskett; Coal and Coal Mines, Greene; Earth and Its Story, Heilprin; Zigzag Journeys Around the World, Butterworth; Children of the Cold, Schwatka; Footprints of Travel, Ballou; Uncle Tom's Cabin, Stowe; Captains Courageous, Kipling; Grandfather's Stories, Johonnot; Water Babies, Kingsley.

## MISCELLANEOUS LIST.

Nature Readers, Julia McN. Wright; Nature Stories for Young Readers, Bass; Stories of Leaves and Plants, Spear; All the Year Round, Strong; My Saturday Bird Class, Margaret Miller; Fifty Famous Stories Retold, Baldwin; Old Stories of the East, Baldwin; Fairy Land of Science, Buckley; Birds and

Poets, Burroughs; Ethics of Success, Thayer; Makers of Our Country, Ellis; Little Blue Pigeon, Eugene Field; The Shut-Eye Train, Eugene Field; The Dumb Soldiers, Robert Louis Stevenson; Noble Deeds of Our Fathers, Watson; Chivalric Days, E. S. Brooks; The Beauties of Nature, Lubbock; Concerning a Few Common Plants, Laurie; Stories of Industry, A. Chase and E. Clow; Our Bodies and How We Live, Blaisdell; How to Get Strong, Blackie; Handbook of School Gymnastics of the Swedish System, Baron Nils Posse; Temperance Teachings of Science, Palmer; Primer of Ethics, Comegys; How to Teach Manners, Dewey; Teaching Patriotism, Black; Ethics for Young People, Everett; Queer Questions and Ready Replies, Oliphant; Morals and Manners, Gow; Talks about Common Things, Hussey; Simple Experiments, Woodhull; Home Made Apparatus, Woodhull; Exercises on the American Flag, Winthrop; Exercises for Arbor Day, Willis; Lessons in Manners, Wiggin; A Loyal Traitor, James Barnes; Young Puritans of Old Hadley, Mary P. W. Smith; Washington's Young Aids, Everett T. Tomlinson; A March on London, G. A. Henty; Sue Orcutt, Charlotte M. Vaile; Friendly Letters to Girl Friends, Mrs. A. D. T. Whitney; Birds' Nesting, Ingersoll; Boy Engineers, Lukin; Our Friend the Dog, Shaw; American Boys' Handy Book, Beard; Experimental Science, Hopkins; Young Folks' Cyclopedia of Common Things, Champlin; American Girls' Handy Book, American Girls' Home Book, Helen Campbell; Four Feet, Two Feet, and No Feet, Miss Richards; Life and Her Children, Miss Buckley; The Little Lame Prince, Muloch; The Trotty Book, Phelps-Ward; The Nonsense Books, Lear; Hans Brinker, Dodge; Prince and Pauper, Mark Twain; At the Back of the North Wind, Macdonald; American Citizen, Dole; How We are Governed, Brooks; The Light Princess, Macdonald; Story of the Golden Age, Baldwin; Three Colonial Boys, Tomlinson; Lances of Lynwood, Yonge; Nine Little Goslings, Susan Coolidge; What Katy Did at School, Susan Coolidge; The Pigeon Pie, Yonge; Gipsy's Cousin Joy, Phelps-Ward; Dog of Flanders, Rame; The Dove in the Eagle's Nest, Yonge; Court of King Arthur, Frost; Knights of the Round Table, Frost; A Boy of the First Empire, Brooks; Robin Hood, Pyle; King of the Golden River, Ruskin; Cast up by the Sea; Quentin



Durward, Scott; Anne of Geierstein, Scott; Peveril of the Peak, Scott; Old Mortality, Scott; Reds of the Midi, Felix Gras; Tale of Two Cities, Charles Dickens; Fair God, or, The Last of the Tzins, Lew Wallace; The White Conqueror, Kirke Munro; Bullet and Shell, G. F. Williams; Micah Clarke, Doyle; The White Company, Doyle; St. George and St. Michael, George McDonald; Gentleman of France, Stanley Weyman; Chevalier D'Auriac, S. Levett Yates; Richelieu, G. P. R. James; Refuge; Quo Vadis, Sunkiewicz; Round and About Old England.

## HELPS IN READING.

The suggestions on reading, given below, have been printed on slips and provision has been made by the department to furnish the teachers of the State with as many of these documents as they can use to advantage.

The first slip should be pasted on the inside of the front cover, and the second, on the inside of the back cover of a blank book, in which record should be made of the answers the children give to the questions asked.

## READING (First Slip.)

- 1.—Write in a blank book the complete titles of the books you read this year.
- 2.—Write a short sketch of the author of each book read.
- 3.—Mark the books that you like best with a cross.
- 4.—Why do you prefer these books?
- 5.—In what ways have they helped you?
- 6.—What friends did you make in the books read?
- 7.—Why did you select them for friends?
- 8.—What is the best idea in your favorite book?
- 9.—What is the most important fact?
- 10.—What is the choicest sentence?
- 11.—How many times have you read the books marked with crosses?
- 12.—Have you taken notes while reading?
- 13.—Have you committed to memory striking passages?
- 14.—Do you make some record of all the books you read?
- 15.—What newspapers and magazines do you read regularly?

16.—Do you put in a scrap-book the gems you read?

17.—How much time do you spend each day in reading?

18.—Do you consult reference books for information on matters you do not understand in your reading?

19.—In what ways has your reading benefited you?

20.—What books would you like to read next?

Reserve the first and second pages of the book in which you write answers to the above questions for answers to numbers 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20.

#### READING (Second Slip.)

Read the best books.

Read the books that help you most.

Read the same books many times.

Read for ideas more than facts.

Take notes while reading.

Commit to memory striking passages.

Make indexed scrap-books of gems read.

One hour of thoughtful reading each day will furnish food for meditation for all your leisure hours. Persist in this practice until it becomes a controlling habit. Read and study the lives of good men until you have discovered the secret of their goodness and greatness. Read and study the history of a nation until you appreciate the people, measure the leaders and are able to comprehend the reasons why it helped or hindered the world's progress. Read and study one of the classics until you make your own the ideas of the author, see the picture he paints, understand the characters he portrays and think out to their legitimate conclusions the ideas expressed. Verify statements in science by observation or by experiment, if possible. Do not feel satisfied with understanding the words of the author. Master the thought, welcome the enthusiasm he inspires and follow out the ideas your reading suggests. Study and respect the opinions of others, but in the end stand by your own conclusions.

## PUBLISHERS.

C. M. Parker, Taylorville, Ill., publishes a series of one cent classics.

The Educational Publishing Company, Boston, publishes a number of five cent classics, and also many historical and biographical sketches at the same price.

Houghton, Mifflin & Co., Boston, and Maynard, Merrill & Co., Boston, publish ten, fifteen, twenty and twenty-five cent classics.

The American Book Company, Boston; Ginn & Co., Boston; Harper Bros., New York City, and Houghton, Mifflin & Co., Boston, publish standard works in substantial bindings, at exceptionally low prices.

The following publishers issue many books which will be found peculiarly useful in school libraries: D. Appleton & Co., New York City; E. H. Butler & Co., New York City; D. C. Heath & Co., Boston; Henry Holt & Co., New York City; Leach, Shewell & Sanborn, Boston; Lee & Sheperd, Boston; Longman, Green & Co., New York City; Macmillan & Co., New York City; Maynard, Merrill & Co., New York City; G. B. Putman's Sons, New York City; Charles Scribner's Sons, New York City; Sheldon & Co., New York City; Silver, Burdette & Co., Boston; Thompson, Brown & Co., Boston; The Werner Co., Boston; University Publishing Co., New York City.

## LISTS OF CASTS AND PICTURES.

## FIRST LIST.

Cast: Night, Thorwaldsen.

Pictures: No Thoroughfare, Douglass; Home from a First Voyage, Rosenthal; The Departure of Pilgrim Fathers, Lucy; Columbus at Court of Ferdinand and Isabella, Brojek.

## SECOND LIST.

Cast: Apollo in Chariot.

Pictures: Return of the Reapers, Minet; Favorites, Landseer; St. Cecilia, Hoffman; Mother and Child, Bodenhausen.

## THIRD LIST.

Cast: Julius Caesar.

Pictures: End of the Harvest, Wetherbee; Evangeline, Douglas; Shoeing of the Horse; Children of Charles I, Van Dyck.

## FOURTH LIST.

Cast: Cicero.

Pictures: Angels' Heads, Reynolds; A Norman Sire, Rosa Bonheur; Christ Blessing Children, Plockhorst; Portrait of Holmes.

## FIFTH LIST.

Cast: Samuel Adams.

Pictures: Pharaoh's Horses, Herring; Return of the Mayflower, Boughton; Christmas Bells, Blashford; Portrait of Washington, Stuart.

## SIXTH LIST.

Cast: Shakespeare.

Pictures: Pilgrim Exiles, Boughton; Castle of Chillon; Anne Hathaway's Cottage; Madonna and Child, Murillo.

## SEVENTH LIST.

Cast: Choir Boys.

Pictures: Breaking the Home Ties, Hovenden; Scotland Forever, Thompson; Angelus, Millet; Dignity and Independence, Landseer.

## EIGHTH LIST.

Cast: Thomas Jefferson.

Pictures: Chariot Race from Ben Hur, Chica; Foundling Girls, Anderson; Warwick Castle; Portrait of Scott.

## NINTH LIST.

Cast: Morning, Thorwaldsen.

Pictures: Bridge of Sighs, Venice; Thoroughbred, Hardy; Niagara Falls; Portrait of Froebel.

## TENTH LIST.

Cast: Longfellow.

Pictures: The Boy Christ in the Temple, Hoffman; William Tell's Chapel; Cattle Resting, Rosa Bonheur; Portrait of Whittier.

## ELEVENTH LIST.

Cast: Washington.

Pictures: Madonna and Child, Bouguereau; A Halt in the Oasis, Schreyer; Monarch of the Glen, Landseer; Portrait of Emerson.

## TWELFTH LIST.

Cast: Lincoln.

Pictures: Sistine Madonna, Raphael; Baby Stuart, Van Dyck; The Horse Fair, Rosa Bonheur; Portrait of Webster.

## THIRTEENTH LIST.

Cast: Webster.

Pictures: The Archangel and Tobit, Botticelli; A Noble Changer, Rosa Bonheur; The Meadow, Dupre; Portrait of Longfellow.

## FOURTEENTH LIST.

Cast: Venus de Milo.

Pictures: Sistine Madonna, Raphael; The Gleaners, Millet; Primary School in Brittany, Geoffray; Arch of Constantine, Rome.

## FIFTEENTH LIST.

Cast: Young Augustus.

Pictures: Madonna of the Chair, Raphael; Arab School, Algiers; Mother and Child, Morning, Le Brun; Portrait of Lincoln.

### DEALERS IN CASTS, PHOTOGRAPHS, ENGRAVINGS, ETCHINGS, ETC.

Mrs. E. M. Perry, 10 Tremont St., Malden, Mass., has for sale a large list of desirable pictures at \$1.00 a hundred.

A number of pictures listed in the above groups are sold by The Prang Educational Company, Boston, at seventy-five cents, one dollar, or one dollar and twenty-five cents each.

Among the well known dealers in casts, etchings, engravings, photogravures, photographs, etc., are: Alinori & Cook, Corso 137 A., Rome, Italy; Berlin Photographic Co., New York City; Curtis & Cameron, Boston; P. P. Caproni & Co., Boston, (Casts); C. H. Dunton & Co., Boston; English Photographic Co., 15 Stadion St., Athens, Greece; Foster Bros., Boston; Charles Naya, Place S. Mark, N. 75-79, Venice, Italy; W. H. Pierce & Co., Boston; Soule Photograph Co., Boston; G. Sommer & Figleo, Sargo, Vittoria, Palazzo Sommer, Naples, Italy.

Photographic portraits will be found peculiarly attractive and satisfactory.

A serviceable and attractive frame for pictures can be made from one inch, plain oak moulding, without border or other decorations. Strong, manilla paper should be placed on the back of the picture and glued to the frame, for the purpose of excluding dust.

It is suggested that in purchasing busts the three-quarter instead of life size be selected, also that those having charge of the purchase of books and works of art consult their local dealers, as special concessions are often made because of the interest which these firms have in the work which is being done.

Correspondence with publishers, and dealers in works of art will convince teachers that they can secure a large amount of valuable material for a small sum, provided they know what to purchase, and where to buy it.

The plan outlined in the foregoing circular would seem to meet all the conditions which have been stated as essentials to an agency which seeks to promote a local interest in the improvement of the school. The success with which the plan is already meeting is most encouraging. Teachers, pupils and parents are giving evidence of their interest, by calls for the certificates of membership, and for the badge button of the League which every member is entitled to receive free of expense. The number of such calls is already larger than was expected, and would seem to demonstrate that the plan is practicable, and to give promise of its complete success. If the hope in which it was formulated shall not prove vain, if in every school the Leagues contemplated in the plan shall be organized and enter upon the work set for them, one can scarcely conceive the magnitude and value of the results which may accrue. It requires no great stretch of the imagination to anticipate some of those benefits. As primary and direct results school grounds will be made objects of pride. Old schoolhouses will be renovated and brought into keeping with their improved surroundings, or will yield place to new ones of more modern and pleasing architecture. Schoolrooms, in finishing and furnishing will become ministers to love of the beautiful in art, and educators in refinement of thought, feeling and action. The schools themselves will get new efficiency in their higher functions of character building, as through the influence of these Leagues they build into character higher literary and art ideals; and their ordinary work will be done with greater pleasure and profit to both teacher and pupils because of their better environment. But valuable as these direct results will be, perhaps more valuable will prove the League's indirect effects upon parents, teachers and pupils, and upon the home and social life of neighborhoods and communities.

Parental and popular interest in educational ends, means and methods, will be made more intelligent, more active, and have greater power for good locally and generally. The interest the school children will take in the work of their Leagues, can not fail to manifest itself in their homes, and will awaken responsive interest in their parents. Public meetings of the Leagues in the forms of entertainments and exhibitions given to raise funds for carrying forward the various lines of work set

for them to do—to pay for improvements of grounds or buildings, or to purchase books, pictures and art decorations for the schoolroom—will make strong appeal to the interest and encouragement of parents and friends of the children of the League. Local help will be needed and solicited to aid in the doing of some of the work of the League. In matters in which the action of the school authorities or the town is to be involved, parental and local influence will be invoked. This system of Leagues, wherever set resolutely in operation, must act upon local interest in the local school, thus training the parent to broader, more intelligent and more liberal views of educational needs and educational values.

Not less valuable will be their influence upon teachers. As presiding heads of Local Leagues, it will be for them to direct the League's operations. To do this successfully will require thought, study and reading along lines new to many, and hence promotive of larger intellectual and professional growth. The many new ways in which they will be brought into close relations with the parents of their pupils, will serve to give them increased importance in public estimation, and larger influence within these spheres; will bring them and their work under more intelligent and kindly consideration; will beget a larger parental confidence in them, and will in all these ways enhance their power for educational and social service. And the new and closer relations into which their position and duties in the League will bring them and their pupils, must give them a stronger hold upon their respect, confidence and good will. This will give them larger power of control over them both in and out of school.

But the ultimate purpose of all agencies acting upon the schools, is the largest good of the children in them. For this reason they are given prominence in the membership and work of the League. For this reason much of the League work is made to hold close relation to the regular work of the school. And for this same reason many of the means to be employed in helping the League to needed funds should be distinctly educational in character. Besides the benefits which these Leagues will bring to the children through the improvements they are to work in the school environment, they will exert a direct, and valuable educational force upon the children. That force will be exerted along other than the ordinary lines of school work.



In the study demanded by preparation for regular and special League exercises, the children will get a knowledge of history, men, literature and art, which the school in its regular routine would find it difficult to give. In their participation in the formal proceedings of the League they will acquire a knowledge of and practice in methods of procedure common to all deliberative bodies, that may stand them in good stead in after life. As they come to take active part in the formal discussions which will necessarily arise in deciding kinds and methods of work to be undertaken they will gain self command, and acquire that power to think and express thought in consecutive and orderly way, which is among the most valuable of acquirements. They will also get that training to courteous and orderly behavior in public assemblies, and that habit of paying due respect to the opinions of others, the possession of which distinguishes the gentleman from the boor. Indeed, if the Leagues had no other than this direct and positive educational function, they would do for the children a very important and much needed work.

Upon the home and social life of neighborhoods these Leagues will have no small influence for good, and the good wrought by them in this direction will be a constantly increasing quantity. As the Local League works out its mission of bringing about the time when "the teacher, children and parents shall have such an interest in the school as will make it the literary and art center of the community," it can hardly fail to affect the home in ways calculated to elevate, refine and make sweeter its daily life. Something of that which the children will get from it, the home must needs get. Something of that which it will do for the school in improving the environment of yard and room, citizens will be led to do for the home environment. Something of the literary and art loving spirit which it is to inspire in the children will get into the homes and manifest itself there. And when the children shall have left the school and shall come to make homes for themselves, every such home may be confidently expected to exert an influence for elevating, refining, making pure and sweet and healthful the social life of the community of which it forms a part.

The educational ends herein proposed may fail to commend themselves to the few who believe that the power to get bread and butter and dollars is the sole preparation for life; but it is

believed that the broad minded and thoughtful will recognize them as valuable if not vital. The feasibility of the agencies and methods proposed may be doubted by some, and yet the principle governing their action is universally recognized and applied; nor is there anything in the application of this principle which has not been proved practicable. The anticipated results as herein imperfectly outlined may seem to be exaggerated, and yet few will deny that they are desirable. To those who have studied educational and social problems with reference to the use of educational and social methods, means and values, these anticipated results will not seem the products of a too optimistic and vivid imagination. It is more than hoped, therefore, it is confidently expected, that the intelligent local interest in the local school, whether of citizen, parent, teacher or pupil will everywhere find effective manifestation in the rapid organization and efficient management of the School Improvement Leagues of Maine.

## TOWN SCHOOL FUNDS.

It does not seem to be generally known that every township in the State organized since 1788 and not formed from some other town has a town school fund, or school lands which at some time may be converted into a school fund. For reasons not easy to state the legislation bearing upon this matter seems to have escaped the attention of most of our people. How a matter of such importance to the welfare of our schools should have been allowed to drift into its present demoralized condition is hard to explain.

The facts connected with the setting apart of certain lands for school purposes are found in the paragraphs given below, which contain a history of the legislation enacted by the General Court of Massachusetts and supplemented by the Legislature of our own State.

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 town-

ship 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 has been 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 connection with this subject 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 6 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 from these sales has been used for plantation purposes, instead of being deposited in the State treasury.

These funds belong to the public schools of the several towns, and if any towns have intentionally or carelessly allowed them 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.

An examination of the returns made by the several towns, and the history of their organization furnish the following facts:

There are in the State 50 towns which were organized previous to 1788. There are also 118 towns which were formed from other towns. The number organized previous to 1788 added to the number formed from other towns makes a total of 168. There are 355 towns that should have school funds, the interest on which should be devoted to the support of the common schools. Of this number 210 towns have made returns that they have town school funds or school lands not yet sold, leaving 73 towns that have used their funds for other purposes than those authorized in the statute.

This being a matter of so much importance to the schools, it is suggested that the Education Committee take it under consideration and report its findings to the Legislature, together with such recommendations as is thought best.

The income from this fund would be so large that it means much for the welfare of the schools if it is expended for the purpose for which it was intended. One rural town sold its school lands since the last session of the legislature for \$7,600. The interest on this fund would be a larger amount than the 80 cents per capita which the town is required to provide for school purposes.

It is hoped that the legislature will be able to enact such laws as will restore these funds to their original amounts, protect them from misappropriation in the future, and secure to the schools the benefits arising from having the income used to pay for instruction.

## SCHOOLS IN UNORGANIZED TOWNS.

The legislature of 1897 provided for the schooling of children in unorganized townships by making it the duty of the State superintendent to have the children residing in said towns enumerated and giving him the power to establish schools, provided there were deposited with the State treasurer a sum equal to twenty-five cents for each person residing in said towns.

It is not generally known that we have a considerable population living in townships having neither the town nor the plantation organization. Persons living in such townships are deprived of the advantages of all school laws except the one outlined above.

A large number of the children in these townships are growing up in ignorance. Some of them are forming habits which will be expensive to the State in the future.

It is found that there are people living in unorganized towns in eight counties. These townships are widely separated, and inaccessible except by carriage conveyance. The distances are so great and the roads are in many cases in such poor condition that it would take much of the time of one official to comply with the provisions of the law.

The whole question needs to be studied by persons who are familiar with conditions in sparsely settled sections of the State, and who are competent to devise means for furnishing schools for persons so situated. That we cannot afford to allow matters to continue in their present condition goes without saying. That these children are fairly entitled to school privileges must be conceded by all.

It is suggested that the Education Committee ascertain the number of unorganized towns containing children entitled to school privileges, and frame a statute which will permit the establishment of schools on a basis practicable for the inhabitants and just to the taxpayers of the State. The whole matter is one presenting peculiar difficulties, and calling for special and unusually intelligent treatment. The department is unable to present definite recommendations in relation to this matter. It is believed that members who have a personal knowledge of local conditions will be amply able to solve the problems which the case presents.

## EXAMINATIONS FOR STATE CERTIFICATES.

## PREVIOUS EXAMINATIONS.

The law of 1895 relating to State examinations of teachers of the public schools, contains the following provisions:

1. That the State Superintendent shall cause to be held public examinations of candidates for the position of teacher in the public schools of the State. Such examinations shall test the professional as well as the scholastic abilities of the candidates, and shall be conducted by such persons and in such manner as he may from time to time appoint. Due notice of the time, place and other conditions of the examinations, shall be given in such public manner as he may determine.

2. That he shall grant certificates of qualifications to all candidates who pass satisfactory examinations in such branches as are required by law to be taught, and who in other respects fulfill the proper requirements. Such certificates shall be probationary or permanent, and shall indicate the grade of schools which the person named is qualified to teach.

3. That the certificates issued under the provisions of this act, shall be accepted by school committees, and superintendents in lieu of the personal examination required by section eighty-seven, chapter eleven of the Revised Statutes and all amendments thereto.

The first examinations under these provisions was held in the fall of 1896. The plan of conducting was largely experimental. The scope of the examination was such that two days were required to complete it. It covered, besides what may be termed professional subjects, such as school laws and the theory and practice of teaching, all the subjects required to be taught in public schools, from the primary to and including the high school. It contemplated the issue of two classes of certificates, one of which should authorize its possessor to teach in the com-



mon schools, and the other in high schools. The results were not such as to encourage the continuance of the plan.

The second examination was held August 26, 1897, in every county in the State, at thirty-four centrally located places, selected with reference to enabling all teachers wishing to attend to reach one of these points, take the examination, and return home the same day. The examination covered only the subjects of instruction named in the statutes as studies to be taught in common schools, together with school laws and the theory and practice of teaching. The certificates issued were to be known as "special certificates" to distinguish them from the class of certificates issued as the result of examination in both common and high school studies. They were to be of four grades, the grade being determined by rank attained in examination and by experience, professional study and standing. Under the provision of law, that certificates may be either probationary or permanent, these were made of four periods of continuance, determined by length of actual teaching experience, minimum rank in examination, and professional preparation. Measures were adopted to bring the examination to the attention of all teachers in the State.

The results of the plans and methods adopted, and of the examinations held, were satisfactory beyond expectation. They will be found fully stated in the report of 1897. So satisfactory were they, that the same plans and methods, with very slight modifications, were followed in conducting the examinations of this year. It will not be out of place, therefore, to describe somewhat at length the entire process of examination and certification.

#### PRELIMINARY WORK.

Public notice of the examinations was given eight weeks in advance of the time appointed, by publishing in every daily and important local weekly newspaper in the State, the following circular :

## STATE OF MAINE.

## EDUCATIONAL DEPARTMENT.

AUGUSTA, July 1, 1898.

THE ANNUAL EXAMINATION OF TEACHERS FOR STATE CERTIFICATES WILL OCCUR FRIDAY, AUGUST 26, 1898.

*The Places* at which examinations will be held, will be so arranged as far as practicable that every teacher taking the examination can leave home in the morning, take the examination in full, and return the evening of the same day. Public announcement of the places selected will be made in due season, and special notice thereof will be sent to all teachers registering before August 20.

*The Subjects* in which teachers will be examined are Reading, Writing, Spelling, Arithmetic, Geography, English Grammar, U. S. History, Physiology and Hygiene, Elementary Science or Nature Studies, Civil Government, Theory and Practice of Teaching, and School Law.

*The Certificates* issued will be of four grades and of four periods of duration. Grade of certificate will be based on rank in examination, on facts stated in the Preliminary Examination report which must be filed in this department before August 20 by every teacher taking the examination, and on statements submitted by such persons as teachers give for references. Duration of certificates will be determined by actual teaching experience, minimum rank in examination, and certain facts given in the Preliminary Examination reports. The highest grade will authorize the holder to teach in any Free High or other public school for which employed; the other grades, to teach in any common school for which employed. Duration of certificates will be for life, or for five years, three years, or one year.

All actual or prospective teachers desiring to take this examination must register, on or before August 20, by forwarding to this Department complete Preliminary Examination reports, blanks for which will be sent on application.

W. W. STETSON,

*State Superintendent of Public Schools.*

This circular was also sent to every teacher applying for information regarding the examination, and with it the blank for making the Preliminary Examination report therein referred to.

To show specifically the kind and value of the information to be furnished in these Preliminary Examination reports, a copy of one of them as filled and returned, omitting names, P. O. addresses, etc., is here inserted.

PRELIMINARY EXAMINATION FOR STATE CERTIFICATE.

My name is .....Age..... years.  
 Permanent P. O. Address.....  
 I am an applicant for a common school grade certificate.  
 Have attended the Common Schools..... 24 terms  
 " " Summer " ..... part of 2 "  
 " " High " ..... 4 "  
 " " Academy or Seminary ..... 1 term  
 " " Normal Schools ..... "  
 " " College or University..... years  
 " " other schools ..... "  
 Was graduated from .....in 18..  
 " " " .....in 18..  
 " " " .....in 18..  
 Have taught in Rural Schools.... 25 terms  
 " " Primary Schools ..... 4 "  
 " " Grammar Schools ..... "  
 " " High Schools..... "  
 " " Normal Schools ..... "  
 " " Academics or Seminaries ..... "  
 " " other schools..... "  
 Names of other schools .....  
 Was superintendent of ..... schools for.....years.  
 Was principal of ..... schools for.....years.  
 Have taught in Maine 11 years; in Massachusetts 3; taught nine grades in  
 Massachusetts..... years.  
 Am now teaching Rural School in..... Maine.  
 Have held my present position for three years.  
 Have received special training in Primary and Common School branches.  
 Have made specialties of.....  
 Prefer to teach Language, Arithmetic, Reading.  
 Have read the following books:  
 \*History: United States—Barnes', Quackenbos', etc.; English—Abbott,  
 Dickens' Child's History; General—Thalheimer's.  
 \*Science: Physics—Norton's and Steele's; Botany—Gray's; and selections  
 on different subjects.  
 \*Literature: Whittier, Longfellow, Pope, Scott, Burns, Dickens, Milton.  
 \*Pedagogy: Page's Theory and Practice, White's Elements of Pedagogy,  
 Swett's Methods of Teaching.  
 \*Have read the following educational papers and magazines: American Teacher,  
 Journal of Education, and Normal Instructor.  
 \*Have read regularly the following periodicals: New York Tribune, Boston  
 Journal, The Century, Youth's Companion.

Am reading the following books: Standish of Standish, Emerson's Essays.

†Am reading the following papers and periodicals: Journal of Education, Review of Reviews, Century.

Am an active member of the following Educational Associations.....  
County Educational Association.

\*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. ADDRESSES.
.....	.....
.....	.....
.....	.....
.....	.....

†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.

Even a cursory examination of the above reveals the general scope and value of the information given. Considering the comparatively small opportunities for school study which the teacher has enjoyed, and comparing the facts given with those relating to what she has read and is reading, she is evidently one who has used and is using what she knows to the best advantage. The character of her reading, general and professional, indicates that, while she has aimed to read the best in literature, she has well and wisely co-ordinated reading for literary culture with study for professional profit. The fact that she is an active member of the educational association of her county, is in keeping with the other facts given as showing her earnest professional spirit, and evidencing her purpose to take advantage of all means for professional advancement. She has no special educational "fad" leading her to make specialties of any particular subjects of instruction to the neglect of others, though she does express preference for certain studies. The value of this general information is the chief reason for one of the uses made of these preliminary examination reports—making them a part of the certificates issued by placing a copy of her report upon the back of the certificate. They have, also, an important office in determining the grade, and especially the duration, of the certificates granted.

Enrollment by counties was made of all persons calling for Preliminary Examination blanks.

By the middle of August it had become practicable to arrange a list of places at which examinations were to be held. Accordingly there was mailed to every teacher whose name was enrolled, or who had been accorded the privilege of re-examination either for deficiencies or for new certificate in place of that held, the following circular, and sheet of printed regulations framed to govern the examinations :

## STATE OF MAINE.

### EDUCATIONAL DEPARTMENT.

REVISED LIST OF PLACES AT WHICH TEACHERS WILL BE EXAMINED FOR STATE CERTIFICATES, AUGUST 26, AT 8 A. M.

Augusta (State House), Bangor (High School), Bar Harbor (Grammar School), Bath (Old Academy), Belfast (High School), Bethel (Grammar School), Boothbay Harbor (High School), Bridgton (High School), Bucksport (Grammar School), Calais (High School), Corinna (Academy), Deering (High School, head of Pleasant Street), Ellsworth (High School), Farmington (High School), Foxcroft (Academy), Freeport (High School), Harrington (High School), Houlton (Grammar School), Lewiston (School Board Rooms, City Building), Lincoln (Academy), Machias (Hemenway Int. School), Madawaska (High School, St. David's), New Castle (Academy), N. Anson (Academy), Old Town (Grammar School, Brunswick St.), Pembroke (High School), Pittsfield (Lancey St. School), Presque Isle (High School), Rockland (High School), Saco (Park School), Sherman Mills (High School), So. Paris (High School), Springvale (High School), Waterville (High School).

Teachers will attend examination in such place as best suits their convenience.

Teachers should take to the place of examination at least fifteen half sheets of writing paper 8x10 inches in size, a properly sharpened pencil, and at least a dozen large pins, to fasten papers together.

Teachers who have not registered by sending in Preliminary Examination reports, can take the examination and send in such reports later. Conductors of examinations will be provided

with blanks for making such reports, and will furnish them to teachers desiring them.

Teachers are advised to enter upon the examination without undue anxiety as to the result; to make their answers to all questions full and complete yet brief; and to govern themselves strictly by the regulations printed in the accompanying circular.

The undersigned confidently trusts that no teacher entering upon the examination will fail to go through with it, and hopes that every one will succeed in securing a satisfactory certificate.

W. W. STETSON,

*State Superintendent of Public Schools.*

REGULATIONS

For examination of Teachers for State Certificates, Friday, August 26, 1898.

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—Nature Studies.
8:10 to 8:50—Reading.	1:45 to 2:30—Civil Government.
8:50 to 9:40—Arithmetic.	2:30 to 3:15—Theory and Practice.
9:40 to 10:25—Grammar.	3:15 to 4—Geography.
10:25 to 11:10—History.	4 to 4:45—School Law.
11:10 to 12—Physiology.	

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

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

4. All examination papers shall be written on paper of large letter size, 8x10 inches, shall be written upon one side only, and shall be passed to the conductor 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 must be pinned together at the upper left hand corner before being passed to the conductor.

5. At the top of every paper must be written the name and P. O. address of the teacher, and the subject of examination. *The list of questions whose answers are written in the paper, must be pinned thereto at the upper left hand corner.*

6. No teacher shall communicate in any way with another during the examination periods, nor ask the conductor for any information relating to the subject matter of the examination. *Teachers so communicating or asking information will forfeit thereby all claims to certificates.*

7. Rank in Penmanship will be based upon the paper in Reading; in Orthography upon that in Theory and Practice.

8. *Teachers receiving this circular by mail, will preserve it and take it to the place of examination with them.*

## II. For Conductors.

1. Examination questions in each subject will be sent to conductors in a closed package properly labeled, *which they will not open till the time set in the program for examination in that subject, and in plain view of the teachers under examination.*

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

3. They will require teachers to sit, so far as practicable, so that no two shall be nearer to each other than six feet.

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

5. 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.

6. At five minutes before the time set in the program for the 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 to the conductor. *Conductors will collect every paper written, and will accept no folded paper.*

7. During the time allotted to the examination in any subject, conductors will see that no teacher communicates with another, or in any manner seeks or obtains aid from another. They will report any detected in so doing to the State Superintendent.

8. At the completion of the examination, conductors will pack all papers, arranged so that those relating to the same subjects shall be together, and all unused questions, into a flat parcel; and as soon as practicable thereafter, shall transmit the same by express to the State Superintendent at Augusta. They will write on the outside of said parcel, in the upper left hand corner, the following inscription:

"State Teachers' Examination  
at.....  
.....Conductor."  
W. W. STETSON,  
*State Superintendent of Public Schools.*

As soon as the towns in which examinations were to be held had been determined, the school superintendents were asked to act as conductors or to secure the services of some suitable person to act in that capacity. To these conductors were mailed the necessary examination questions and also a copy of the regulations.

#### CHARACTER AND SCOPE OF EXAMINATIONS.

In view of the grades of certificates to be granted the questions were so framed that teachers fairly qualified for the work of the lower grades and who had taught successfully could pass the examination and secure the lowest grade of probationary certificate; and yet it was attempted to make them so comprehensive that only those whose knowledge of all the subjects of examination was complete and accurate, could secure the highest grade of certificate. Accordingly each set or list of questions was made up of five general questions or groups of questions



arranged in logical sequence, such that the complete answer to each of these would require the statement of four related facts. For instance, the first of the list of questions in History called for the naming of four navigators or explorers whose discoveries or explorations led to settlements within the present limits of the United States by English, French, Dutch and Spanish peoples respectively, and required the naming of such settlements. To answer that question completely, tested the candidate's knowledge of the facts of early discovery and colonization, of subsequent changes in territorial possession up to the latest accessions made to our territory, and of the relations existing between all these facts. The teacher whose answer to the first question entitled her to a credit of 20, knew enough of this section of history to teach it properly. In extent of technical knowledge of subjects of instruction upon which demand was made, nothing was required beyond what ought to be taught in our best rural and grammar schools.

In reading, besides those questions relating to it as an art, and to methods of teaching there were others calling for the teacher's knowledge and appreciation of good literature. The questions on the two strictly professional subjects, School Laws and Theory and Practice of Teaching, were as carefully framed as others, and with the same purposes in view. The former were such as to call for that general knowledge of our school system which every teacher ought to possess, and which those who may be called to the superintendence of schools must possess. In the latter no attempt was made to test the teacher's knowledge of methods or to ascertain the methods of teaching which she employed. The governing purpose was to test her understanding of the great fundamental facts and laws upon which all correct practice of teaching must be based; for the teacher thoroughly understanding these, and possessing natural fitness for her work, will find out for herself her own best methods.

## RANKING PAPERS.

It was found that 459 teachers had taken the examination in whole or in part. Nearly 4,600 papers, each averaging four pages, were to be carefully and critically examined and ranked. It was no small task. It would have been less, had all of the papers been what the best were—clean-cut, succinct, exact, and definite statements of only the facts called for in the questions. Some of them, however, were not such. Half made statements were found in not a few; some statements were illustrations of the use of words to conceal meaning; some were evidently guesses at fact; some mistakes in statement were evidently made through haste to finish; in some papers the facts given were covered up in a mass of needless verbiage, or those called for had to be hunted out from among a lot of facts not called for, which the writers had probably crammed in under the mistaken notion that the more they told about a topic the more credit would they receive. To get at the real and just values of many papers, and to give right credits in rank therefor, often required the spending of double time in re-reading and considering their contents; but such time was always given.

It took weeks of steady, hard drudgery to complete this task. Every teacher who has had to examine and rank school examination papers, can appreciate the kind of work it was. It was finally done to the satisfaction of the doer at least. In every case of doubt as to deserved rank, the benefit of the doubt has been given to the teacher. When the ranks were recorded, and it seemed that any question could possibly be raised whether full rank had been given, as in cases of those who had failed to get ranks necessary for certification, or of those whose rank in some special subject fell much below their average in other subjects, the papers in the case were given re-examination.

It is hoped that no teacher taking part in this examination will find reason to complain of the ranks assigned her. Doubtless many will,—certainly some should—feel dissatisfied with themselves, that they obtained no higher ranks. If such will take to heart the lessons taught by their ranks, and, with the ambition to make themselves the fittest possible for their work, will strive earnestly during the next year to improve themselves,

they may confidently hope for better ranks in their next examination, and their failures in this will serve as stepping stones to higher levels of attainment.

GRADING CERTIFICATES.

While the primary factor in determining the grade of certificate to which her examination entitled any teacher, was found in the ranks gained as determined by her examination papers, a second modifying factor was to be found in another set of ranks the data for which came from those whom she had named in her Preliminary Examination report as references. The nature and method of the data to be thus used are shown by the following appended blank :

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 first and 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.*

## 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.....

Three of the five references given by every teacher were selected to whom to send this blank. This plan of requiring the naming of five references and selecting but three of them to be called upon to furnish the required data, was adopted for two reasons: First it would permit a double application of the law of averages in the getting of just estimates of those special qualifications of the teacher, and, second, it would reduce by more than one-half the labor necessary in reducing the data furnished to the form in which it was to be used.

When the three selected references had returned these blanks numerical symbols were applied to the items given, the average of these taken, and, translated into the rank terms for which they stood, they were also entered in proper place upon the certificates. To illustrate: To the rank words "Excellent," "Good," "Fair," "Poor," and "Very Poor," which these references used in giving the estimates required by the blank, were assigned respectively the numerical symbols 95, 80, 60, and 40. These used as numbers were averaged, and the averages used as above described. If, for instance, the three references agreed upon "Excellent" as their estimate in any particular case, 95 was

entered on the record and the rank-word "Excellent" on the certificate; if two estimates were "Excellent" and one "Good," the average, 90, was entered upon the record and the same rank-word "Excellent" on the certificate; if two estimates were "Good" and one "Excellent," 85 went on the record and "Good" on the certificate; and similarly for all the other possible agreements and differences of estimate given.

In this connection it should be stated that the method above described differs in one particular from that pursued last year. In the certificates written last year these average numerical rank symbols were entered upon the certificate, it being assumed that every teacher would at once understand that "moral character," "energy," "enthusiasm," etc., could not, in the nature of things, be given numerical value, and that the numerical combinations used in their certificates in connection with these qualities, did not show gradations of rank—that "90," "95," or "100," so far as they indicated rank, meant "excellent"—nothing less and nothing more. Some parties, however, failed to see this. It has seemed best, therefore, to enter on the certificates the rank words instead of numerical symbols.

As stated in the circular of information sent to teachers preliminary to the examination, the grades of certificate to be granted were four, namely, "Primary or Common School," "Common School," "Grammar or Common School," and "Public School," and the terms of validity were one, three and five years, and for life. The scheme or plan in accordance with which these grades and terms were determined, is as follows:

The primary factor in determining grade of certificate was rank in subjects of instruction attained in written examination. Considering this in connection with other modifying factors, teachers whose average rank was above 90, whose preliminary examination reports gave evidence of college, seminary, or academic training, and who, if not college graduates had successfully taught in high schools or were recommended by references for high school work, were entitled to certificates of "Public School" grade; those whose average rank was between 80 and 90, whose minimum rank was not below 70, or 65 in case of specially high rank in the qualities regarding which their references had given estimates, were entitled to certificates of "Grammar or Common

School" grade; those whose average rank was between 70 and 80, whose minimum, save in exceptional cases of merit or demerit as shown in estimates of references, was not below 50, were entitled to certificates of "Common School" grade; all others whose minimum rank in any one subject was not less than 35, were entitled to certificates of "Primary or Common School" grade.

The primary factor in determining duration or term of validity was length of actual teaching experience as shown in the preliminary examination report. As determined by this factor alone, for a life certificate a teacher must have taught at least 18 terms; for a five years' certificate, at least 9 terms; and for a three years' certificate, at least five terms. For anything less than five terms of actual teaching the one year's certificate would be given. The force of this factor was, however, modified, first, by fact of graduation from a state normal school, graduation therefrom being considered as the equivalent of an actual teaching experience of three terms; second, by conditions of rank in written examinations, a very low rank in one or more subjects as compared with the average attained, reducing the term on the assumption that the teacher would desire to attain higher rank and so would the sooner wish to take a re-examination; third, by extent of professional reading done by the teacher as shown by her preliminary examination report, the teacher who had done little or nothing in this direction being granted certificate of shorter term than she might otherwise have received.

The force of the several factors used in determining grade and term of certificate as above explained, can be better illustrated by reference to a specific example. The following is a copy of the certificate issued to the person whose preliminary examination report appears on page 69:

BASIS FOR GRANTING STATE CERTIFICATES.

No. 1.*		No. 2.†	
Moral Character?..	Exp't.	Reading .....	80
Success in Gaining Co-operation of Pupils and Par- ents?.....	Good.	Orthography .....	80
Tact in Directing and Controlling Pupils? .....	Good.	Penmanship.....	75
Interest in Work?..	Exp't.	English Grammar and Composition.....	80
Energy?.....	Good.	Arithmetic.....	80
Enthusiasm? .....	Good.	Geography ....	95
Skill in Instructing?	Exp't.	U. S. History.....	45
Power in Stimulat- ing Pupils to Do their Best?.....	Good.	Civil Government.....	40
Influence over Pu- pils out of School?	Exp't.	Physiology and Hygiene	65
Efforts for Self Im- provement?.. .	Exp't.	Nature Studies.....	85
Extent of General Reading?.....	Good.	School Laws . . . . .	50
Manners, as influ- encing those of Pupils?.....	Good.	Theory and Practice of Teaching.....	70
Capacity for Work?	Good.		
For what kind of a school would you recommend the candidate? Pri. or Rural.			

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 column No. 1, were furnished by the persons whose names appear as references on the back of this certificate.

†The ranks in column No. 2, were awarded on the candidate's written work.

STATE TEACHER'S CERTIFICATE.

STATE OF MAINE.

EDUCATIONAL DEPARTMENT.

AUGUSTA, December 1, 1898.

This Certifies That.....  
is authorized to teach in any Primary or Common school in  
the State of Maine for three years from January 1, 1899.

W. W. STETSON,

*State Superintendent of Public Schools.*

Examining the ranks in column 2, the average is found to be 70 and a fraction, which is barely that fixed for "Common School" grade, while there are two ranks below the minimum fixed for that grade. These conditions are such as to indicate the grade lower than "Common School" as that to be assigned, but to indicate also that the ranks in column 1 must be consulted to decide the question. Examining those ranks and finding the average numerical symbol of them as entered upon the record, that average is found to be the symbol of "Good;" hence there is no weight of special excellence in these ranks sufficient to turn the scale in favor of the higher grade, and the grade of the certificate is made as shown.

Turning now to the preliminary examination report copied upon the back of the certificate, the candidate's experience indicates a "Life" certificate, and all the other facts agree in indicating the same. But the candidate is an applicant for the grade of certificate next higher than that awarded, can earn that higher grade in re-examination after a time devoted to study, and will probably desire to do so as early as allowable; granted a life certificate she would be estopped from re-examination; therefore, the term of the certificate is made "three years," and she is thus accorded the privilege of full re-examination for the higher grade within that time, or can have her certificate renewed without re-examination at the expiration of the term for which it is granted.

It will be seen that the scheme or plan of grading and granting certificates reduces liability to the making of mistakes harmful to the teacher to the lowest terms, and provides adequate remedy for such mistakes, as well as reasonable opportunity and encouragement for the teacher to make improvement. The privilege of full re-examination for higher grade and longer term during the time for which probationary certificates are granted, would seem to be the only practicable and reasonable provision to be made in case of alleged or suspected mistakes in ranking, whether unsatisfactory rank be due to error of judgment in the one inspecting papers submitted, or to actual deficiency on the part of the examined. The privilege of having the certificate renewed at expiration of term for which it is granted, more than counterbalances any possible detriment wrought by its being granted for a shorter term than actual experience in any case would warrant.



## RESULTS.

The general results of the examination of this year are shown in the following table :

Counties of Residence.	Whole number examined.	Number passed and entitled to certificate.	Number failing to pass.	NO. FAILING BECAUSE OF	
				Defective rank.	Failing to take examination in one or more subjects.
Androscoggin .....	7	7	-	-	-
Aroostook .....	94	68	26	8	18
Cumberland .....	34	27	7	1	6
Franklin .....	2	2	-	-	-
Hancock .....	34	29	5	4	1
Kennebec .....	23	21	2	2	-
Knox .....	13	12	1	1	-
Lincoln .....	18	15	3	2	1
Oxford .....	14	12	2	1	1
Penobscot .....	92	73	19	11	8
Piscataquis .....	9	5	4	3	1
Sagadahoc .....	3	3	-	-	-
Somerset .....	33	27	6	3	3
Waldo .....	13	10	3	-	3
Washington .....	60	48	12	7	5
York .....	10	10	-	-	-
	459	369	90	43	47

Of the 459 candidates examined, 20 were of those who took part in the examination of the preceding year and failed to obtain certificates by reasons of deficiencies. Of these twenty, 19 this year are awarded certificates and one failed again to get the rank necessary to obtain a certificate. The number of teachers taking the examination this year, either for original certificates or for new ones to replace those held and lapsing at the end of a year, was 439; of these, 349 passed the examination successfully, and 90 failed to pass—43 through failure to attain necessary rank, and 47 through failure to take the complete examination.

Comparison of the results of this with last year's examination shows the following facts: that the number examined this year, not including those examined in deficiencies, was 29 more than last; the number successfully passing, 6 less; the number failing to pass, 35 more, of whom 19 more failed to get necessary rank and 16 more failed to take the full examination. The first of these differences is significant by reason of the fact that intentionally less effort was made this year than last to induce teachers to take the examination. Last year school superintendents

were directly urged to use their personal influence to have their teachers take the examination. In the summer schools, appeals were made to those in attendance. This year nothing in the nature of urging was used. Notices of the time of holding were given through the papers and in the summer schools; brief statements of the scope of the examinations and character of the certificates to be issued, accompanying the necessary blanks for registering, were sent to teachers asking for information. The purpose of this difference in method was to make the taking a purely voluntary act on the part of teachers. It was felt that if anything like the number taking the examination last year, should take it this year without urging, there would be shown a feeling among teachers so favorable toward State examinations in the future, as to warrant the continuing of the present voluntary plan till the time was ripe for making them compulsory. The results shown are, therefore, especially significant and gratifying. They indicate more than a readiness on the part of our teachers to subject their fitness to teach to fair tests, and, failing to meet them, to set about preparing themselves, and it is just to assume that had the same effort been used this year as last, the increase in number taking examinations would have been much larger than it is.

That the examination this year was, intentionally, more severe than last, accounts in part, for the fact shown, that increase in the number successfully passing did not keep pace with the number taking the examination. It is probably, also, in part to be accounted for by assuming that interest in the State examination with desire to hold a State certificate, is increasing among our teachers. If this assumption be true, the significance of the fact under consideration is in line with that of the former one considered, in indicating that even our poorer teachers are getting in readiness to meet the new and more efficient demand for fitness for their work.

The character of the certificates awarded as regards both grade and term of validity, is shown in the following table, which also makes comparison in these regards between the results of this and the preceding year's examination:

Counties.	GRADES.				TERMS.			
	Public school.	Grammar or common school.	Common school.	Primary or common school.	Life.	5 years.	3 years.	1 year.
Androscoggin .....	-	6	1	-	6	1		
Aroostook .....	2	10	35	21	6	20	18	24
Cumberland .....	4	1	10	5	3	7	10	7
Franklin .....	1	1	-	-	-	-	1	1
Hancock .....	2	8	16	3	6	11	8	4
Kennebec .....	4	13	3	1	2	5	5	3
Knox .....	2	2	7	1	1	2	5	4
Lincoln .....	1	5	5	4	1	7	4	3
Oxford .....	1	3	8	-	3	2	3	4
Penobscot .....	6	23	29	15	14	26	17	16
Piscataquis .....	2	2	-	1	2	1	-	2
Sagadahoc .....	-	-	1	2	-	-	1	2
Somerset .....	4	8	11	4	5	11	6	5
Waldo .....	-	5	2	3	1	3	4	2
Washington .....	3	18	15	12	8	18	10	12
York .....	3	1	4	2	2	2	2	4
Totals } 1898 .....	35	112	148	74	66	116	94	93
} 1897 .....	20	83	134	118	13	63	180	99

The exhibit made in the above table is especially gratifying. That nearly one in every ten of all the teachers awarded certificates, met all the requirements of scholarship, training, experience and recommendation demanded for certificates of the highest grade, is peculiarly encouraging. It shows that the teachers of our schools of higher grade are getting into line with those of the common schools in manifesting a desire for something other than the annual local examination and certification. And this is shown in a more marked way in the comparison instituted between the results of the examinations of the two years. Hardly less satisfactory as indicative of the growing interest of our best teachers in the State examination, is the large number of those who were able to meet the requirements for certificates of the second grade, and the increased number of these as compared with that of the year before. The increase, as compared with last year, in the number of those awarded the third grade certificate, and the very marked decrease in the number awarded the lowest grade, are of like significance. They are evidences that the better class of teachers of every grade of school work, are getting together as holders of the State certificate into a class by themselves. They are evidences that these State examinations are surely working out the purpose had in view when the law author-

izing them was enacted. They are surely and with increasing speed, dividing the teachers of Maine into two classes, in the one of which are to be found the alert, vigorous, progressive teachers, fitted in scholarship, training and personality for their high calling, in the other, those lacking in some or all of these qualifications.

Finally, combining the results of these State examinations for the two years during which they have been conducted on the plan herein outlined, we have the following very satisfactory exhibit:

Whole number of teachers examined, including re-examinations on account of certificates lapsed by expiration of term .....	849
Whole number failing to pass examination.....	125
Whole number of certificates awarded.....	724
Number of 1 year's certificates lapsing by expiration of term, and not renewed.....	48
Whole number of certificates in possession of teachers or waiting completion, January 1, 1899.....	676

#### SOME THINGS INDICATED.

The careful and critical study of examination papers submitted and of preliminary examination reports has disclosed many suggestive facts. Some of these facts are especially creditable to our teachers and our schools in what they show definitely or by indication. As this report will be read by many of the teachers who have passed the examination or who will probably take it hereafter, it would seem proper to call attention to some of these more important suggestive facts.

First and most creditable to our teachers are the efforts for professional self improvement, of which both examination papers and preliminary examination reports give abundant evidence. This evidence is especially full as regards those this year examined. The table giving statistics of certificates issued furnishes marked evidence of this sort. The ranks attained in examination in such subjects as civics, nature studies and school law, this year averaging more nearly with ranks in other subjects than they did last year, indicate self-study of those subjects in preparation for the examination. In a still more noticeable way

do the facts disclosed in the preliminary examination reports not only suggest but directly and positively prove, that teachers are earnestly seeking better ways and striving for better things. The teacher examined this year who had not done some professional reading, was one of a very small number. She who had not read, and was not reading regularly, one or more of the leading educational journals, was a rare exception to the rule. Nor is the reading and study thus evidenced, along professional lines alone. Few of these teachers failed to show that they had read somewhat of real literature; a considerable majority had read something of history and science other than school text books. Very few indeed were the reports which did not show some efforts in these directions, though the reading in some cases indicated no very high conception of the nature of real literature, and suggested that history and science reading had been mainly of such works as the "Scottish Chiefs" and other novels of the sort, one can not go attentively and thoughtfully through the papers of any score of these teachers, without being impressed by these evidences of efforts for self improvement; and when comparison is instituted between the papers of this and last year those evidences are still more impressive. Our teachers are coming to a recognition of their personal and profession deficiencies, and are working to bring themselves to higher standards of scholarship, of literary attainments, of professional fitness.

Evidences of another sort than those indicating efforts for self improvement, are not lacking in these papers and reports. It is not a pleasant task to call attention to, or to cite specifically, any of these evidences. But the faithful and kindly calling of attention to faults, and calling that attention sharply by citing specific instances, is often not only a duty to but a manifestation of good will. It is in such spirit of helpfulness and good will that the following is written.

Few of our teachers know enough and know what they do know, accurately enough. Teachers who affirm that *adding* the same number to both terms of a fraction does not change the value of the fraction, who do not know that the bank discount of a note not bearing interest is the interest calculated on the face of the note for the time named in it, or who would have a Maine bank add three days of grace to the given time of a note when dis-

counting it, do not know enough of arithmetic, and know it accurately enough, to teach, at least, any but the very lowest grade of pupils. Those who can not correctly name four out of five of the changes in termination of the word "love," used as a verb, who do not know that the word "needs" in the expression "must needs," is not used as a verb, or who correct the grammatical structure of the sentence "neither wealth nor honor confers happiness on their votaries" by changing "confers" to "confer," are neither sufficiently well versed in the laws of English grammar nor skilled in the writing of good English. Those who assert that the tropics and polar circles, used as bounding lines of the zones, are placed where they are because they mark definite limits of change in climate, or who locate Behring Strait between the mainland of North America and Greenland, or who, in travelling by rail from Bangor to Portland, via Lewiston, would pass through Rockland and Bath, are evidently somewhat lacking in accurate knowledge of mathematical, general and local geography. Those who in naming early English, French, Dutch and Spanish settlements, made within the present limits of the United States in consequence of discovery or exploration, give St. John or Montreal as one of the French, or Penn's settlement as made by the Dutch, or who in naming four noted statesmen, class Fulton or Morse or Edison as such, lack somewhat in extent and accuracy of historical knowledge. These mistakes of fact—and similar ones might be cited as appearing in the examination papers submitted in all the other subjects—not made by some one individual teacher but, some of them, by not a few, are not here cited with any intent to cast ridicule upon any teacher or class of teachers, but rather, as before said, to call the sharp attention of teachers to their actual and probable deficiencies, with the hope that it may inspire some to earnest effort for improvement.

But evidence not only of lack in knowledge is furnished in these papers, but of lack of the power or habit of correlating fact with fact in using knowledge for practical ends. Some of the instances cited above are evidences of this. For instance, a majority of those who failed to make the right correction in the sentence cited, "Neither wealth nor honor, etc.," gave the correct rule for the use of the verb form as it stands in the sentence,

and then proceeded to change it to a form contrary to the rule given. Two special instances of this lack of power or habit are as follows: Many teachers as required wrote correctly a non-interest bearing note for a given sum and time, gave correctly the condition under which it would become interest bearing, and then figured the amount of the note for a period different from that for which under the stated condition it could bear interest. In the examination in civil government, a considerable number stated correctly the manner in which the county sheriff is elected, and then gave one year as the period for which he is elected, when they must have known as a matter of common knowledge that county and state elections in Maine occur but once in two years. Can teachers whose power to use knowledge is so lacking, impart to their pupils the power in which they themselves are wanting? Will not the tendency of their teaching be in the direction of cramming the minds of their pupils with a mass of facts, held only by the force of the retentive memory, standing in no clearly apprehended relations to one another, and of little use in other than the specific ways of the school book and the school exercises.

These defects in knowledge had their origin in most cases in the manner in which these teachers were taught, and the chances are that they will transmit the same defects of knowledge and lack of power to those whom they themselves teach. Such teachers should be led somehow to see wherein they are faulty, and be somehow spurred to endeavors to correct their faults. Evidences herein adduced as indicating that many of our teachers are already making earnest efforts for self improvement along these and other lines which lead up to State certificates of the higher grades, go to show that in this system of State examinations, there is to be found an agency which may be made to lead all our teachers to see their faults, and to spur them to efforts to correct them.

#### CONCLUSION.

This account of the purposes, scope, methods, and results of the State examination of teachers authorized by present laws, has been made thus particular for two purposes. One has been to furnish school teachers and school superintendents with complete information regarding the examinations held. It is hoped

that such information will lead all superintendents to do what many have already done, exert their full influence to induce all their teachers to take the examination.

The second purpose has been to furnish legislators with such information as will enable them to take intelligent action upon the proposition to make the taking of a State examination and the holding of a State certificate, a prerequisite to teaching in any public school in Maine.

Teachers are to be examined primarily to test their fitness for their work. Any method of examination which fails fairly and efficiently to perform this function should be discarded. The present method of local annual examination is sometimes unfair and generally inefficient. As an efficient agency for guarding the schools against the admission of unqualified teachers, it has failed of success.

But a fully efficient system or method of examination and certification, should have another in addition to this primary function of testing fitness. It should both test fitness and spur the teacher to effort for increase of fitness by offering a premium on largest fitness. This latter function is wholly lacking in the operation of the method of local examination and certification.

The State examination is fair and effective in determining fitness. Nothing of local or personal favoritism can effect its fairness or modify its results. The method of certification is such as to offer effective inducements for would-be teachers to prepare themselves thoroughly for their work before entering upon it, and for actual teachers to grow constantly better prepared.



## TEACHERS' INSTITUTES.

The teachers' meetings of the past year have been more in number and more largely attended than in any previous year. It is a most hopeful sign for the future of our teaching corps that each succeeding year gives evidence of a greater degree of appreciation on their part of all the means afforded them for improvement in their profession.

A healthy professional pride is coming to be fostered among our teachers, which not only acts as an incentive for the best to maintain their standard of excellence, but for the poorer ones to improve, or give place to more faithful and efficient workers.

Attendance upon Teachers' Institutes though not compulsory, is every year become to a greater degree a measure of the teacher's interest in her work and ambition to increase her fitness for it.

The general plan of work and line of instruction were this year practically the same as last and for that reason the circular of information issued in 1897 was continued as governing the institutes of 1898 and is given below :

## 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 teaching 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.

Summer schools were held during the past summer at the following places, viz: Houlton, Pittsfield, Machias, Newcastle.

The schools were more largely attended, even than last year and the interest on the part of the teachers was much increased. The citizens of the several towns where the schools were held did everything in their power to make the stay of teachers and instructors pleasant and comfortable.

The following circular was issued early in the year and sent to the teachers throughout the State.

## SUMMER SCHOOLS.

The summer schools for the present season will be held at Pittsfield, commencing July 11th, at 11 A. M.; at Houlton, July 18th, at 9 A. M.; at Machias, July 25th, at 9 A. M.; at Newcastle, August 1st, 9.30 A. M.

The schools will be in session two weeks each. There will be two sessions each day, with the exception of Saturdays, which will be holidays.

Instruction will be given in the following subjects: Nature Studies, Common School Studies, Music, Physical Culture, Elementary Psychology, Pedagogy, Literature, and such other branches as the several programs will permit.

The usefulness of Summer Schools has been so thoroughly vindicated within the past few years as to make it unnecessary to urge their claims upon progressive teachers. The corps of instructors is made up of experts in the several departments, No school in New England will be better equipped in this particular.

Certificates will be issued to teachers who attend one of these Schools for at least two-thirds of the sessions. Diplomas will be granted to those who hold four of these certificates.

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

For information in relation to prices for rooms and board, apply to

Prin. O. H. Drake, Pittsfield,  
Prin. W. S. Webb, Houlton,  
Mr. Willis Allen, Machias,  
Prin. G. H. Larrabee, Newcastle.

#### INSTRUCTORS.

A well chosen and most efficient corps of instructors was engaged for this year and the work done was of a most practical and valuable character.

The men and women called to this work were of those who had fully demonstrated their ability to instruct and many of them were at the head of the class in the branches which formed their specialties.

#### CERTIFICATE AND DIPLOMA.

A beautiful certificate, finely engraved and tastily printed in colors, has been prepared and will be issued to each of the teachers attending any summer school at least two-thirds of the session.

All who have attended four sessions will receive in addition to the certificates of attendance a handsome diploma.

#### WORK FOR THE COMING YEAR.

The very best talent available will be called into the work of instruction both in the teachers' institutes and summer schools and teachers are assured that the standard will be advanced and that the advantages offered for improvement in their calling will be better than ever before.

RESOLUTIONS ON THE DEATH OF THE LATE  
VITAL CYR.

At the summer school held at Houlton in July the following resolutions were presented and unanimously adopted:

As we, the teachers of the Northern Maine Summer School, again meet in annual session, we can not fail to notice with sorrow the absence of our fellow teacher, Mr. Vital Cyr of Fort Kent, who was so suddenly stricken by death as he was entering upon his work in September last. In view of the high esteem in which Mr. Cyr was held by all who knew him, and the deep interest which he manifested in the success of this school, we hereby adopt the following resolutions:

Resolved: That by the death of Mr. Cyr, the teaching profession of Maine has lost one of its most painstaking and efficient members—a man who had not only a broad interest in education in general, but a deep interest in the welfare of each individual student who came under his care. That his special adaptation to the position which he filled, because of the bond of sympathy between himself and his people and his success in educating them in the true principles of American citizenship, makes his death a loss to the whole State.

Resolved: That we shall remember with pleasure the genial, Christian gentleman, whose warm, hearty greeting was but the natural expression of one who recognized the brotherhood of all mankind, and who was ever ready to sympathize with his fellow men in their joys and sorrows.

Resolved: That our deepest sympathy is felt for those who have lost a brother so noble and a friend so true.

Resolved: That a copy of these resolutions be sent to the family and also to the Educational Department of the State to be inserted in the annual report of the State Superintendent.

A. M. Thomas,  
Frederick E. Chapman,  
Isaïe C. Daigle.

Houlton, July 22, 1898.

## LAWS, DECISIONS AND EXPLANATIONS.

## 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 members 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.

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., 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 town shall raise and *expend*, annually, for the support of schools therein, exclusive of their 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 the 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.

## NORMAL SCHOOLS.

The following tabulation exhibits the statistics of attendance in the State Normal Schools at Castine, Gorham, and Farmington for the year 1897-8:

## COMPARATIVE SUMMARY.

School.	Year Ending.	Number entering.	Number graduated.	Average attendance per term.	LARGEST ATTENDANCE.	
					Number.	Term.
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	
Castine .....	June 8, 1898..	178	34	168	194	Spring.
Gorham .....	June 16, 1898.	95	44	114	157	Winter.
Farmington.....	July 7, 1898..	182	55	198	264	Winter.
Totals .....		355	133	480	615	

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 16, 1898.

*To the Trustees of State Normal Schools:*

The year has been one of prosperity. Teachers and pupils have worked well and in harmony. The teachers have been united in plans, harmonious in counsel, earnest and self-sacrificing in work. Indeed all have worked beyond a just amount. Miss Fickett who came in at the beginning of the year proves

a very excellent teacher and a most helpful worker. I recommend an increase of fifty dollars to her salary. Miss Andrews left the practice school, upper grammar, suddenly, on account of failure of health. Miss Grace Walker was secured for the place, and I think will be successful. I recommend Mr. Russell's work and ask an increase of salary. He merits it, and will command it in another place, if not here. I should recommend an increase for every teacher, of salary, including the principal, did I not know the parsimony of the State towards salaries of her workers, but it seems to me that the two above named are very specially deserving.

There have been added to the books and charts, bought by the school from the incidental fund, to the amount in cost of \$217.83. Paid from the same fund for charts for music work, \$50.

Ten pupils graduated in February, 1898, and thirty-four are candidates for diplomas to-day, making forty-four for the year; of these, eight graduate from the advanced course. I ask the diplomas of the school for the the thirty-four whose names appear in the catalogue herewith submitted. I recommend the election of all the teachers now on the force.

The teachers' room should be painted, carpeted and furnished.

The floors of the school building should be relaid or shel-laced.

There is a very great need of more text-books, an imperative necessity in some departments.

The State has given the school during the year, a fine set of Johnson's Encyclopedia, and six copies of Webster's dictionary, which have been most gratefully received and very largely used.

The number of students has been larger, in whole number and in average attendance than in any previous time of its existence.

#### CANDIDATES FOR DIPLOMAS.

Mary C. Allen; Eva B. Ayer; Mary L. Brainard; Alice A. Brown; Cora A. Brown; Nellie G. Bulger; Alice M. Burke; Effie M. Cassin; Lucy M. Curtis; Annie W. Goodwin; Nellie M. Haley; Mary B. Hall; Carrie E. B. Hamilton; Adelaide M. Hodsdon; Mary L. Jaquis; Nellie L. Kerwin; Maude E. Meserve; Mabel F. Mosley; Clara E. Burroughs; Agnes S. Fair-

brother; Alice M. Lalley; Susie T. Linnell; Ida G. Morrill; Ellen H. Peabody; Louise R. Tripp; Nora P. Nason; T. Emelia Peterson; William Percy; Isabel T. Reed; Louise E. Sawyer; Mabel H. Shapleigh; May Shattuck; Alice P. Sprague; Nettie M. Steves; Grace M. Trafton; Gertrude York; Sadie M. Chase; Abbie G. Dennett; Cora M. Peterson; Veysey H. Robinson; Winnifred C. Thompson; M. Minerva Chase; Grace C. Davis; Irving R. Hawkes.

Respectfully submitted,  
W. G. CORTHELL.

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FARMINGTON, ME., JULY 7, 1898.

*To the Trustees of the State Normal Schools:*

GENTLEMEN: I have the honor to present my fifteenth annual report. The attendance for the year has been as follows:

Number entering.....	182
Number attending first term.....	159
Number attending second term.....	264
Number attending third term.....	172
Number of different pupils for the year.....	331
Number graduating from the regular course.....	50
Number graduating from the advanced course.....	5

This is the largest attendance in all respects in the history of the school. The work of the pupils has been faithful and earnest; that of my teachers has been characterized by the same devotion and enthusiasm that they have shown in previous years.

The names of the teachers for the past year are: 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 training schools, Lillian I. Lincoln; assistants in model schools, Ella M. Pinkham, Hattie M. Woodbury, Ethel S. Heald.

Our most pressing wants are the same as last year, viz:

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 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 our graduates has, as usual, been far beyond the supply.

Having completed the course and "maintained that worthy scholarship and commendable deportment which entitles them to diplomas and the graduating honors of this institution," I recommend the following persons for graduation :

#### ADVANCED CLASS.

Robert William Martin, Sabattus, Edith Belle Pratt, Howe's Corner, George Colby Purington, Jr., Farmington, Iola Mae Russell, Farmington, Chester W. Teel, Port Clyde.

#### REGULAR CLASS.

John Winter Adams, Notch, Mabel Eva Alden, Winthrop, Myrtle Alice Bacon, Bryant Pond, Martha Trott Bailey, Woolwich, Leila Alberta Barbour, Brewer, Amelia Jane Bisbee, East Sumner, Grace Darling Bradley, Skowhegan, Cora Sara Burleigh, Vassalboro, Annie Baker Case, Lubec, Minneola Clough, Winthrop Center, Lydia Evelina Conant, Strong, Frank Day, Trevett, Fannie Dorothy Jonas Fowle, Westport, Sarah Libby Gile, Richmond, Margaret Clement Goud, Caribou, Gertrude Belle Higgins, East Wales, Carrie Lee Horr, Bridgton, Clarence Franklin Hodgkins, Farmington, Harold Davis King, West Farmington, Dora Alberta Libbey, Curtis Corner, Belle Cora Lurchin, Lubec, Bertha Louise Maxwell, Sabattus, Nellie Mae McLeary, Strong, Elida Mabelle Osier, Medomak, Hannah Mabel Perkins, Fryeburg, Stephen Hodgdon Pinkham, Trevett, Ralph Carpenter Potter, North Vienna, Alta M. Reed, Bowdoinham, Nellie Mae Reed, Springfield, Myrtie Calista Rich, Fort Fairfield, Nellie Florence Rockwood, Winthrop Center, Alice



Maud Rose, South Presque Isle, Emma Corine Scott, Lincoln Center, Bessie Ellen Simmons, Kingfield, Andrew Mac Smith, Farmington Falls, Lottie Marie Smith, Solon, Sadie Smith, Mattawamkeag, Harriet Francella Springer, Danforth, Mildred Cope Sproul, Pemaquid Harbor, Carolyn Alice Stone, South Brewer, Alice Graves Temple, Bowdoinham, Elizabeth Bradford Thomas, Middleboro, Mass., Mary Evelyn True, Wayne, Levina Lucina Walker, Oakland, Lottie May Waterman, North Appleton, Mabelle Sarah Welsh, Boothbay, Lilla May Whittier, North Vienna, Susan Frances Wiley, Fryeburg, Florence Eliza Wilkins, St. Albans, Elizabeth Marie Williams, Skowhegan.

Respectfully submitted,

GEO. C. PURINGTON.

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CASTINE, ME., JUNE 8, 1898.

*To the Trustees of the State Normal Schools:*

GENTLEMEN: I respectfully submit my tenth annual report of this school.

ATTENDANCE.

Number entering the school.....	178
Number attending the fall term.....	147
Number attending the winter term.....	162
Number attending the spring term.....	194
Total enrollment for the year.....	503
Number graduating, regular course.....	33
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, Kate S. Russell, Frank K. Lane (fall term,) Joel W. Reynolds, and Margaret S. Sturdivant (winter and spring terms,) in the normal school; Mabel F. Simmons, critic teacher, Mary B. Bills in the model school, and Addie W. Dunbar in the grammar school.

We met with a great loss in the resignation of Frank K. Lane, who was obliged to give up school work on account of ill health. Miss Sturdivant, who was engaged to fill his place, temporarily, has done fine work, as was to be expected of a graduate of Gorham Normal School.

Miss Winnie Austin is about to graduate from Brown University and I recommend her re-election to the same position she held in the school one year ago.

I hope Joel W. Reynolds will be retained in the school if possible. I recommend that Miss Bills' salary be increased \$100.

#### LIBRARY.

A few books have been added to the general library, and the text-book library is in much better condition than one year ago. The money received from incidental fees is not sufficient to furnish text-books, and even if it were should not be used for this purpose.

#### NEEDS.

We need another recitation room, a room for gymnasium, new floors, new seats, new furniture, and some improvement in the water closets. The trustees have done all they could for the school, and the legislature has generously voted, unanimously, all the appropriations asked of them. Very little has been asked for this school. It is to be hoped the next legislature will put the buildings and grounds here in good condition. The attendance shows that the teachers of Eastern Maine would like to come here to school if they can have as good advantages as are afforded elsewhere.

#### THE YEAR'S WORK.

We have had the largest number attending the school for any year in its history—503. The largest number in any previous year was in 1896—470. The number entering has also been the largest—178. The largest number in any previous year was last year—136.

The school has steadily gained in point of numbers since 1890-1, when only 64 entered, and only 255 were enrolled. It will be seen that the attendance has nearly doubled since that time and the entering classes more than doubled.

The utmost harmony has prevailed among us. The pupils have been quiet and obedient, and the assistant teachers greatly interested in their work. The most cordial and friendly relations have existed between this and all other schools in this part of the State.

## IMPROVEMENTS.

The appropriation made by the last legislature for heating and ventilating the building has been expended in such a way as to give us a modern system which is nearly perfect.

We have three fine cabinets, for the use of classes in physical geography, botany, and geology and a good telescope, belonging to the principal, for the class in astronomy.

## DIPLOMAS.

I recommend that diplomas be granted the following persons:

Advanced course: Venia M. White, Columbia.

Regular course: Nina B. Baldwin, Kingman; Bertha R. Batson, Addison; Annie R. Black, Brooksville; Frank F. Carr, Albion; Nellie E. Clapp, Sedgwick; Emma H. Cline, Hancock; E. Therese Crabtree, Hancock; Grace E. Coggins, Hancock; Belle Crawford, Alton; Minnie A. Decker, Clinton; George W. Dickson, Harrington; Isa B. Drown, Conway, N. H.; Gertrude L. Dunbar, Hope; Mildred E. Durgain, Sedgwick; Annie L. Farrar, Princeton; Gertrude Gray, Surry; Nettie A. Gray, Sedgwick; Evelyn A. Greenlaw, Pepperell, Mass.; Alger O. Hall, Winterport; Caro L. Heal, Islesboro; Hattie M. Higgins, Lamoine; Rose A. Lewis, Skowhegan; Mary J. Malaney, Windsor; Amy I. Maxfield, Stockton Springs; Grace M. Pendleton, Belfast; Lulie Putnam, Belfast; Mabel A. Sherman, Brooklin; Ross Vardon, Chelsea, Mass.; Robert A. Webster, Stockton Springs; Lucy M. White, Malden, Mass.; Wilbur W. Wilkins, Wilton; Bessie V. Williams, Great Pond.

Respectfully submitted,

ALBERT F. RICHARDSON.

FORT KENT, ME., MAY 16, 1898.

*To the Trustees of the State Normal Schools:*

GENTLEMEN: The following is a report of the Madawaska Training School for the year ending April 20, 1898:

The attendance for the year has been as follows:

The number of pupils attending during the autumn. . . . .	90
The number attending during the winter and spring term	110
The number of different pupils during the year. . . . .	112
The number graduating. . . . .	15

The teachers for the year have been Mary P. Nowland, Rose A. Coney, Malvina Belleau. They have been interested in their work and have for the most part, I think, done it efficiently.

The Principal of the school, Vetal Cyr, B. A., was too ill to be at his post when the term began. His death which occurred two weeks later, was an irreparable loss to the school and the territory.

Notwithstanding this great misfortune the year has been one of harmony in the school. The pupils have been not only quiet and orderly in the school and in the town, but have worked earnestly and faithfully, each one seeming to wish to honor the memory of his dead teacher by the character of his work.

With the appropriation made by the last legislature the grounds have been enlarged and since the close of the school have been graded and fenced. An air motor for conveying water to the house from a spring near the river has been erected, and a commodious addition to the boarding house built. This is nearly finished and was sufficiently furnished at Christmas to meet the needs of the last term.

The number of pupils accommodated in the boarding house has been nearly double that of any preceding year.

The school building has been painted.

We are grateful for some fine maps, a full set of musical charts and a manikin received this year.

An addition has been made to the library since the last report. We need most now:

1. Another teacher.
2. Some philosophical apparatus—we have none.
3. Books for general reference.

4. Text-books. The scholars are now compelled to buy all their text-books and this, for a large number, is very hard.

THE GRADUATING CLASS OF 1898.

Theodule M. Albert, Madawaska; Eglise A. Bouchard, Frenchville; Joachim A. Bouchard, Frenchville; Agnes M. Belain, Fort Kent; Susie M. Coffin, Patten; George W. Cyr, St. John Plantation; Simeon B. Cyr, Van Buren; Elizabeth Daigle, Fort Kent; Deline A. Dionne, Madawaska; Douat Franque, Frenchville; Philippe E. Lebrun, Fort Kent; Fortunat O. Michaud, Frenchville; Andrew Pinette, Fort Kent; Ethel E. Savage, Fort Kent; Odile A. Therriault, Grand Isle.

Very respectfully submitted,

MARY P. NOWLAND.

## FISCAL STATEMENT.

The resources and expenditures for the normal and training schools for the fiscal year, 1898, consist of the regular annual and the special appropriations and expenditures.

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

## FISCAL SUMMARIES.

## RESOURCES, 1897.

Annual appropriation for normal schools.....	\$31,000 00
Special appropriation for school-buildings at Farmington .....	10,000 00
Special appropriation for dormitory at Gorham...	13,000 00
Special appropriation for dormitory at Fort Kent..	3,250 00
	<hr/>
Total resources .....	\$57,250 00

## EXPENDITURES, 1898.

For salaries .....	\$27,486 39
fuel .....	1,877 64
general repairs .....	976 71
diplomas .....	75 50
books, apparatus, appliances and supplies.....	583 76
dormitory at Gorham.....	13,000 00
school building at Farmington.....	10,000 00
dormitory at Fort Kent.....	3,250 00
	<hr/>
Total expenditures .....	\$57,250 00

REPORT OF HON. J. W. FAIRBANKS, CHAIRMAN  
OF BUILDING COMMITTEE OF FARMINGTON  
STATE NORMAL SCHOOL.

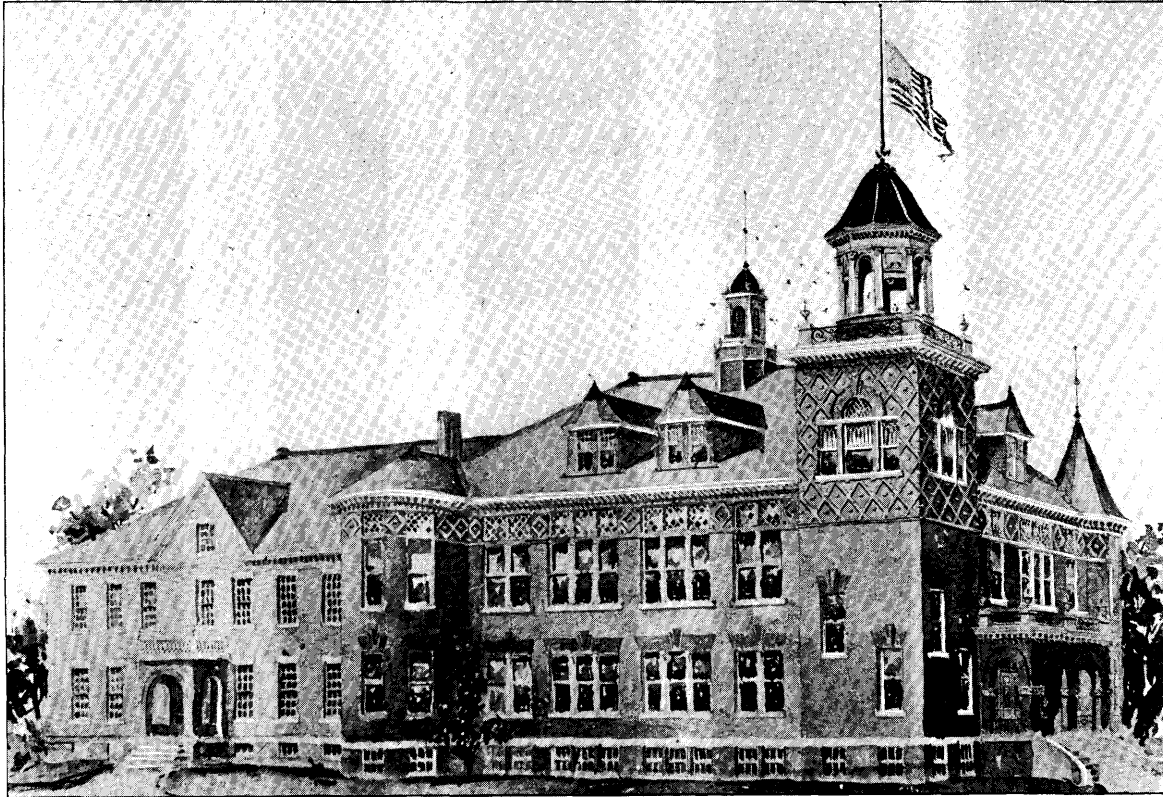
The new normal school building at Farmington, which the State has so generously furnished for the training of teachers, is a structure ninety feet by seventy feet in size. The foundation walls are of stone laid in cement. The walls of the building are of first quality of brick, and are twenty inches thick. The roof is supported by heavy southern pine trusses, and covered with first quality of Monson slate. The basement is well lighted, being twelve feet high in the walls. A portion of this floor is devoted to a large gymnasium, with a hard wood floor, also toilet rooms, with all modern convenient arrangements. One section of this floor is devoted to the storage of coal. The first floor is divided into recitation rooms of convenient size, also a large cloak room, which connects by a flight of stairs with the gymnasium below.

The assembly room in the second story is nearly square, about sixty-eight feet by sixty-eight feet. The seating capacity of this room on public occasions being a thousand people. On one side of this room, above, and in the rear of the teachers' platform is a handsome ornamental balcony for the use of an orchestra, finely finished in quartered oak; on the opposite side are two fireplaces with mantle of quartered oak. Off the main hall is a cozy room, facing the west, fitted with desks, chairs, etc., for the teachers, and is also used as a reception room. This room has a fireplace and the tower on the south also opens into this room, the wood work is of quartered oak and the ceiling of metal handsomely painted.

The halls, corridors and stairways are finished in quartered oak, with metal ceilings, which are used throughout the building, and it is warmed by steam heat and lighted by electricity. Two new boilers were added to the building. The building is well lighted, every room having a cheerful interior. The fit-

ting, furnishings, and apparatus, with few exceptions are the same as in years past, the appropriations not being sufficient to afford new and much needed ones, the trustees not being authorized to expend any monies, except for the erection of a new building. A sewer has been laid from the building to Sandy river, a distance of 1,383 feet. The appropriations for this building were \$40,000, covering four years' time in the expenditure. The total cost of the new building is (\$39,745.80), thirty-nine thousand seven hundred and forty-five dollars and eighty cents.





FARMINGTON NORMAL SCHOOL BUILDING.



REPORT OF MR. JOHN A. HINCKLEY, CHAIRMAN  
OF BUILDING COMMITTEE OF GORHAM STATE  
NORMAL SCHOOL.

The completion of the dormitory of the Gorham State Normal School marks the beginning of a new era in the history of that institution.

The building which was planned by Mr. F. H. Fassett, architect, of Portland, is of four stories in height, and consists of two wings connected by a semi-octagonal tower. The east, or kitchen wing, was erected in 1895, and is forty-one feet wide by eighty-one feet long. The south or main wing was built in 1897, and is forty-one feet wide by ninety-four feet long.

Both wings are of brick, with a course of granite above the foundation; with window caps and sills of Amherst sandstone; and roofs of slate. The tower roof is covered with copper tiling.

The veranda, porch and steps of the south wing is of granite pine. The porch at the entrance of the south wing is of granite and freestone, and contains in raised letters the inscription, "Frederick Robie Hall, 1897". The dormitory having been named in honor of the distinguished Ex-Governor of this State, to whom more than to any one man is due the location at Gorham of the Western Normal School.

The basement, twelve feet in height in the east wing, and ten feet in the south wing, contains the boiler, two indirect heaters, rooms for laundry, fuel, and storage, also toilet accommodations.

The first floor, ten feet in height, contains a reception room, students parlor and library, office, two suites of rooms for teacher and matron, two guest chambers, a lavatory, a spacious dining room, thirty-eight feet by thirty-nine feet, a large kitchen with serving room, china closet, pantry and refrigerator room.

The second story, ten feet in height, and the third and fourth stories, each nine feet in height, contain fifty-four rooms for students, two hospital rooms, two bath rooms, two linen rooms, three rooms for servants, and three storage rooms.

The students rooms are intended for two occupants. The hospital rooms are at the end of the corridor on the second floor. Two other rooms can be connected with them if necessary; and all be isolated from the rest of the house, if occasion should require.

The inside finish is of Georgia pine, with floors of the same. The window frames are of clear white pine sills and Georgia pine pulley stiles. The sash and doors are of best white pine. Doors opening into corridors are provided with transoms.

The interior wood work has had one coat of best oil filler and two coats of varnish. The floors and stairs, two coats of linseed oil, also an additional preparation, just before the building was occupied.

The exterior wood and metal is painted in three coats, with best lead and oil. Deck and walls of the tower above the brick line, and roof of front porch are painted with one coat of metallic paint and two coats of lead and oil.

The contractor for the masonry of both wings was Samuel F. Dolley, of Graham; for the carpentry, Theodore Shackford of Gorham, under whom F. A. Giddings of Gorham, did the plastering, and Geo. H. Wentworth of Gorham, the painting.

The plumbing, under the specifications of the architects, was put in by Willey & Calhoun of Portland. Hot and cold Sebago water is carried to the third floor of the building. Water for the students rooms is obtained from the bath rooms on the various floors. Additional plumbing for the hospital, kitchen, refrigerator room and basement was done by William A. Lowe of Portland.

The steam heating plant was installed by Prof. S. H. Woodbridge of Boston, the contract being taken by Willey & Calhoun. The one pipe system is used, with direct steam throughout the building, and indirect radiation for additional heat for the corridors, and the dining room.

As the report was started by those who were disposed to criticize, that the boiler was of insufficient size for the building, it is but justice to all concerned to state here, what anyone who is acquainted with Prof. Woodbridge will know without the statement, that in its operation during the excessively cold weather this winter, the boiler has done its duty easily, and the building is warmed thoroughly, and without difficulty.

With the exception of the reception room, students parlor and library—which were papered by Johstone, Bailey & Co. of Portland—the walls of the dormitory have been painted in oil; Daniel F. Jose of Portland taking the contract for the dining room, corridor and living rooms on the first floor and Tobias Throensen of Portland, the rest of the building.

The baggage elevator was furnished by George H. Davis, Jr., of Boston.

The outside screens, by the E. T. Burrowes Co., of Portland. The inside shades of tint cloth, by Johnston Bailey & Co., of Portland.

The reception room is papered with cartridge paper, of old rose, with carpet to match; the furniture of this room being of rattan, upholstered in corduroy in shades to blend. This room contains a valuable cast of Niké (winged victory) which with its pedestal was presented by the Massachusetts Alumni of the School.

The students parlor, just across the hall is papered with green cartridge paper, with carpet to match, and parlor set of mahogany, upholstered in green velours.

The library adjoins, with terra cotta paper, rug, and furniture of oak.

Most of the pictures in these rooms are gifts to the school. An oil painting from Geo. F. Morse, Esq., of Portland, and photographic views from Mrs. J. A. Hinkley, Mrs. A. B. Tolford and Mrs. Chas. K. Hinkley.

The office furniture is of oak. The dining room is provided with twelve ten-foot extension oak tables, one hundred oak chairs, and a large side board of oak.

The dining room crockery is of medium thick hotel ware. The plated ware is of good quality.

The kitchen boasts of a Smith & Anthony range, with convenient cooking tables, wooden sinks, properly plumbed, and a good supply of the necessary cooking utensils.

The laundry has set wash tubs of slate and other necessary articles for washing and ironing.

The students rooms are furnished as nearly alike as possible.

In some of the largest rooms, two single iron bedsteads are used; in other rooms one double iron bedstead. Each is provided with the iron national spring.

In a few rooms, the ordinary national springs with wooden legs attached, are used for couch beds; these being much liked by some, who can, by using a fancy covering over their couches by day, divest their rooms of all appearance of bed rooms.

All the beds are provided with good hair mattresses and feather pillows. Each double room contains also, a dressing case (in some cases a chiffonier instead,) a commode, a study table, a set of book shelves, two chairs, two rockers, a suitable toilet set, a lamp, and at least two rugs for the floor.

Every room has a steam radiator, adapted to its size and exposure, and is ventilated.

The building is lighted by oil.

The firms chiefly providing the furnishings are:

Walter Carey Co., Portland, all the furniture except that in the green parlor.

Frank P. Tibbetts & Co., of Portland, mattresses, pillows, and green parlor furniture.

Jones, McDuffee & Stratton Co., Boston, dining room crockery, plated ware and lamps.

Burbank, Douglass Co., Portland, toilet sets and lamps.

Emery Waterhouse Co., Portland, hardware and kitchen tin ware.

Kendall & Whitney, and True Bros., Portland, sundry household articles..

W. T. Kilborn & Co., Portland, carpets.

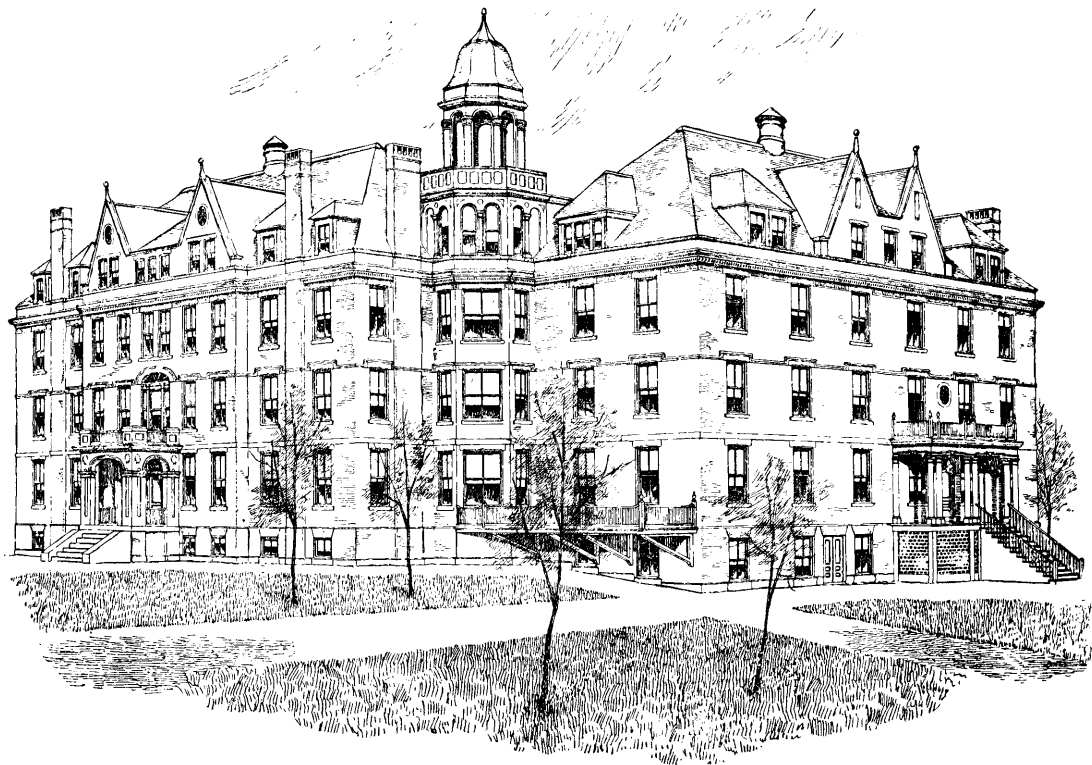
Johnstone, Bailey & Co., rugs.

William Senter & Co., Portland and Geo. S. Burnell, Gorham, clocks.

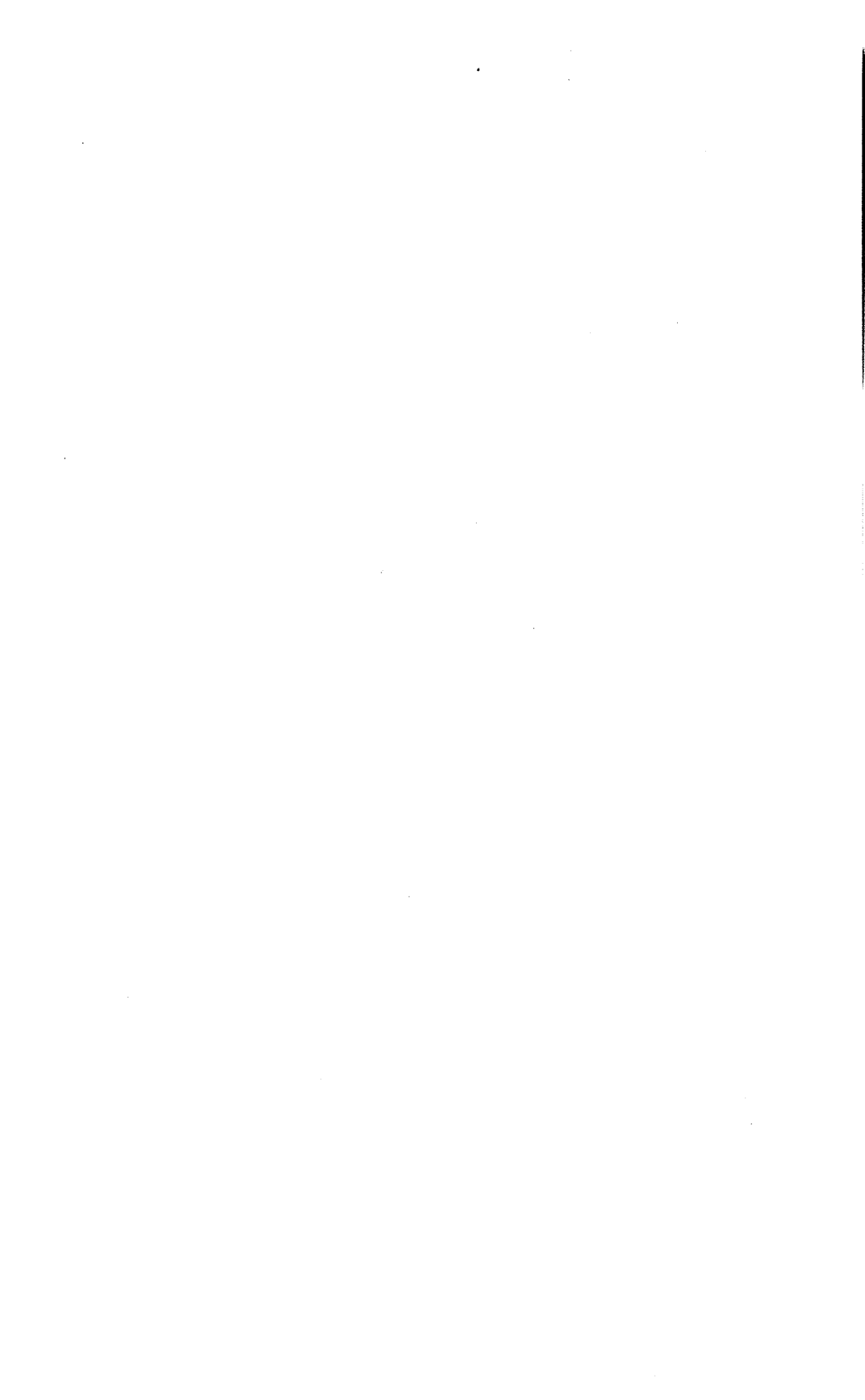
Milliken, Cousens & Short, Portland, table cloths, napkins, and towelling.

J. R. Libby Co. and Rines Bros., Portland, bedspreads, sheets, pillow cases and blankets.

The contract for laying water pipes from the street main to the dormitory and Normal School building, also for providing and placing two hydrants, giving fire protection to both buildings, was taken by the Gorham Water Co. The stand pipes inside the buildings were erected by Willey & Calhoun; that for the dormitory being included in their plumbing contract already referred to.



GORHAM NORMAL SCHOOL—ROBIE HALL.





The grading was under the direction of Hill & Fenn, civil engineers, of Portland, the contract for the same being taken by Frank P. Johnson of Gorham.

The land upon which the east wing of the dormitory was erected was given to the State by the Hon. Dana Estes of Boston.

The funds to cover the necessary expenditures in excess of the appropriation, are assured from Ex-Governor Robie, in accordance with his most generous promise given in the senate chamber, before the passage of the resolve.

The dormitory is not a palace. Architecturally, it is imposing. It is of ample size, but not too large for the wants of the school. It is convenient and satisfactory. We feel justified in furnishing such a building comfortably, and with taste, believing that such surroundings are in themselves an education.

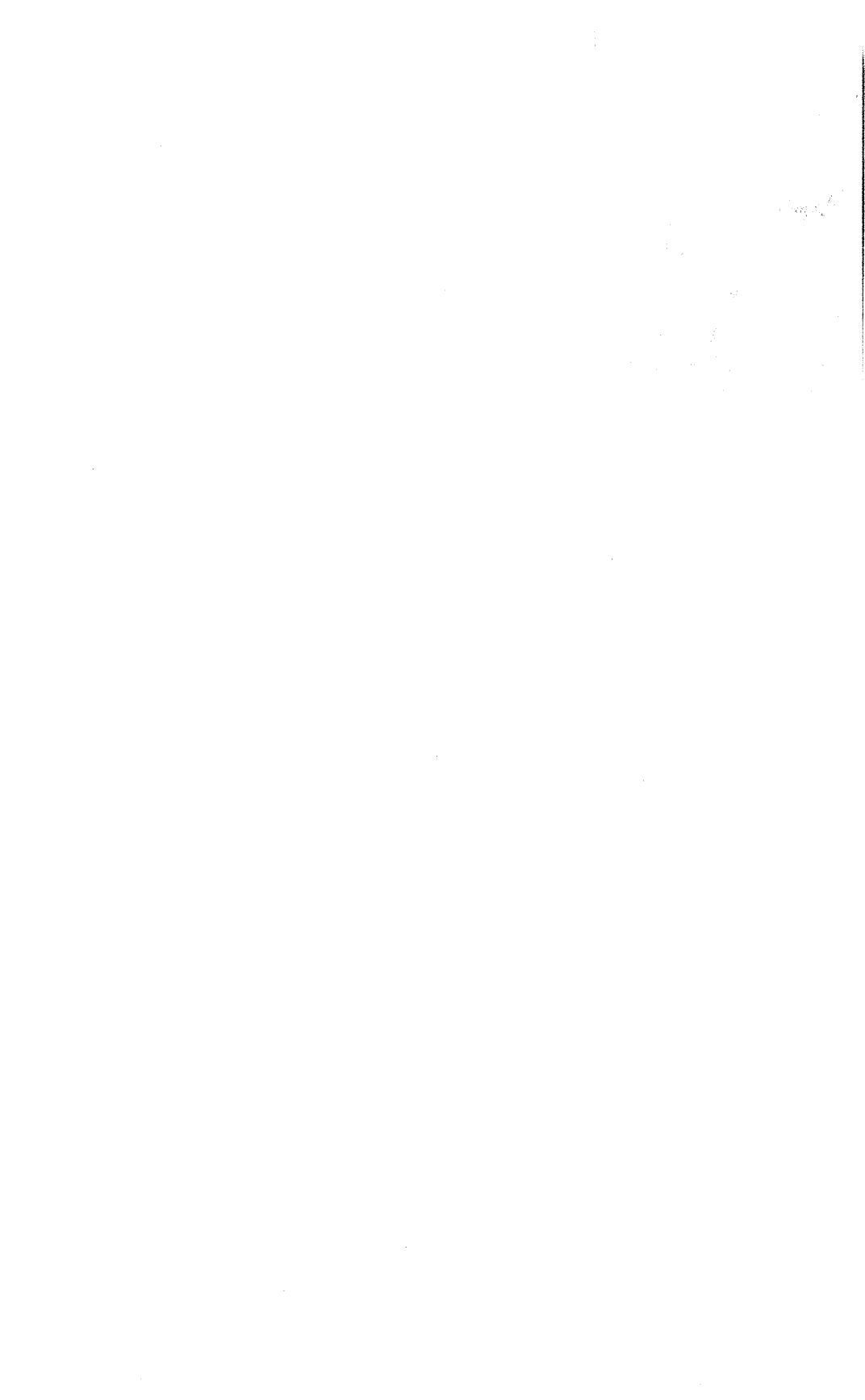
REPORT OF MR. G. A. ROBERTSON, CHAIRMAN OF  
BUILDING COMMITTEE OF MADAWASKA TRAIN-  
ING SCHOOL.

The legislature of 1897 made an appropriation of \$6,500 for improvements in the training school at Fort Kent. The money thus appropriated has been expended for the improvements had in view when the appropriation was asked for by the normal school trustees. It is believed that full value has been received for the money spent, and that the enlarged facilities for doing its distinctive work which have thus been given to the school, will be recognized as evidences of the wisdom of the legislature in making provision for them.

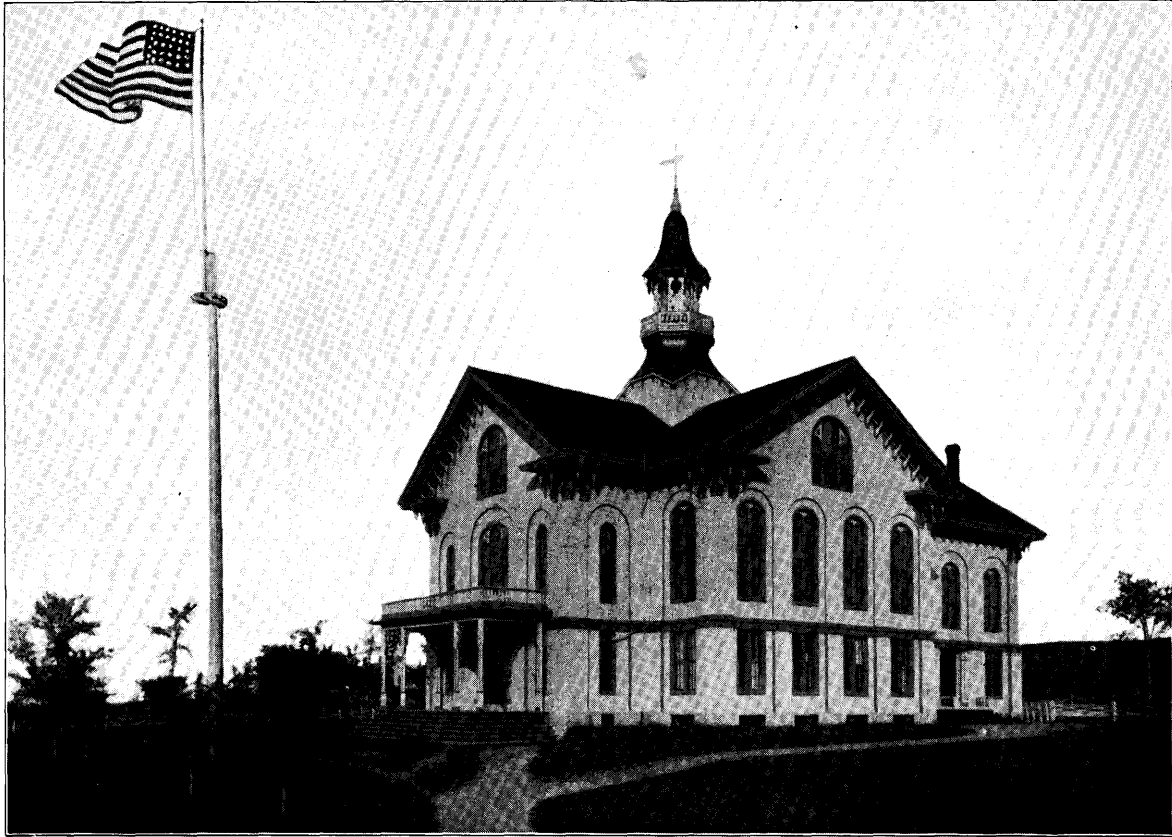
The most important of these improvements, was providing larger accommodations for the boarding and self-boarding of the students attending the school. The large increase in attendance upon the school since the original dormitory was built had rendered that insufficient to meet the needs of the school. After careful study of the conditions involved, it was decided to put a large wing upon the northern end of the old dormitory, in such way as to permit of important changes for the better in the interior arrangements of the whole building. The added wing is of the same capacity as the original building, but its interior arrangement differs essentially from that.

The upper floor of the old building was planned to furnish accommodations for students wishing to board themselves. Two of the six large rooms on that floor were fitted up as kitchens. The other floor, and a part of the rooms on the floor below were for sleeping and study rooms for such students. In arranging the new wing, two large kitchens and a commodious dining room were finished in the basement for the accommodation of self boarders, thus allowing the use of all the rooms in the old building for sleeping and study rooms. The connections between the wing and main building were so arranged that one part or section of the dormitory as improved can be occupied









CASTINE NORMAL SCHOOL BUILDING.

REPORT OF HON. GEORGE M. WARREN, CHAIR-  
MAN OF BUILDING COMMITTEE OF CASTINE  
NORMAL SCHOOL.

CASTINE, ME., January 13, 1899.

We have added to our building here a complete modern system of heating and ventilation, at a cost of \$4,500, which includes three boilers. The main audience room has had new steel ceiling with appropriate decorations.

Respectfully submitted,

GEO. M. WARREN, *Chairman.*

## 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, 1898, also the number and condition of the Free High Schools for the year ending June 1, 1898.

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.*

	1897.	1898.
Whole number of persons between ages of 4 and 21 in State.....	210,341	209,713
Decrease .....	628	
Whole number of different scholars attending school during the year.....	132,139	134,405
Increase .....	2,266	
Average registered attendance per term for year.....	114,328	115,516
Increase .....	1,188	
Average daily attendance per term for year .....	96,616	97,616
Increase .....	1,000	

II. *Length of Schools.*

Average length for year.....	27w 4d	27w 2d
Decrease .....	2d	
Aggregate number of weeks per year....	123,214	120,170
Decrease .....	3,044w	

III. *Teachers.*

Number of male teachers in spring and summer terms.....	405	449
Increase .....	44	



SUPERINTENDENT'S REPORT.

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	1897.	1898.
Number of male teachers in fall and winter terms.....	921	931
Increase .....	10	
Number of female teachers in spring and summer terms.....	4,226	4,254
Increase .....	28	
Number of female teachers in fall and winter terms.....	3,719	3,821
Increase .....	102	
Number of different teachers employed during year.....	6,727	6,717
Decrease .....	10	
Number continued in same school during year .....	2,361	2,443
Increase .....	82	
Number who had had previous experience .....	5,667	5,701
Increase .....	34	
Number who were graduates of normal schools .....	903	894
Decrease .....	9	
Average wages of male teachers per month excluding board.....	\$40.64	\$40.61
Decrease .....	.03	
Average wages of female teachers per month excluding board.....	\$25.88	\$26.32
Increase .....	.44	
Average cost of teachers' board per week.	\$2.24	\$2.13
Decrease .....	.11	
Amount paid for teachers' services and board and janitors' services.....	\$1,108,058	\$1,046,442
Decrease .....	\$61,616	

IV. *Text-Books and School Appliances.*

Amount expended for free text-books....	\$88,272	\$87,411
Decrease .....	\$861	

	1897.	1898.
Number of ungraded schools furnished with globes.....	890	809
Decrease .....	81	
Number furnished with wall maps.....	1,748	1,618
Decrease .....	130	
Number furnished with charts.....	1,667	1,573
Decrease .....	94	

*V. Number and Character of Schools.*

Whole number of schools.....	4,422	4,385
Decrease .....	37	
Whole number of graded schools.....	1,167	1,246
Increase .....	79	
Whole number of ungraded schools.....	3,255	3,139
Decrease .....	116	
Number of ungraded schools having classes in United States history.....	2,696	2,720
Increase .....	24	
Number having classes in physiology....	2,423	2,407
Decrease .....	16	
Number having classes in bookkeeping...	1,374	1,249
Decrease .....	125	
Number having classes in nature studies..	725	578
Decrease .....	147	
Number having classes in civics.....	634	523
Decrease .....	111	
Number having classes in other than studies required by law.....	1,064	948
Decrease .....	116	

*VI. Number and Condition of Schoolhouses.*

Number of schoolhouses in State.....	4,162	4,113
Decrease .....	49	
Number reported in good condition.....	2,980	3,075
Increase .....	95	
Number having flags.....	1,619	1,428
Increase .....	191	

	1897.	1898.
Number built during year.....	99	106
Increase .....	7	
Cost of same.....	\$171,694	\$220,472
Increase .....	\$30,778	
Estimated value of all school property....	\$4,081,951	\$4,225,401
Increase .....	\$143,450	

VII. *School Superintendence.*

Number of terms of school not visited as law requires.....	444	407
Decrease .....	37	
Amount paid by towns for superintend- ence .....	\$56,270	\$58,354
Increase .....	\$2,084	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries..	\$833,285	\$830,339
Decrease .....	\$2,946	
Amounts available from State treasury...	\$513,384	\$513,066
Decrease .....	\$318	
Amounts derived from local funds.....	\$51,375	\$30,696
Decrease .....	\$20,679	
Total current resources.....	\$1,398,044	\$1,374,101
Decrease .....	\$23,943	
Total current expenditures.....	\$1,277,628	\$1,248,093
Decrease .....	\$29,535	
Net balance unexpended.....	\$120,416	\$126,008
Increase .....	\$5,592	
Amounts expended for new schoolhouses.	\$171,694	\$220,472
Increase .....	\$30,778	
Amounts expended for free text-books...	\$88,272	\$87,411
Decrease .....	\$861	
Amounts expended for local superintend- ence .....	\$56,270	\$58,354
Increase .....	\$2,084	
Total expenditures.....	\$1,593,864	\$1,614,330
Increase .....	\$20,466	

	1897.	1898.
Amounts of school money voted by towns,	\$754,667	\$749,661
Decrease .....	\$5,006	
Excess above amount required by law		
(net) .....	\$231,460	\$225,884
Decrease .....	\$5,576	
Percentage of valuation assessed by towns		
for support of common schools.....	.002 3-10	.002 7-10
Increase .....	.000 4-10	

## FREE HIGH SCHOOLS.

The effect of the law of 1897 in regard to the grade of Free High schools is even more apparent during this year than last. The fact that the standard of our Free High schools has been materially advanced is shown conclusively in three items of the present Report, viz: in the decreased number of schools reported as claiming State aid under the law, in the increased average attendance and in the larger number of pupils who are taking distinctively high school studies.

It will be noticed also that while the number of schools has fallen off, showing that schools not up to standard have been discontinued as Free High schools, the actual number of weeks of school has decreased to a comparatively small extent, while the average number of weeks to each school has increased by more than two weeks.

While the number of pupils registered has fallen off nearly two thousand the average attendance shows a decrease of less than one thousand and the per cent of average attendance has actually increased nearly four per cent over last year.

The figures of the returns show a falling off in the number of pupils studying those branches which are taught in our common schools and a large increase in the number of those in the higher branches taught only in secondary schools.

In the high schools of 1897 with a registered number of 16,415 forty per cent of the number in average attendance were studying the ancient languages, while in the high schools of 1898 with a registered number of 14,435, forty-seven per cent of the average attendance took these studies. A corresponding increase is seen in the number pursuing other advanced studies.

The original intent of the Free High school law was to aid towns in maintaining schools where the higher branches of learning could be taught and not in lengthening terms of common schools. It was found that the law was being taken advantage of for the last named purpose. The intent of the

amendment of 1897 was to define more clearly the original meaning of the law and to prevent its abuse.

The returns of 1898 show that this amendment is accomplishing the purpose intended.

## COMPARATIVE STATEMENTS.

I. *Number and Length.*

	1897.	1898.
Number of Free High schools receiving aid from the State.....	272	248
Decrease .....	24	
Number supported by towns.....	256	240
Decrease .....	16	
Number supported by precincts.....	16	8
Decrease .....	8	
Aggregate number of weeks.....	6,233	6,189
Decrease .....	44	
Average number of weeks per year to each school.....	22w 4d	25w 2d
Increase .....	2w 3d	

II. *Attendance.*

Number of pupils registered.....	16,415	14,435
Decrease .....	1,980	
Average attendance.....	11,993	11,067
Decrease .....	926	
Per cent of average attendance.....	73 1-10	76 7-10
Increase .....	3 6-10	
Number of common school teachers who were pupils.....	745	537
Decrease .....	208	

III. *Scope of Instruction.*

Number of pupils in reading or elocution.	8,712	7,371
Decrease .....	1,341	
Number in arithmetic.....	7,895	5,857
Decrease .....	2,038	

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	1887.	1888.
Number in English grammar.....	6,104	5,028
Decrease .....	1,076	
Number in United States history.....	2,682	2,521
Decrease .....	161	
Number in natural sciences.....	4,243	5,059
Increase .....	816	
Number in higher mathematics.....	7,136	7,151
Increase .....	15	
Number in book-keeping.....	2,017	1,392
Decrease .....	625	
Number in modern languages.....	2,102	2,252
Increase .....	150	
Number in ancient languages.....	4,820	5,177
Increase .....	357	

## RECOMMENDATIONS.

The department has no panacea for the ills from which our public schools are suffering. Local interest and effort will do more for their improvement than volumes of statutes. Experience has demonstrated two things: First, that laws often bring about exactly opposite results from those anticipated; and second, that no law can be helpful which meets with the opposition of a majority of the intelligent sentiment in any community. These facts necessarily modify the efforts of those who are striving to correct the mistakes made in administration and instruction. The schools of Maine can never be materially advanced in rank until the best people agree upon what shall be done for their improvement and unite in their efforts to put them at the head of the column.

An effort has been made to furnish the people of the State with reliable information as to the condition of the school grounds, outbuildings, schoolhouses, school desks, apparatus, books, and the instruction given in the schools. These statements are based upon personal observation, the testimony of superintendents, and reports made by persons who are competent to judge of schools. A special effort has been made to have the statements correct in matters of fact and implication. The department has no specific recommendations to make in this Report. The facts having been presented so much in detail, it is left for the members of the legislature, representing the local communities, to formulate such legislation as will be of greatest service to the schools of the State.

The facts relating to the town school funds have been given in full in another section of this Report. The legislature is urged to provide for a careful investigation of this matter, and to pass such laws as will restore the funds in the several towns to their original amounts, if any part of the money has been used for other than school purposes, and to render it impossible for the towns to misappropriate these funds in the future.



All the information in the possession of the department in relation to the schooling of children in unorganized townships has been given in the discussion of this matter in this Report. It is hoped this subject will receive the careful attention of the members, and that a statute will be framed which will provide for the maintaining of schools in these sparsely settled communities, and save the State the expense and danger arising from permitting a considerable number of our people to grow up in ignorance.

It is respectfully recommended that in school legislation the following purposes be kept in mind: First, to insure the wisest economy in the expenditure of school funds. Second, to promote an interest in the local school. Third, to simplify the statutory machinery of administering the schools. Fourth, to encourage the local communities to provide better physical surroundings for the children, and furnish them with the means of acquiring a knowledge of works of art and standard literature.



## APPENDIX—I.

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### EXTRACT FROM REPORT OF THE COMMITTEE OF TWELVE ON RURAL SCHOOLS.

The report of the committee of twelve to the council of the National Educational Association is a document of great value and interest to all persons connected with the administration and work of our common schools. The section devoted to the Training of Teachers was prepared by Dr. C. C. Rounds, a former principal of the Farmington State Normal School. The questions discussed are of exceptional interest at the present time, as the State legislature will consider the question of establishing additional normal schools. All these reasons have influenced the decision to include this section of the document in this report.

#### REPORT OF THE SUBCOMMITTEE ON SUPPLY OF TEACHERS.

The Subcommittee on Supply of Teachers has distributed a large number of circular letters of inquiry, designed to elicit information in regard to the agencies now existing for the preparation of teachers for rural schools, and for the improvement of teachers already in the service, and also in regard to certain conditions, as to the manner of certificating, employing, and paying teachers, which affect the supply. In connection with this inquiry the attempt has been made to gather information as to the defects and excellencies of existing systems, together with suggestions for improvement. To these a sufficient number of replies has been received to justify the belief that they give a fair average statement of the conditions which this report has to meet. Without attempting to summarize the returns, your committee would state the results of the inquiry upon the problem presented, and mark out the lines which must be followed, and

to what end, in order that the child in the country school may receive the education which is his due. In some state systems progress along these lines is much more advanced than in others, and in some individual cases the desired end has been attained; but this is true, as regards the entire country, in so small a degree that it is unnecessary, even if it were possible, to particularize. With but few exceptions the recommendations made could be justified by reference to various states or communities in our own country, and there are none which do not rest upon successful experiences at home or abroad. It will be found quite impossible to treat the rural school in any of its aspects without touching in some degree upon ground common to all classes of schools, and this is especially true as regards that branch of the problem assigned to this subcommittee.

Certain conditions now very general must be changed in order that the rural school may be supplied with better teachers.

#### TEACHERS.

There must be in rural communities a clearer appreciation of the qualities essential to a good teacher. It is too often the case that no distinction is made between a teacher of superior scholarship, of proved ability in instruction and discipline, of long experience, and one far inferior in all the qualities essential to success.

The teacher must be engaged for the school year. In many cases the engagement is from term to term, and these frequent changes are without exception classed among the most potent causes of failure in the rural school. It is widely true that the school is in session less than half the year; it is often true that in this short school year two teachers are employed, and seldom does a teacher remain a second year. Engagements should be for a longer term than one year, or continuous, and terminated only for cause, as is the case in many cities.

One of the most important points to be considered in a system of schools is that of the authorities employing teachers and assigning them to their work. In cases in which the county or township is the unit of school administration, the problem is solved; in case the district system prevails, the district containing one school, it is evident that the employment and assignment of

teachers should be transferred to the authorities of the larger school unit, in order that in the assignment advantage may be taken of peculiar abilities and aptitudes.

The authority which examines should not employ.

#### SCHOOL YEAR.

The school year must be lengthened to a full school year of nine or ten months. In many states a minimum length is prescribed by statute, but in few cases is this sufficient. Whatever efforts may be made for the improvement of the rural school, until there can be offered a "year's work and a year's wage," it will be difficult and often impossible to retain accomplished teachers for continuous service; with this, many such teachers would choose this service, from family and social connections, and from a natural preference for rural life.

In countries in which people are accustomed to the action of centralized authority, prescription settles the matter, as in France, where the school year is more than forty weeks; in England, where, as conditions of receiving the government grant, the principal teacher at least must hold the government certificate of qualification, the school premises must be in good sanitary condition, the staff, furniture, and apparatus must be sufficient, and *the school must have met 400 times (200 days) in the year.*

In countries like our own, in which popular initiative in political matters has been the rule, success must usually come by other methods, and in this respect we have much to learn from our neighbors. In Canada the schools have been lengthened to a full school year mainly under the stimulus given by the mode of distributing the government grants.

Letters and reports have been received from the different provinces. By these it appears that the average length of the school year was in Ontario 212 days; in New Brunswick, 216 days; in Nova Scotia, 198.7 days, the full school year being 216 days, and some schools exceeding this limit. A report from Regina, the capital of the Northwest Territories, states that the full school year is considered to be twelve months less the holidays, amounting to seven weeks, but this limit cannot be attained

where the sparseness of the population obliges the pupils to travel long distances, on account of the severity of the winters.

Adding to our plan of requiring a minimum school year the Canadian plan, already in a degree recognized in some recent school legislation, of making the amount of government grant depend in a large degree upon the length of the school year and the average attendance, consolidating schools wherever practicable, and giving from the larger units of school administration to aid the smaller and weaker, the obstacle of the short term and insufficient compensation can be removed.

#### SUPERVISION.

Incompetent supervision forms one obstacle to a supply of better teachers. This obstacle may be removed by securing professional supervision, as is provided by the plan of district supervision so successfully applied in Massachusetts, and just enacted in Maine. The subcommittee on supervision treats this subject fully.

It is necessary that more definite tests of professional fitness for the work of supervision be instituted. The extension of pedagogical instruction in colleges and universities in recent years is gradually elevating the work of supervision to a higher pedagogical plane, yet the point has not been reached of demanding professional preparation as an essential condition. For examples of the requirements of more definite tests of fitness see Ontario and France.

It is not unreasonable to hope that in the not distant future the popular standard of education may be so raised that on all educational boards of control, from the state board down to the county or township school board, so much of pedagogical fitness, from the professional point of view, may be demanded as to insure the intelligent consideration of such questions pertaining to the profession as may come before them.

There are various recognized agencies for the improvement of teachers.

#### ASSOCIATIONS.

The state associations are mainly in the control of teachers representing systems of schools; in but few states are rural school-teachers much in evidence at these meetings. The fact

that in some states the opposite condition holds shows that the state association may be made a powerful means of uplifting for the rural schools.

In many of the states vigorous county associations are found, although this is by no means universal. In these the rural school receives more recognition, but not often all which is its due. When the county association holds frequent sessions, and makes the interests of the rural schools prominent, it proves one of the most efficient agencies.

Some of the states report local associations of rural school-teachers which are very efficient. Generally the success of these is largely dependent upon the spirit of the local or county superintendent. With good professional supervision in township and county, the wants of rural schools and their teachers can find due consideration in local and county associations; and by proper organization of rural school sections in the state associations there may be secured such an affiliation of state, county, and local associations as will insure in time a full recognition of the peculiar needs of the rural schools.

It is desirable that the affiliation between these associations be such as to secure in part the working together, along the same lines of thought, during the same years, by the local, county, and state associations, under the inspiration of the State Department of Education.

#### SUMMER SCHOOLS OF SEVERAL WEEKS' DURATION.

In some cases summer schools are apparently conducted for the purpose of enabling those attending to pass examinations for certain certificates. The tendency is necessarily toward cramming for the examinations, and so far they cease to be educative in any proper sense of that term.

There is another class of summer schools, often held in connection with colleges and universities, conducted by able teachers, specialists in their departments, for the purpose of advancing education along true lines. Among these, the Agassiz School at Penekese many years ago, was a revelation and an inspiration to the teachers of the United States. These schools have multiplied in number and enlarged in scope throughout the land, and have proved of great advantage to thousands, not only

by increasing their knowledge, but also and much more by bringing them under the personal influence of leaders of thought and masters in teaching.

A third class, with professional courses in psychology, pedagogy, and methods, often combining the character of the second class, preceding, offers great advantages for professional improvement. There should be in every county one of these for the especial benefit of teachers of the common schools; they should be free of tuition, organized and conducted under the supervision of the State Department of Education, continuing from four to ten weeks. There should be provision for practice teaching, and the instructors should be familiar with rural schools, their condition and needs.

#### INSTITUTES.

The normal institutes, so-called, organized in some states, especially in the West, are essentially the same as the third class of summer schools, described above.

County institutes of one week or more, held during the school year may exert a great influence in the improvement of teachers. When they are conducted under efficient supervision, with a body of instructors capable of increasing the range of thought of teachers, and are organized under such laws as will secure the attendance of the teachers of the county, they prove a powerful means of educational advance.

Teachers' conventions or institutes of one day, as conferences between teachers, or with superintendents, will prove effective to a greater or less degree according to the purpose, plan, and mode of conducting. In order to secure the best results, they should be held at intervals so frequent that the effect may be continuous.

#### READING CIRCLES.

The success of the Chautauqua movement, of various organizations for home study, and of teachers' reading circles, in some cases, proves that these may be made generally efficient. There will be no lack of interest on the part of the teachers, if the organization and direction be wise.

The problem is apparently not a difficult one in the larger places, with systems of schools, where numbers of members are



readily brought together, but the case is quite different in the case of rural schools. The results reported clearly indicate certain elements essential to success. To secure the advantage of organization there must be a central board of control. This may be a state board with auxiliary boards in counties and towns. Not only are books for reading to be selected, but a plan of work should be carefully drawn up and widely circulated among teachers. The central board should keep in touch with the members of the circles, papers based upon the books read should be written and carefully examined, and the results attained should in some way be passed to the teacher's credit; thus, for a certain number of certificates indicating the completion of a course, a diploma may be granted.

The plan of organization is perhaps best formed by the teachers of the state acting through their associations, and the courses of reading can best be made out by committees chosen by the teachers for this purpose; the work may be directed by a committee, but, from comparison of results reported, the varying degrees of success, and the many failures, your committee believes it desirable that there should be in the state department of education a bureau of teachers' reading circles, with sufficient force to keep in touch with the local circles, to conduct and encourage correspondence with them, and in every way to promote their interest and efficiency.

Effective study demands the use of books for consultation and reference. Hence the reading circles should be conducted in conjunction with the lending libraries hereafter mentioned.

The reading circles must be considered as a means of improvement, especially for teachers already in the service. No other agency can really take the place of personal instruction in the original preparation of a teacher for his work.

#### LIBRARIES.

The country town has suffered, and still suffers, from the lack of books. In many states there is now a movement toward the extension of free library privileges, and wherever there is a town library every school should be made a branch. This system of library extension, becoming universal in cities, can be

extended to country as well. By frequent exchange of books, under the immediate direction of the teacher as branch librarian, every teacher and pupil will have the use of a larger library in addition to the special library which should be found in every school. Some books should be added to the library for the special benefit of teachers.

The library belonging to the school is a necessity. Books lent for a time serve their purpose, but a love for good books and the ability to use them aright come most surely from daily companionship. From the library center, the school can be carried into the home. A more valuable work can hardly be done by the rural school-teacher than this, of developing a love for good reading.

In addition to these there should be established in the county, or the state, or both, a professional library for the use of teachers. This might well be a state library with county branches, and the management of it might well be under the bureau of reading circles which has been mentioned. Such a state school library has been established in New York.

#### TEACHERS' TRAINING CLASSES.

The agencies thus far treated tend to the improvement of teachers already in the service, none of them furnish a first supply for rural schools, and there is a lack of special agencies designed for that end. The investigations of your subcommittee show that the existing normal schools in general do comparatively little in this direction, except by the teaching of their undergraduates. although originally established for the benefit of the common school, they have naturally tended to keep step with the development of systems of schools in cities and large villages; the majority of rural teachers, often a vast majority, are now without any professional preparation whatever. The tendency is strikingly shown in returns from the Oswego, N. Y., Normal School: "Nine-tenths of our pupils come from the country; not one-tenth ever teach in rural schools." In one of the older states, after many years' existence of normal schools, of more than 12,000 teachers in the public schools of all classes less than 5,000 have ever attended normal schools, less than 4,000 have graduated from normal schools. Over 1,500 vacancies occur annually in the schools of the state; the normal schools of the state graduate

about 300 annually, nearly all of whom become teachers in graded schools.

One of the leading states of the Union, with a well-organized school system and a grand equipment of normal schools aiming directly to train teachers for the rural schools, reports that a majority of its teachers have not had professional training. Many other states report a much smaller proportion of trained teachers; one, 8 per cent.; another, with one of the best school systems, 30 per cent. As a contrast, an answer to the inquiry of your committee, from Manitoba, states: "Sixty-six per cent. of the teachers employed in the province in 1895 were trained. After this year *all will have training.*"

The cause for such a contrast appears later in this report.

The normal-school system was first devised especially for the benefit of the rural schools, and in obedience to a tendency which had become increasingly strong for some years previous to the time of their establishment. Some brief passages of educational history bearing upon this subject are here cited.

In 1823 Samuel Reed Hall opened a normal school in Concord, Vt., a school for the academic and professional education of common-school teachers, with a school for practice in teaching. Here Mr. Hall's lectures on school keeping were delivered to his class. These were afterwards published. The character of his work led to his being called to the principalship of the English department of Phillips Academy at Andover, Mass. He was afterwards invited to take charge of Holmes' Academy, Plymouth, N. H., and consented on condition that the school should be called a teachers' seminary. He opened this teachers' seminary in 1837 and continued it two years. In this school there was a classical department and no practice school, but the course shows the pedagogical character of the institution and the provision made for its students to gain experience in teaching.

In 1829 a training school for teachers of the common schools was opened in the town of Effingham, N. H., by Hon. J. W. Bradbury, ex-United States Senator from Maine, now living, at more than ninety years of age, in Augusta, Me. By request, Hon. W. W. Stetson, State Superintendent of Maine, recently visited him to ascertain the facts in regard to this school, and the interview is annexed to this report.

The sole purpose of Horace Mann in the establishment of the first state normal school in Massachusetts, a purpose zealously carried out by the Principal, Cyrus Peirce, was to elevate the common schools of the country. The course of study of the normal school was for one year. In the first year of the school a model school was organized, in which normal school students had daily practice in teaching. Mr. Peirce himself taught in the model school, as he felt that upon its success the success of the normal school very largely depended. Almost all the pupils at first came from country towns, almost all returned to teach in country schools. There was not then the difference between the rural school and the city school which now exists. In 1847 John D. Philbrick began the experiment of modern grading in Boston, and, with the full development of this system, later, the contrast between the school of the country and the school of the town became more and more marked, and the rural school problem appeared. The normal-school course, at first simple and adapted to the conditions it was designed to meet, developed to keep pace with the developing school system, and gradually drew away from the rural schools. \* \* \* \* \*

It is evident that for the fitting preparation of teachers for the rural school some agency is needed intermediate between the brief convention or institute and the normal school, with its two or four-years' course, so far beyond the reach of the majority of rural school-teachers. What shall it be?

Several facts must be kept in mind in the solution of the problem: A large proportion of the teachers of rural schools cannot afford the time and expense of a two-years' course in a normal school. The receipts from employment in the rural school under present conditions do not remunerate one for the expense of a normal-school course. This is a simple matter of business, and sentiment will not change the facts. Other conditions remaining the same, attendance at a school is in an inverse ratio to the distance between school and home. This is especially true for a short course.

To meet these conditions there is needed a normal training school with a short course of study. The place is a village which will give over its schools to this normal training school for practice schools. These practice schools, organized as primary

schools in one room and as grammar schools in another, will show what can be done with schools in the simplest form of gradation. For a part of the course all the grades should be brought together to illustrate the work of the one-teacher school, such work as should be done in the ungraded school. A faculty of five or six good teachers, including practice-school teachers, would suffice for such a school.

This the general organization—what the work? Treatment of matter essential to good teaching would be grounded on simple fundamental principles. Deficiencies in education would be supplemented by sound teaching; principles of teaching and of school management would be taught and illustrated. Many might learn to do well what they had never done at all; most would learn to do better what they had done poorly. From these schools would come many students for fuller courses of training and a still wider usefulness.

This plan in its development would give a system of district training schools, analogous to the county model schools of Ontario, and the training schools of Quebec and Manitoba, with a course of study and training of one year, the first half of which should be mainly academic, for those who need this preparation, the second half mainly professional, the work so planned that those of more advanced scholarship need take only the course of the second half year. Of these schools, there should be at least one in every county of the state.

The practice in teaching should be thoroughly organized. Every teacher in the school should be, in a certain sense, a training teacher; he should be responsible for the methods of teaching in his own subjects, and should direct lessons given by members of his classes to children from the model training schools. Besides such lessons, illustrative of methods of teaching, the pupil-teacher should be trained in conducting school work in the schoolrooms, under conditions similar to those which she will find in her own school. While teaching in the practice school under the direction of a teacher in charge, she should be left more and more to her own judgment; she should be held responsible for the control and direction of the school, and for the teaching of a class, not merely of a group.

The membership of the class for training should be limited to such numbers as will give the full advantage of the training

course, or, with a practice school of the size presupposed, to about twenty-five. A large class necessitates the teaching of groups, not of full classes with the control of a school. The French law limits the number of students in each normal school to three classes of twenty-five each.

The practice schools should be under the exclusive instruction and control of their regular teachers a sufficient proportion of the time to keep them up to the standard of veritable model schools as well.

The completion of this course should give a teachers' certificate of elementary grade, which would also give admission to the state normal school with due credit on the normal-school course for work already accomplished.

There should be a summer term for rural school-teachers in every normal school in the United States. The plant of the normal school has cost thousands, in some cases hundreds of thousands of dollars, and for two or three months in the summer this investment remains entirely unproductive. The success of the summer term in the University of Chicago is significant, and the Winona plan, adopted this year in all the state normal schools of Minnesota, sets the example for the nation. In normal schools the work of the first year—or *the first part* of the course—should be so planned as to have a unity in itself as a preparation for rural school-teachers, and the results accomplished in the summer term should count on this course, so as to encourage subsequent attendance at the normal school. The summer term should not be an institute nor a summer school, in the usual sense, but should combine the elements of the other terms of the year; the attendance of children in the training school could be secured easily for two or three hours a day.

There should be organized in all states a system of normal-school extension analogous to the university extension. Wherever a class of sufficient size can be formed, a teacher should be provided. The work should be so organized and conducted as to lead to definite results which can be credited to the members of the class.

There are two possible agencies in the preparation of teachers for rural schools that have not been mentioned:

1. *City Training Schools.*—In large cities it is not to be expected that the city training school will prepare teachers for rural

schools; all their graduates usually find employment at home. But cities in this country with a population of more than 50,000 are comparatively very few, and it is reasonable to suppose that training schools in cities of less than 50,000 will prepare more teachers than can be provided with employment in those cities. The surplus will naturally seek positions in the village and country schools.

Birmingham, Ala., a city of about 50,000, has had a training school for eight years. During that time 25 per cent. of the graduates of this school have found employment in the ungraded schools of the county and state. If the training school is encouraged, it can be made an important factor in the preparation of teachers for rural schools. A part of the course in these schools should, therefore, deal with the conditions of the ungraded schools of the county, and the instruction should be specifically adapted to meet those conditions.

2. *Agricultural Colleges.*—Many pupils in agricultural schools and colleges teach during their course. In some cases the agricultural college is brought nearer the people by the establishment of branches. Thus in Alabama there has been established in each congressional district a branch agricultural school closely related to the agricultural and mechanical college of the state. Cannot such schools accomplish much in the specific preparation of teachers for the work of the rural schools?

3. *High Schools.*—An effective auxiliary in the training of elementary teachers may be found in high schools. In 1894-95 there were in New York 247 such classes, with 2,482 students. The regulations prescribe the professional qualifications of the teachers who are to instruct these classes, and the equipment and the opportunities for observation and practice to be furnished. The course of study, extending through one year, covers the ground of common-school studies, including with subject-matter the treatment of methods of teaching, the history of education, school management, and school law. The school is to furnish each day the opportunity for the class, or some members of it, to observe methods of teaching in the several grades of common-school work, and, when practicable, the opportunity to teach in such grades under proper criticism and direction.

A system similar to this is in operation in the province of Quebec.

Although these training classes cannot take the place nor do the work of special training schools, yet they offer a ready means for effecting some immediate improvement in the teaching force of the state, and for the selection of those who have such fitness for teaching as will justify their pursuing a special professional course. The teachers of such classes must themselves have received thorough pedagogical instruction, else the result must be a failure; hence the necessity is apparent for pedagogical courses in all colleges.

According to the generalizations of the superintendent of the last census, over an area of our country of 1,688,827 square miles, containing a population of two to forty-five to the square mile, the occupation of the people is mainly agriculture; of this territory 1,096,790 square miles are occupied by a people mainly engaged in systematic agriculture, leaving about 260,000 square miles, with a population of forty-five and upwards to the square mile, in which the leading interests are commerce and manufactures, and in which professional and personal service are in large demand. The numbers engaged in the principal occupations in the United States, according to the latest United States census, were as follows:

Farm and garden.....	8,375,979
All the professions.....	944,323
Domestic and personal service.....	4,360,506
Trade and transportation.....	3,325,962
Manufacturing and mechanical industries.....	5,091,669

In behalf of all these occupations, except the professions and agriculture, the claim has been made and has been allowed that special instruction in their interests be made an important part of the school curriculum—in commercial courses; in cooking; in manual training, on which such vast sums have been expended. Indeed, for many of the professions much of the school instruction is a direct preparation.

Much is said of the necessity for considering the environment of the child; for bringing into his school life the thoughts and interests of his home life, that the school may not prove to him a thing remote and foreign; of making the school a recognition of his past and a preparation for his future. Little sign of this can be found in the ordinary rural school.



The courses of study in the normal school of all grades should recognize more fully than they do the environment and probable future life of the children in the schools, or rather, they should recognize the lines along which lives of most probable future happiness would lie. As has been shown, much the largest class of the workers of this country is engaged in agriculture. The environments of their children are rural. The rural school should aim especially to make country life more attractive and beautiful, and should pay more attention to rural industries. Every normal school should have as a means of instruction a school garden, planned and conducted not merely to teach the pure science of botany, but also the simple principles of the applied science of agriculture and gardening; and every rural school should also have its garden, through which the training of the normal school may reach the home. This element of industrial training should be especially emphasized in the colored normal schools and rural schools of the South.

Other countries lead us. A *farm* has been set apart for this line of instruction at the Provincial Normal School at Truro, Nova Scotia. The school garden is common in the countries of Europe most advanced in popular education. The school garden and the nursery of fruit trees are a feature of the normal schools of France; there is a course of agriculture in the normal schools for men, of horticulture in the normal schools for women.

The course in agriculture treats of preparation of the soil, special culture of trees and shrubs, of fruit trees, grafting, and the vegetable garden.

The course in horticulture in the normal schools for women treats of the garden in its general arrangements—the fruit garden, the vegetable garden, the flower garden.

Each garden has a space reserved as a botanic garden for instruction in the science of botany.

The instruction received in the normal school is applied in the school garden of the rural school.\*

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\*The school garden in the New Hampshire State Normal and Training School has proved a source of interest and of instruction to pupils of all grades in the training schools and in the normal schools, such as nothing else can replace. In this garden all the grains and vegetables grown in the region were cultivated, together with a great variety of flowers. Each class in school had assigned to it a plot, for which it was responsible. In the George Putnam School, in Boston, a part of the school yard was turned into a garden, which has received several prizes from the Massachusetts Horticultural Society. On certain days the Jardin des Plantes in Paris is used as a place for botanical study by the school children. I found once on the roof of a London schoolhouse, which was used as the girls' play ground, a large and beautiful collection of plants. And yet the rural school almost utterly ignores its only possible laboratory, the out-of-doors, the garden laboratory, right at hand. Here lies a duty, not a choice merely, for the normal school.

A French report says that the French farmer is at first opposed to book farming; but when he sees that the products of the teacher's garden are superior to his own, he is glad to learn.

M. Boutan, an inspector general of public instruction, says in a report: "We can cite several departments in which, thanks to the initiative of the teachers, the wealth of the country has increased from year to year, and from which the exportation of fine fruit has become the source of considerable profit."

There can be no doubt that great improvements in agriculture might result from the general diffusion of such instruction through school gardens, under the direction of qualified teachers. Is there any other means for such improvement in sight of this generation? And a still higher good for the country life might come from thus blending its utilities and its beauties in the thought of the child.

Your subcommittee would also emphasize the importance of two other lines of work already developed in the graded schools, and of a third, which must be made prominent in all schools—language, elements of science or nature study, and morals. Whatever goes into the common school must go into the normal school. Hence, even in the brief course of normal-school training, the instruction in the English language, instruction in the essential elements of its beauty and strength, instruction leading toward such command of its best forms as will tend to make it a transparent medium for the expression of thought, must be held of fundamental importance. There must be such training in elementary science and in manipulation as will give the teacher essential knowledge and skill in this line of teaching, and there must be such instruction in elementary psychology and ethics as is necessary for the comprehension of general principles of method, and of the scope and methods of instruction in morals; and as result of all the preparation which can be given there should be a clear comprehension of the essential aims of education. Would that all our teachers could have constantly in mind and at hand such a statement as is found on the desks of the common-school teachers of France.

## EXAMINATION AND CERTIFICATION OF TEACHERS.

Were teaching a profession in the sense in which law and medicine are professions, teachers themselves would formulate the terms of professional recognition; but evidently the time for that is not yet. What the public school is immediately to aim for is uniformity in state examinations, and we have to consider the agencies, the standards, the methods for these examinations. The agency may be the state superintendent of public instruction, a special examining board, or a state board of education when such board exists. Times and places for examination should be announced frequently enough and numerous enough to meet all reasonable demand. The scope and character of the examinations should be announced long enough beforehand to enable candidates to consider the matter deliberately, as is now done in regard to examinations for admission to college and for the civil service. Information as to books for use and as to modes of preparation should be given. Each examination should be conducted by an expert, and the papers should be critically examined.

Certificates granted should be graded as to the range of the examination, not as to length of validity, unless the certificate be a provisional one. A one-year's physician would receive little credit; why should a one-year's teacher receive more?

Examinations should cover the range of work required of the teacher, and should be written, oral, and practical. The written examinations should be planned not merely to test the candidate's range of acquirement, but rather his accuracy, his general style of thought and expression. The oral examination should test the range of attainment, the personality of the candidate, and his readiness in resource. These two are generally combined in one—the written form, but there are great advantages in the separation whenever it is practicable.

The examination for the elementary certificate should cover the ground of common-school studies, with so much of the elements of natural science as is demanded for the intelligent teaching of the nature lessons in the common-school course. The questions should be few, but comprehensive, and such as will fairly test the reflective power of the candidate.

The professional examination for the elementary grade of certificate should not be severe, but should require clear general statements regarding methods of conducting recitations and the organization and management of a school.

The practical examination, or the test of skill, for the elementary grade of certificate, should include some test of the candidate's ability to plan a lesson and an examination paper in some common-school subject, and to conduct a recitation. If the candidate has been a member of a class in training, a record of this practical work might be brought over from the work in that class.

So much ability as is implied by this examination is necessary to the good teaching of any school. Wherever this ability cannot be secured now for the rural school, a clear public appreciation of the need will lead to a supply of the means.

The examination for the advanced certificate should in general cover the ground of an English high-school course of at least three years, or fair equivalents for such a course. A special certificate might be given for a foreign language. This examination should include psychology and ethics, drawing, and the elements of vocal music.

The professional examination for the advanced certificate should include history of education, methods of teaching, general principles of pedagogy, and the organization and management of schools.

The practical examination should include the preparation of plans of lessons and of examinations; judging the character of a lesson and a written paper; teaching, including an oral lesson on some subject in nature study, elements of science, language, or morals.

As in the examination for the elementary certificate, if the candidate is a member of any training class, the practical examination can be taken in that class.

Formulating the preceding statements, teachers' certificates should be graded in two general classes—elementary and advanced—and in each class three grades.

## ELEMENTARY.

- (1) Elementary scholastic certificate, Grade 3.
- (2) Elementary professional certificate, Grade 2.
- (3) Elementary certificate of skill, Grade 1.

## ADVANCED.

- (1) Advanced scholastic certificate, Grade 3.
- (2) Advanced professional certificate, Grade 2.
- (3) Advanced certificate of skill, Grade 1.

A life certificate of either class and honorable recognition in the profession should be granted after a certain period of successful teaching to those holding the first-grade certificate of that class.

In each class the higher certificate presupposes the lower ; thus Grade 1 cannot be obtained without 3 and 2.

Many, if not most, of the examinations of teachers for rural schools in the United States to-day do not go beyond the range of the elementary certificate, Grade 3, as here given ; the elementary certificate, Grade 2, could be obtained by attendance upon a teachers' training class in a high school. A course in a district training school organized as described in this report, or a partial course of one year in a state normal school, should give the complete elementary certificate. In many cases thoughtful and successful teachers in the rural school, by their own study and the help afforded by a well-conducted reading circle and a normal extension course, could rise from the elementary certificate, Grade 3, to the complete elementary certificate. A high-school course would give advanced certificate, Grade 3, and, with the course in a high-school teachers' training class, might give advanced certificate, Grade 2. The complete advanced certificate could be obtained by a two-years' course in a normal school.

This gradation of examinations and certificates will utilize to the utmost the existing educational agencies, will point out to teachers a way in which they may rise step by step, and will thus encourage their advance, and will secure to the rural school the benefit of their improvement.

A question will arise as to the interval between the elementary and the advanced certificate. In many cases it may be best

to lower the standard of the advanced certificate and make it intermediate between the elementary certificate and the normal-school diploma attesting the completion of a two-years' course. On this question your subcommittee pronounces no opinion. It would point out a way by which the teachers of the rural school as it now is may be taken as they are and induced to enter upon a course of advanced study, and by which the school may derive all possible benefit from the advance; and your subcommittee believes that, by such a course, standards will gradually be raised all along the line.

Your Subcommittee on the Supply of Teachers for Rural Schools, in closing its report, would call attention to some of the main points in this discussion.

It appears that there are numerous agencies which may be made available for the improvement of rural school-teachers already in the service. With these the only question is that of more perfect organization.

Although there is in general an increase in interest in educational questions, and an elevation of standards of teaching, yet the large majority of rural school-teachers now enter upon their work with no professional preparation; the improvement in the character of rural schools, where there has been any improvement, has been slow; large sections of the country report no advance, some report a decline.

The causes for this condition, and the changes needed, are not far to seek:

1. The school year must be lengthened to a full school year of nine or ten months, in order that skilled teachers may be retained. This result can be secured, as it has been secured elsewhere when its absolute necessity has been recognized. The state, among other conditions for payment from the school fund, may prescribe a full school year, which is done in England, as logically as six, or seven, or eight months, now done in some of our states, or it may secure this result, as it has been secured in Canada, by making the length of the school so prominent a condition in the distribution of the school fund as to insure the co-operation of the county and the town to this end.

2. The existing agencies for the supply of teachers for rural schools do not suffice. There must be modifications in these, and the provision of others.

3. There must be some definite standard for the certification of teachers, coming within reach of the teacher of the rural school, and encouraging advance to such higher degrees of attainment and skill as will give full professional recognition. And your committee believes that some provision should be made to secure inter-state recognition.

The question of finance does not lie within the province of this sub-committee, but it does not believe that the financial difficulty need prevent the necessary reform. When there is once full recognition by the state of its final responsibility for the education of every child within its borders, there will be possible such an adjustment of expenses between it and the lower educational units as will be burdensome to none and just to all.

Your subcommittee has sought to ascertain accurately what the rural school now is; in all its suggestions it has had in view the rural school as it ought to be. It believes that this nation can have such a system of schools for all its people as may challenge comparison with any other, and that it will have such a system when it clearly perceives the injustice and the peril of the present condition, and the way in which safety lies.

CHARLES C. ROUNDS, *Chairman*,

DAVID L. KIEHLE,

JOHN H. PHILLIPS.

## APPENDIX K.

J. W. BRADBURY.

Hon. J. W. Bradbury, United States Senator from Maine 1847-53, was a teacher for ten years, commencing at the age of seventeen. He had among his pupils Hawthorne, Longfellow, Abbott, Cheever, Cilley.

He had completed his studies for admission to the bar in 1829, but it would be some months before the court could make provision for his examination.

He had learned in visiting schools that teachers were ignorant of proper methods of instruction, and, hoping to assist them to some definite ideas of what studies should be taught in the common school, the order in which they should be taken, and the methods which should be used in teaching them, he gave notice in August, 1829, that a training school for teachers would be opened in Effingham, N. H. The school was in session during September, October, and November. About sixty teachers were in attendance. Instruction was given in the subjects taught in the public schools and in the methods that should be used in teaching them, and the ability of his pupils to comprehend the instruction in methods was tested by *requiring them to teach the subject to the class under his criticism.*

At this time he had not heard of the existence of such a training school in this country.

In the winter of 1829-30 Mr. Bradbury was a member of the school committee of Parsonsfield, Me. The methods which he had taught in his Effingham training school were adopted in Parsonsfield. By improved methods of examination of teachers better teachers were secured, the quantity and quality of work done in school were raised, and the schools of Parsonsfield were placed on a higher plane. It is some evidence of the character of this movement that more than 600 women have gone out from this small country town and become good teachers.



## APPENDIX—II.

**Special Statistics of Educational Institutions Aided by the State, directly or as Free High Schools, for Year Ending July 1, 1893.**

Name.	NUMBER OF PUPILS WHO STUDIED.																								
	English.	Science.	Mathematics.	Ancient languages.	Modern languages.	History other than United States.	Civil Government.	Drawing.	Book-keeping.	Music.	Physiology.	Logic.	Psychology.	Law.	Political economy.	Engineering.	Pedagogy.	Military science.	Moral Philosophy.	Geography.	United States history.	Arithmetic.	Spelling.	Elocution.	Penmanship.
University of Maine . . . . .	300	300	300	169	121	111	-	-	-	-	-	60	60	-	45	-	-	-	-	-	-	-	-	-	-
Castine Normal School . . . . .	200	150	175	10	5	75	35	60	75	-	-	-	35	-	-	-	300	-	-	-	-	-	-	-	-
Farmington Normal School . . . . .	331	295	275	12	9	60	52	190	52	-	230	-	140	-	-	-	150	-	-	52	230	52	170	331	181
Gorham Normal School . . . . .	234	152	161	34	9	12	56	161	47	161	47	-	54	-	-	-	47	-	-	47	-	-	-	-	-
Madawaska Training School . . . . .	112	38	-	-	90	-	-	110	42	-	-	-	16	-	-	-	16	-	-	-	-	-	-	-	-
East. Me. Conference Seminary . . . . .	20	15	12	25	8	10	8	15	20	8	15	20	8	1	6	-	3	-	1	-	-	-	-	-	-
Maine Central Institute . . . . .	60	90	85	75	18	20	18	8	20	20	15	8	8	-	-	-	18	-	10	5	8	40	-	-	
Oak Grove Seminary . . . . .	100	85	80	35	12	32	22	8	10	17	18	-	9	5	-	-	18	-	6	-	-	-	-	-	
Ricker Classical Institute . . . . .	200	200	200	95	75	50	15	-	40	-	25	10	10	-	-	40	-	6	-	-	-	-	-	-	
Westbrook Seminary . . . . .	65	55	40	45	45	30	12	3	10	12	13	10	10	-	22	-	18	-	18	-	-	-	-	-	
Anson Academy . . . . .	65	30	65	30	14	15	11	31	-	-	-	-	-	26	16	-	-	20	12	-	-	-	-	-	
Bangor Children's Home* . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Berwick Academy . . . . .	67	39	55	33	23	30	7	-	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bluehill Academy . . . . .	59	54	28	6	-	13	18	-	23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bridgton Academy . . . . .	61	58	59	32	18	25	10	20	-	15	-	-	-	-	4	-	-	4	11	12	38	59	-	-	
Calais Academy . . . . .	98	57	72	66	15	23	20	-	-	-	35	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cherryfield Academy . . . . .	61	40	41	51	12	43	14	-	16	-	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Corinna Union Academy . . . . .	62	32	-	14	6	12	-	46	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
East Corinth Academy . . . . .	40	20	31	18	12	11	20	-	10	-	12	-	-	2	-	-	-	-	-	15	-	-	-	-	-
Erskine Academy . . . . .	46	38	35	-	-	20	15	-	25	-	10	-	8	-	-	-	-	-	-	-	-	-	-	-	-
Foxcroft Academy . . . . .	63	31	53	29	4	30	12	63	2	-	-	-	-	-	10	-	-	-	-	-	-	-	-	-	-
Freedom Academy . . . . .	114	8	56	17	-	15	-	15	24	-	3	-	-	24	-	-	-	-	-	-	-	-	-	-	-
Gould's Academy . . . . .	64	36	56	30	10	22	-	24	4	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hampden Academy . . . . .	85	30	83	22	5	19	9	-	1	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hebron Academy . . . . .	86	87	70	101	25	27	20	6	20	-	27	3	36	-	18	-	-	3	-	-	-	75	-	137	-
Lee Normal Academy . . . . .	95	30	60	2	6	7	16	10	20	20	7	-	6	-	-	-	25	-	-	-	-	-	-	-	-
Limerick Academy . . . . .	154	101	154	75	18	38	38	-	-	-	40	-	14	14	-	-	-	-	-	-	-	-	-	-	-
Limington Academy . . . . .	44	36	35	28	6	43	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

PUBLIC SCHOOLS.

Lincoln Academy .....	85	57	43	28	12	31	12	26	15	-	13	-	-	14	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Litchfield Academy .....	10	8	22	13	4	-	19	-	13	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mattanawcook Academy .....	46	15	46	8	-	10	8	-	6	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Monmouth Academy .....	47	-	-	43	-	3	-	-	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Monson Academy .....	29	21	12	23	10	24	-	-	8	-	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
North Yarmouth Academy .....	50	20	35	25	16	12	6	10	10	-	50	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Paris Hill Academy .....	40	8	20	12	5	5	6	2	36	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Parsonsfield Seminary .....	35	29	42	11	-	20	10	-	4	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Patten Academy .....	18	5	32	24	9	6	9	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pennell Institute .....	35	17	42	32	-	24	-	-	10	-	8	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Potter Academy .....	60	32	35	14	6	17	8	5	6	-	2	10	-	3	3	-	-	-	-	-	-	-	-	-	-	-	-	7	10	21	-	-	-	-	-	-	-	
Somerset Academy .....	60	8	60	14	-	21	-	6	-	-	7	-	21	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Thornton Academy .....	150	105	173	92	54	86	24	-	17	-	32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Washington Academy .....	74	63	50	48	7	35	1	-	14	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	24	
Wilton Academy .....	77	94	58	27	4	17	4	-	6	-	13	-	-	-	5	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total .....</b>	<b>3,702</b>	<b>2,589</b>	<b>2,944</b>	<b>1,468</b>	<b>691</b>	<b>1,089</b>	<b>660</b>	<b>721</b>	<b>603</b>	<b>810</b>	<b>844</b>	<b>96</b>	<b>418</b>	<b>89</b>	<b>133</b>	<b>4</b>	<b>334</b>	<b>300</b>	<b>161</b>	<b>265</b>	<b>97</b>	<b>368</b>	<b>390</b>	<b>137</b>	<b>181</b>													

\* Children attend the Bangor public schools.

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 technical 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.....	32	-	-	-	317	-	-	-	-	\$219,912	\$200,900	\$43,700	\$464,512
Castine Normal School.....	9	-	-	150	150	-	-	-	-	-	60,000	-	50,000
Farmington Normal School.....	11	198	-	-	198	-	-	-	-	-	60,000	10,000	70,000
Gorham Normal School.....	9	150	-	151	134	-	-	-	-	-	75,000	5,000	80,000
Madawaska Training School.....	3	100	-	-	100	-	-	-	-	-	18,000	-	18,000
E. M. Conference Seminary.....	3	-	-	29	29	6	1	-	2	17,300	20,500	500	38,300
Maine Central Institute.....	3	-	65	35	106	30	-	12	3	9,700	25,000	-	34,700
Oak Grove Seminary.....	2	6	85	-	80	8	1	1	2	22,000	25,000	-	47,000
Ricker Classical Institute.....	6	-	30	130	140	50	-	-	2	25,000	75,000	-	100,000
Westbrook Seminary.....	7	3	77	8	88	30	10	10	8	30,000	100,000	-	130,000
Anson Academy.....	3	-	60	-	60	15	-	-	4	4,500	2,500	-	7,000
Bangor Children's Home.....	-	30	-	-	-	-	-	-	-	56,000	30,000	-	86,000
Berwick Academy.....	3	-	29	24	53	12	-	-	2	50,000	80,000	-	130,000
Bluehill Academy.....	3	-	15	20	40	1	12	-	2	9,000	900	-	9,900
Bridgton Academy.....	5	-	59	-	59	25	-	-	8	22,150	12,500	1,000	35,650
Calais Academy.....	4	-	102	-	100	31	3	-	5	4,231	6,000	300	10,531
Cherryfield Academy.....	3	40	66	45	106	9	-	-	4	4,000	10,000	500	14,500
Corinna Union Academy.....	3	40	20	40	36	2	14	-	3	500	2,500	1,714	4,714
East Corinth Academy.....	3	15	25	25	40	10	-	-	-	500	2,000	500	3,000
Erskine Academy.....	3	2	35	25	58	-	12	5	4	7,780	3,000	500	11,280
Foxcroft Academy.....	4	-	63	-	55	20	2	5	5	-	4,000	200	4,200
Freedom Academy.....	3	45	69	114	100	-	-	-	-	-	4,000	-	4,000
Gould's Academy.....	4	-	40	35	61	10	6	-	-	1,000	6,000	1,000	8,000
Hampden Academy.....	12	60	18	7	52	14	1	-	1	10,600	3,000	300	13,900
Hebron Academy.....	9	4	140	144	137	36	12	2	16	70,000	50,000	4,200	124,200
Lee Normal Academy.....	4	-	30	95	85	4	-	12	1	-	2,500	1,500	4,000
Limerick Academy.....	2	24	130	-	135	12	-	24	8	1,000	3,000	-	4,000

PUBLIC SCHOOLS.

Limington Academy .....	21	161	38	4	42	8	-	-	5	500	3,000	-	3,500
Lincoln Academy .....	5	26	38	24	75	14	-	-	3	11,000	8,000	400	19,400
Litchfield Academy .....	2	6	18	-	24	9	-	-	2	600	2,000	400	3,000
Mattanawcook Academy .....	2	35	10	46	43	4	3	-	4	2,200	2,000	-	4,200
Monmouth Academy .....	2	-	111	-	111	43	-	-	-	3,467	2,000	250	5,717
Monson Academy .....	2	-	32	32	32	4	-	-	-	3,925	3,000	-	6,925
North Yarmouth Academy .....	6	5	25	30	35	15	4	-	5	10,000	17,000	1,000	28,000
Paris Hill Academy .....	4	18	18	35	12	-	-	-	-	2,000	2,500	500	5,000
Parsonsfeld Seminary .....	3	4	36	7	39	4	6	9	2	-	5,000	75	5,075
Patten Academy .....	2	20	38	38	36	13	3	-	-	6,400	1,200	900	8,500
Pennell Institute .....	4	12	38	3	50	14	2	3	1	30,000	15,000	2,000	47,000
Potter Academy .....	3	3	36	40	34	8	-	-	-	31,527	6,000	132	37,659
Somerset Academy .....	3	8	48	56	56	10	1	12	3	3,500	3,500	100	7,100
Thornton Academy .....	9	30	140	175	171	44	20	5	19	70,533	36,360	-	106,893
Washington Academy .....	3	-	42	20	6	11	4	-	5	-	5,000	25,000	30,000
Wilton Academy .....	4	-	58	19	7	28	-	-	4	-	15,000	525	15,525
Total .....	209	929	1,884	1,606	3,423	554	126	109	137	\$740,825	\$997,860	\$102,196	\$1,840,881

APPENDIX.

Special Statistics—Concluded.

Names.	INCOME—CURRENT.								EXPENDITURES—CURRENT.								
	Invested funds.	Town.	State appropriation.	State F. H. S. 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	-	\$8,310	-	-	\$40,000	\$78,225	\$27,264	\$640	\$3,503	\$1,200	\$36,114	\$68,721	\$9,504	-
Castine Normal School .....	-	-	-	-	-	\$675	-	-	-	-	350	800	100	-	-	-	-
Farmington Normal School .....	-	-	-	-	101	840	-	90	33,581	27,486	500	-	-	3,428	33,581	-	-
Gorham Normal School .....	-	-	31,000	-	-	480	-	-	-	-	500	217	-	-	-	-	-
Madawaska Training School .....	-	-	-	-	20	92	-	283	-	-	100	100	-	-	-	-	-
E. Me. Conference Sem'nry .....	1,000	\$1,000	-	-	2,799	-	\$1,529	-	6,328	4,330	41	5	-	-	4,330	1,998	-
Maine Central Institute .....	570	750	1,000	\$250	1,248	-	25	20	3,863	3,230	300	41	278	150	3,854	-	9
Oak Grove Seminary .....	858	-	800	-	2,040	-	-	1,200	4,898	4,083	300	200	300	150	5,033	-	\$135
Ricker Classical Institute .....	700	1,400	1,000	250	2,000	-	-	500	5,850	3,750	450	200	1,500	5,900	50	-	50
Westbrook Seminary .....	1,645	-	2,000	-	3,000	200	1,500	505	8,850	5,000	200	250	3,000	9,000	370	-	150
Anson Academy .....	290	500	500	250	110	-	500	-	2,150	1,700	30	-	50	1,780	-	-	-
Bangor Children's Home .....	2,667	-	1,000	-	-	-	245	643	4,555	6,491	3,679	558	41	284	4,271	260	-
Berwick Academy .....	2,155	1,113	-	-	549	-	3	2,671	6,491	3,679	558	41	17	1,936	6,231	-	-
Bluehill Academy .....	360	400	500	-	30	-	-	-	1,290	750	25	-	60	50	885	405	-
Bridgton Academy .....	1,457	-	500	-	1,320	-	140	-	3,417	2,709	140	140	195	375	3,559	-	142
Calais Academy .....	237	1,728	500	250	155	-	-	213	3,083	2,388	125	315	100	155	3,083	-	-
Cherryfield Academy .....	140	800	800	250	121	-	-	113	2,224	1,500	60	9	96	382	2,047	177	-
Corinna Union Academy .....	71	-	500	-	-	-	-	-	571	461	12	-	-	100	573	-	2
East Corinth Academy .....	44	200	500	200	9	-	-	-	953	900	29	-	5	33	967	-	14
Erskine Academy .....	325	87	300	87	195	-	-	-	994	869	25	20	50	30	994	-	-
Foxcroft Academy .....	60	767	500	-	323	-	-	-	1,652	1,379	74	18	66	115	1,652	-	-
Freedom Academy .....	-	174	500	-	163	-	50	-	887	312	25	-	337	-	674	213	-
Gould's Academy .....	60	-	800	-	1,200	-	25	20	2,105	1,600	48	114	114	156	2,032	73	-
Hampden Academy .....	524	250	500	250	15	-	-	-	1,539	1,250	36	65	-	75	1,426	113	-
Hebron Academy .....	4,500	-	60	250	3,470	-	-	-	8,280	4,718	385	75	95	3,008	8,281	-	1
Lee Normal Academy .....	157	-	750	-	300	-	-	40	1,247	1,000	20	40	50	100	1,210	37	-
Limerick Academy .....	25	500	500	-	-	-	-	-	1,025	832	30	-	10	102	974	51	-
Limington Academy .....	20	250	300	125	-	-	-	73	768	616	22	9	12	78	737	31	-

PUBLIC SCHOOLS.

Lincoln Academy.....	675	-	500	-	1,506	-	-	-	2,675	2,000	48	-	50	1,200	3,295	-	62
Litchfield Academy.....	27	-	500	-	377	-	-	-	904	777	16	-	102	-	895	-	9
Mattanawcook Academy .....	132	200	500	200	15	-	-	-	1,047	900	30	25	25	-	980	-	67
Monmouth Academy .....	-	400	500	250	50	100	-	176	1,476	1,028	17	171	-	-	1,216	-	260
Monson Academy.....	177	250	300	250	-	-	-	-	977	1,020	32	-	-	110	1,162	-	185
North Yarmouth Academy.....	500	-	350	-	750	-	-	-	1,600	1,600	-	-	-	-	1,162	-	-
Paris Hill Academy.....	67	270	500	-	138	-	-	-	975	638	10	12	14	28	702	-	273
Parsonsfield Seminary .....	-	400	500	250	207	-	-	-	1,357	1,221	74	-	-	62	1,357	-	-
Patten Academy .....	300	250	500	250	-	-	-	-	1,300	769	61	90	348	140	1,408	-	108
Pennell Institute.....	1,500	250	500	250	120	-	-	-	2,620	1,775	60	50	150	480	2,515	-	105
Potter Academy.....	1,500	-	300	-	206	-	-	-	2,006	1,459	60	50	16	141	1,726	-	280
Somerset Academy.....	210	300	500	-	60	-	-	-	1,070	600	30	-	50	100	780	-	290
Thornton Academy.....	4,782	3,355	-	250	667	-	-	-	9,054	5,525	510	-	-	821	6,856	-	2,198
Washington Academy.....	1,500	-	500	-	714	-	-	-	2,714	2,012	40	75	152	151	2,430	-	284
Wilton Academy.....	-	1,000	800	250	410	-	150	79	2,689	2,270	47	60	150	143	2,670	-	19
Total .....	\$39,150	\$16,594	\$71,560	\$4,112	\$32,694	\$2,387	\$5,367	\$45,426	\$217,290	\$125,400	\$6,019	\$6,490	\$7,403	\$56,362	\$201,674	17,026	\$1,410

APPENDIX.

ANALYSIS OF SPECIAL STATISTICS OF SEC-  
ONDARY SCHOOLS.

SUMMARY.

I. *Assets—Permanent:*

Amount of endowment.....	\$740,825
Value of grounds, buildings, etc.....	997,860
Value of other property.....	102,196
	\$1,840,881

II. *Income—Current:*

From invested funds.....	\$39,150
Received from town.....	16,594
Received from State (appropriation).....	71,560
Received from State (high school fund)....	4,112
Received for tuition.....	32,694
Received for fees.....	2,387
Received as gifts.....	5,367
Received from all other sources.....	45,426
	\$217,290

III. *Expenditures—Current:*

For teachers' salaries.....	\$125,400
For janitors' services.....	6,019
For books, apparatus, etc.....	6,490
For repairs.....	7,403
For all other purposes.....	56,362
	\$201,674

IV. *Number of Pupils who Studied:*

English .....	3,702
Sciences .....	2,589
Higher mathematics .....	2,944
Ancient languages.....	1,468



Modern languages .....	691
History (not including United States history) ..	1,089
Civil government .....	660
Drawing .....	721
Book-keeping .....	603
Music .....	810
Physiology .....	844
Logic .....	96
Psychology .....	418
Law (common, commercial or school) .....	89
Political economy .....	133
Engineering .....	4
Pedagogy .....	334
Military science .....	300
Moral philosophy .....	161
Geography .....	265
United States history .....	97
Arithmetic .....	368
Spelling .....	390
Elocution .....	137
Penmanship .....	181

V. *Teachers, Attendance, Etc.:*

Number of teachers including president or principal .....	209
Average number of students pursuing common school studies exclusively.....	928
Average number pursuing academic studies exclusively .....	1,884
Average number pursuing both academic and common school studies.....	1,605
Total average attendance.....	3,423
Number fitting for college.....	554
Number fitting for college in Free High schools .....	1,354
	<hr/>
Number fitting for technical schools.....	126
Number fitting for technical schools in Free High schools .....	252
	<hr/>
	378

Number fitting for other higher institutions.	109	
Number fitting for other higher institutions in Free High schools.....	<u>344</u>	453
Number fitted to enter next year.....	137	
Number fitted to enter next year from Free High schools .....	<u>321</u>	458

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, 1898.

### ANDROSCOGGIN COUNTY.

TOWNS.	Number of children belonging in town between the ages of 4 and 21 years.	Number registered in spring and summer terms.	Average number in spring and summer terms.	Number 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.												
Auburn.....	4,304	2,087	1,853	2,078	1,871	.43	2,446	12	12	9	3	2,088	31	26	29	1	\$16,000	\$150,000	3	4	54	53	9
Durham.....	432	173	151	172	148	.34	191	8	9	11	10	278	11	11	10	-	-	4,500	-	4	4	7	5
East Livermore.....	572	386	342	404	356	.61	438	11	11	9	2	408	7	6	7	-	-	10,000	1	3	11	7	8
Greene.....	196	129	113	139	110	.57	142	9	9	9	3	187	9	8	2	-	-	3,000	-	2	7	2	2
Leeds.....	318	160	133	158	117	.40	194	8	9	1	1	211	12	7	7	-	-	3,000	2	2	2	6	2
Lewiston.....	7,846	2,394	1,944	2,666	2,046	.25	2,821	9	4	13	2	2,205	25	25	16	1	1,500	237,200	4	11	73	53	3
Lisbon.....	1,170	757	678	788	663	.57	829	10	10	2	2	634	17	16	-	-	-	30,000	2	2	23	23	1
Livermore.....	277	149	130	172	144	.50	191	10	9	2	2	232	12	10	1	-	-	3,000	-	1	8	7	4
Mechanic Falls.....	342	236	214	246	206	.61	247	11	1	11	2	174	4	4	2	-	-	15,175	2	2	7	2	4
Minot.....	244	148	130	137	113	.51	148	10	10	2	2	210	7	7	6	-	-	2,100	-	-	9	2	4
Poland.....	411	296	251	287	243	.60	342	10	7	3	3	450	17	17	11	-	-	12,000	4	4	14	14	3
Turner.....	480	287	248	246	218	.48	320	10	9	4	4	405	19	19	13	-	-	25,000	1	2	17	12	4
Wales.....	142	116	88	82	69	.55	109	8	1	7	4	153	8	3	4	-	-	1,500	3	2	5	4	4
Webster.....	349	204	174	199	171	.49	212	12	10	7	4	237	10	8	3	1	6,253	7,500	2	3	9	6	4
Total.....	17,088	7,532	6,449	7,774	6,480	.38	8,670	10	10	10	10	7,872	189	167	112	3	23,753	\$503,975	22	42	256	246	43

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 1897.	Not less than 80 cents for each inhabitant.		Amount raised per scho. ar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Auburn .....	54	\$77 77	\$9 15	\$3 00	\$1,500	\$19,000	\$10,000	-	\$4 41	.003	\$19,000	\$9,986	\$34	\$29,020	\$25,303	\$3,717	-
Durham .....	26	40 00	5 25	2 25	100	1,200	311	-	3 71	.003 7-10	1,293	795	12	2,100	1,928	172	-
East Livermore .....	12	32 00	2 00	3 60	120	1,800	595	-	3 15	.002 9-10	2,611	1,299	415	4,325	4,144	181	-
Greene .....	-	28 00	6 67	-	43	1,000	292	-	5 10	.003 7-10	1,218	475	-	1,693	1,601	92	-
Leeds .....	3	29 40	6 84	1 60	93	1,000	200	-	2 51	.003 3-10	1,054	722	-	1,776	1,668	116	-
Lewiston .....	78	125 00	10 45	3 25	1,700	22,431	3,070	-	2 86	.001 7-10	22,431	19,740	246	42,417	33,238	9,179	-
Lisbon .....	-	22 00	7 60	2 10	300	3,750	1,254	-	3 20	.002	4,302	3,250	373	7,925	7,356	569	-
Livermore .....	4	26 00	6 73	1 68	85	1,200	329	-	4 33	.002 9-10	1,260	678	74	2,012	2,019	-	7
Mechanic Falls .....	10	60 60	2 27	-	160	2,300	820	-	6 72	.002 7-10	2,388	919	-	3,307	2,777	530	-
Minot .....	7	-	5 63	2 00	76	600	256	-	2 46	.001 7-10	845	579	122	1,546	1,397	149	-
Poland .....	16	34 33	6 64	2 32	145	2,000	23	-	4 27	.002 7-10	2,173	948	222	3,343	2,917	426	-
Turner .....	18	34 80	7 24	-	195	2,000	387	-	4 16	.003	2,159	1,301	4	3,464	3,650	-	186
Wales .....	9	28 50	5 40	2 00	45	500	139	-	3 52	.002 7-10	500	339	12	851	881	-	30
Webster .....	6	40 00	7 00	2 00	75	1,150	389	-	3 00	.002 3-10	1,150	797	26	1,973	2,093	-	120
Total .....	237	\$44 45	\$7 25	\$2 29	\$4,637	\$59,931	\$18,065	-	\$2 98	.002	\$62,384	\$41,828	\$1,548	\$105,760	\$90,972	\$15,131	\$343

APPENDIX.

AROOSTOOK COUNTY.

TOWNS.	Number of children belonging in town between the ages of 4 and 21 years.		Number registered in spring and summer terms.		Average number in spring and summer terms.		Number 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.		
Amity	142		86		69		87		64		.47		107		10		10		120		4										1,200		3		3		1					
Ashland	362		121		112		127		107		.30		178		10		11		142		6		3							5,500		1		1		3		1				
Bancroft	109		80		69		73		69		.63		86		3		3		119		5		5		4				375		1		1		4		5					
Benedicta	170		101		83		106		84		.43		126		6		10		104		4		3						1,450				4		4		4					
Blaine	392		220		179		201		152		.42		287		10		10		216		5		2		2				2,000				3		3		2					
Bridgewater	420		243		187		222		180		.43		294		10		10		240		9		2		1				3,000				2		3		6					
Caribou	1,549		672		517		925		815		.36		967		10		10		950		23		14		4				25,000				2		4		21					
Dyer Brook	108		82		66		104		68		.62		108		10		10		100		5		2						760				1		1		5					
Easton	430		285		218		316		234		.52		351		11		12		253		11		11					4,100				1		1		11						
Fort Fairfield	1,556		897		604		834		641		.40		1,210		9		2		912		28		27		5				21,150				3		3		2					
Fort Kent	1,120						562		405		.36		562		10		13		493		18		18			1		170			6		6		17		17					
Frenchville	1,286		661		484		490		319		.31		815		11		2		610		18		13		4			200			7		7		10		10					
Grand Isle	538		256		221		240		224		.41		325		12		10		235		6		4		2				1,000				1		1		1					
Haynesville	134		72		56		75		45		.37		94		10		10		100		4		3						600						4		4					
Hersey	78		27		22		27		22		.28		58		11		9		40		2								400						2		2					
Hodgdon	441		210		174		211		168		.39		273		10		10		286		11		8		4		1		4,000				3		3		8					
Houlton	1,322		831		739		853		780		.57		927		11		11		704		13		13		13				38,000				1		1		23					
Island Falls	347		131		118		202		165		.41		250		8		4		171		5		3					2,000				1		2		4						
Limestone	395		244		200		241		199		.51		243		12		12		208		10		5		2				3,500				1		1		4					
Linneus	369		182		134		206		188		.44		213		12		12		238		10		2		1				2,700				5		5		9					
Littleton	284		159		121		146		104		.39		242		10		9		218		10		9						2,825						10		10					
Ludlow	110		60		48		61		50		.44		61		10		10		122		6		4		5				1,306						6		6					
Madawaska	675		406		266						.39		406		23		-		366		13		10					100						3,200		9		9				

PUBLIC SCHOOLS.

Mapleton	345	218	187	187	163	.51	225	10	8	210	8	3	1	-	-	2,100	-	3	8	5	1
Mars Hill	427	252	191	220	175	.40	311	10	9	283	10	10	-	-	800	5,000	-	1	10	8	1
Masardis	109	75	63	65	46	.50	75	10	15	50	2	2	-	-	-	1,000	-	1	2	1	1
Monticello	519	268	222	252	201	.41	343	8	9	239	10	2	-	-	-	4,000	-	2	2	3	4
New Limerick	231	139	112	143	109	.47	162	9	9	154	6	4	2	-	-	2,000	-	2	4	8	6
New Sweden	326	173	105	173	117	.34	223	11	3	196	7	5	1	-	-	3,000	-	2	1	2	1
Oakfield	324	198	156	192	154	.48	221	11	3	269	9	6	-	-	175	1,800	-	2	3	3	4
Orient	63	44	41	49	43	.66	50	8	2	77	3	3	-	-	-	1,000	-	1	1	1	2
Perham	221	122	91	113	88	.40	141	11	1	130	5	4	1	-	-	2,000	-	1	3	3	5
Presque Isle	1,295	769	600	859	610	.47	944	9	10	806	24	21	-	-	-	30,600	-	2	2	26	27
Sherman	361	218	192	225	178	.51	280	10	10	238	7	3	-	-	-	3,825	-	3	2	8	2
Smyma	121	64	45	79	64	.45	88	10	2	64	4	-	-	-	-	900	-	1	1	1	2
Van Buren	674	405	298	329	257	.41	455	11	11	354	10	3	-	-	-	900	-	1	1	1	14
Washburn	425	227	183	215	170	.41	253	8	10	214	11	8	2	-	-	3,500	-	2	2	2	12
Weston	160	139	119	139	118	.73	139	10	12	136	6	4	1	1	300	1,925	-	1	2	2	7
Woodland	444	216	164	203	179	.39	266	11	1	252	9	9	-	1	395	4,000	-	1	6	8	3





St. John.....	179	101	72	50	41	.31	116	12	11		94	3	2	3	-	-	1,000	1	-	2	2	3	
Stockholm.....	61	27	21	30	23	.33	37	9	16		25	1	1	-	-	-	400	1	1	-	-	1	
Wade.....	107	70	59	28	22	.38	86	8	8		120	5	5	-	-	-	1,300	1	1	4	2	-	
Wallagrass.....	357	224	169	172	141	.43	232	11	2	8	170	5	3	-	-	-	1,054	-	-	6	4	2	
Westfield.....	83	49	40	43	34	.44	60	10	7	3	76	3	3	1	-	-	1,300	-	-	3	3	-	
Westmanland.....	49	31	24	30	26	.51	61	12	8		40	1	1	-	-	-	400	-	1	1	-	-	
Winterville.....	82	63	39	35	27	.40	65	11	10		54	1	1	-	-	-	500	-	-	2	1	-	
<b>Total .....</b>	<b>22,701</b>	<b>11,901</b>	<b>9,259</b>	<b>11,678</b>	<b>9,184</b>	<b>.41</b>	<b>15,039</b>	<b>10</b>	<b>3</b>	<b>10</b>	<b>1</b>	<b>13,182</b>	<b>452</b>	<b>345</b>	<b>93</b>	<b>20</b>	<b>\$8,385</b>	<b>\$223,204</b>	<b>74</b>	<b>107</b>	<b>415</b>	<b>329</b>	<b>114</b>

AROOSTOOK COUNTY—CONTINUED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school superintendence.	Amount of money voted in 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Amity	3	\$30 50	\$6 80	\$2 00	\$ 28	\$350	\$14	-	\$2 46	.006 4-10	\$453	\$358	\$184	\$ 995	\$1,004	-	\$ 9
Asnland	5	48 00	7 50	2 50	100	500	46	-	1 38	.002 6-10	500	667	-	1,167	1,613	-	446
Bancroft	5	28 00	6 35	1 98	25	350	139	-	3 21	.007 6-10	350	284	229	1,633	786	77	-
Benedicta	6	-	6 75	2 00	13	300	47	-	1 77	.006 4-10	317	378	50	745	743	2	-
Blaine	6	35 00	6 30	1 75	40	628	-	-	1 60	.004	634	955	54	1,643	1,641	2	-
Bridgewater	12	33 25	5 86	1 97	85	777	20	-	1 88	.003 2-10	1,024	892	112	2,027	1,878	150	-
Caribou	20	29 00	8 25	2 00	300	3,269	-	-	1 77	.002 5-10	6,361	4,362	-	10,723	8,236	2,487	-
Dyer Brook	6	18 95	6 40	1 85	45	211	34	-	1 95	.003 6-10	244	267	168	679	609	70	-
Easton	5	35 00	5 80	1 75	100	800	18	-	1 86	.004 4-10	1,063	967	184	2,214	2,077	137	-
Fort Fairfield	27	32 50	6 51	1 51	400	3,500	680	-	2 25	.003 8-10	4,458	3,890	106	8,454	7,226	1,228	-
Fort Kent	23	20 00	4 92	-	75	350	-	-	31	.002 2-10	350	2,844	74	3,268	3,177	91	-
Frenchville	10	23 14	4 62	1 16	100	375	-	-	29	.002 3-10	375	3,135	-	3,510	3,518	-	8
Grand Isle	8	25 33	4 92	1 50	26	250	-	-	46	.002 5-10	244	1,294	30	1,568	1,352	216	-
Haynesville	4	-	6 19	1 92	25	225	-	-	1 68	.004 6-10	227	288	133	648	654	-	6
Hersey	2	-	4 00	1 50	18	150	1	-	1 91	.002 9-10	160	206	68	434	355	79	-
Hodgdon	12	29 60	6 09	-	110	1,000	29	-	2 26	.004 6-10	1,028	1,049	64	2,141	2,145	-	4
Houlton	24	122 22	8 10	2 95	300	6,000	110	-	4 54	.002 6-10	6,000	3,165	60	9,225	9,108	117	-
Island Falls	8	40 00	6 75	2 28	54	200	22	-	57	.000 9-10	200	773	144	1,117	1,157	-	40
Limestone	7	31 00	6 67	2 00	60	745	-	1	1 82	.004	849	921	152	1,922	1,918	4	-
Linneus	14	40 00	6 50	2 00	100	800	28	-	2 17	.004 2-10	1,067	909	111	2,087	1,853	234	-
Littleton	6	-	6 32	2 00	75	1,200	461	-	4 22	.004 6-10	1,154	671	-	1,825	1,882	-	57
Ludlow	5	-	5 75	1 95	26	375	75	-	3 41	.004 2-10	924	267	36	1,227	679	548	-
Madawaska	12	24 10	5 16	1 25	40	325	-	-	48	.002 1-10	428	1,646	25	2,099	2,074	25	-

PUBLIC SCHOOLS.

Mapleton .....	3	32 38	6 49	1 98	107	666	-	-	1 93	-.003	2-10	666	933	45	1,644	1,427	217
Mars Hill.....	3	25 31	5 92	1 50	90	670	-	-	1 57	-.003	1-10	753	986	65	1,804	1,799	5
Masardis .....	4	36 00	8 50	2 50	83	300	- 100	-	2 75	-.003	9-10	284	295	21	600	608	-
Monticello .....	7	40 00	6 74	2 13	75	906	-	-	1 74	-.003	4-10	959	1,272	62	2,293	2,307	-
New Limerick.....	-	33 25	6 00	2 00	70	472	- 18	-	2 04	-.002	8-10	858	601	46	1,505	1,136	369
New Sweden.....	3	29 33	6 25	-	42	570	- 24	-	1 44	-.005	3-10	819	841	64	1,724	1,449	275
Oakfield .....	5	30 00	6 71	2 00	75	576	-	-	1 77	-.006	3-10	1,390	875	56	2,321	2,013	308
Orient .....	4	37 00	5 00	2 00	70	200	- 4	-	3 17	-.005	3-10	402	165	47	614	521	93
Perham .....	3	30 32	6 43	2 00	30	375	- 25	-	1 70	-.003	9-10	445	536	184	1,165	772	393
Presque Isle .....	25	30 00	7 17	2 26	500	5,000	2,563	-	3 86	-.004	1-10	5,459	3,282	109	8,850	7,890	960
Sherman .....	7	47 75	7 50	2 50	94	886	- 159	-	2 45	-.004	7-10	1,170	923	150	2,243	2,078	165
Smyrna .....	-	25 00	6 70	1 83	40	275	- 33	-	2 27	-.002	5-10	282	296	-	578	561	17
Van Buren .....	11	40 00	4 45	1 29	25	935	-	-	1 38	-.005	7-10	2,622	1,491	-	4,113	2,671	1,442
Washburn.....	-	37 00	8 10	2 00	100	900	- 22	-	2 12	-.004	4-10	1,228	1,066	135	2,429	2,012	417
Weston .....	7	45 00	5 00	2 25	28	338	- 15	-	2 11	-.008	3-10	338	380	56	774	824	-
Woodland.....	6	31 85	7 38	1 75	82	725	-	-	1 63	-.005	-	725	1,059	213	1,997	1,977	20

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APPENDIX.

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 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Allagash	3	-	\$5 09	\$1 25	\$20	\$ 80	-	-	\$ 57	.004 2-10	\$156	\$347	\$115	\$618	\$501	\$117	-
Cary	3	36 00	6 00	1 75	20	312	-	-	2 08	.019	300	385	90	775	764	11	-
Castle Hill	10	23 00	6 54	2 00	60	437	\$ 7	-	1 23	.005 8-10	645	565	30	1,240	1,307	-	\$67
Caswell	2	40 00	7 50	2 00	15	300	130	-	1 74	.005 4-10	300	456	-	756	733	23	-
Chapman	2	-	2 31	1 20	50	184	-	\$1	1 47	.002 9-10	285	330	-	615	550	65	-
Connor	1	22 00	7 50	2 00	25	200	-	-	72	.007	257	640	-	897	800	97	-
Crystal	6	24 00	5 79	-	-	500	262	-	2 80	.007	500	459	-	959	900	59	-
Cyr	4	-	4 95	1 25	25	75	-	-	34	.002 3-10	499	607	-	1,106	777	329	-
Eagle Lake	2	20 00	5 50	1 25	16	60	-	-	30	.001 6-10	152	475	35	662	601	61	-
Garfield	2	40 50	2 50	-	5	75	-	6	1 74	.002	114	104	86	304	323	-	19
Glenwood	3	29 00	5 50	2 08	-	152	-	6	2 11	.005 3-10	172	160	-	332	501	-	169
Hamlin	6	20 00	3 74	1 25	25	150	-	-	65	.002 3-10	414	608	-	1,022	857	165	-
Hammond	1	35 00	7 00	2 00	9	100	13	-	2 56	.002 2-10	295	94	41	400	230	170	-
Macwahoc	1	-	6 50	2 25	24	175	2	-	3 12	.004 6-10	214	155	-	369	356	13	-
Merrill	2	-	6 25	2 00	1	202	7	-	1 84	.003 4-10	264	259	40	563	494	69	-
Moro	4	30 00	6 40	1 78	18	172	13	-	1 77	.003 5-10	265	257	-	522	616	-	94
Nashville	-	-	2 25	2 00	-	71	-	-	10 00	.002 7-10	97	51	35	183	112	71	-
New Canada	-	-	6 25	1 50	10	100	44	-	56	.005 1-10	307	460	-	767	633	134	-
Oxbow	1	-	7 50	2 00	6	100	25	-	1 89	.002 6-10	126	116	123	365	337	28	-
Portage Lake	-	-	7 42	-	18	99	-	13	1 21	.003 6-10	271	189	-	460	415	45	-
Reed	5	28 56	4 50	-	19	300	138	-	2 65	.002 9-10	424	286	252	962	756	206	-
Silver Ridge	-	28 00	5 00	-	-	123	13	-	2 12	.004 2-10	291	123	102	516	272	244	-
St. Francis	1	25 00	5 75	1 25	12	150	-	-	57	.005 5-10	472	594	-	1,066	753	313	-

St. John .....	2	-	5 66	2 00	10	100	-	-	56	.002 8-10	122	463	-	585	575	10	
Stockholm .....	-	29 00	-	2 00	4	84	-	-	1 37	-	139	136	-	275	202	73	
Wade .....	2	22 00	5 25	1 60	54	360	174	-	2 80	.007 2-10	345	257	48	649	734	-	
Wallagrass .....	6	-	5 00	1 00	17	100	-	-	28	.003 5-10	100	884	19	1,003	1,024	-	
Westfield .....	1	-	4 50	2 00	27	208	75	-	2 50	.002	281	199	80	560	424	136	
Westmanland .....	-	28 00	5 50	1 75	5	80	5	-	1 61	-	81	97	-	178	163	15	
Winterville .....	2	-	3 50	1 00	13	60	-	-	73	-	122	187	-	309	279	30	
<b>Total .....</b>	<b>390</b>	<b>\$32 32</b>	<b>\$6 05</b>	<b>\$1 85</b>	<b>\$4,130</b>	<b>\$41,523</b>	<b>\$8,395</b>	<b>\$15</b>	<b>\$1 83</b>	<b>.003 6-10</b>	<b>\$54,789</b>	<b>\$55,132</b>	<b>\$4,333</b>	<b>\$114,254</b>	<b>\$102,819</b>	<b>\$12,632</b>	<b>1197</b>



Sebago .....	203	134	108	132	115	.55	149	8		8	3	200	9	7	-	-	-	2,500	-	-	8	8	
South Portland .....	1,742	1,061	851	1,008	833	.48	1,104	11	4	11	4	446	13	13	13	-	-	25,000	-	2	27	27	1
Standish .....	426	253	221	263	225	.52	288	8		8	3	325	13	7	9	-	-	7,000	1	1	12	12	2
Westbrook .....	2,443	1,119	986	1,135	980	.40	1,362	12		12		1,008	12	11	-	-	-	75,300	5	4	28	28	15
Windham .....	541	336	257	323	281	.50	377	11		10	3	416	14	10	8	-	-	8,000	-	1	13	12	3
Yarmouth .....	629	338	294	336	288	.46	393	11		11		264	8	7	6	-	-	16,765	-	-	10	10	5
Total .....	28,556	15,806	12,798	15,594	13,028	.45	17,365	9	3	10	1	10,382	320	263	140	8	94,929	\$767,919	42	70	489	470	110

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 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1897.	Balance over-expended April 1, 1897.
							Excess above amount required by law.	Less than the amount required by law.									
Baldwin	-	\$37 33	\$6 86	\$2 23	\$ 59	\$1,200	\$454	-	\$4 76	.003 5-10	\$1,240	\$ 616	\$ 76	\$1,932	\$ 1,717	\$ 215	
Bridgton	22	54 00	7 55	2 75	300	3,500	516	-	4 45	.002 7-10	4,816	1,835	228	6,879	5,533	1,346	
Brunswick	18	28 00	8 45	3 00	190	5,636	826	-	6 40	.001 6-10	6,518	4,898	259	11,675	10,600	1,075	
Cape Elizabeth	4	-	7 75	-	50	900	319	-	4 47	.001 7-10	1,279	509	6	1,794	1,650	144	
Casco	-	24 66	6 60	1 75	75	800	125	-	2 88	.003 2-10	1,030	679	120	1,829	1,710	119	
Cumberland	9	36 00	8 35	-	116	1,190	-	-	2 74	.001 7-10	1,497	1,081	93	2,671	2,394	277	
Deering	34	111 11	9 75	-	550	10,000	5,718	-	5 00	.002 2-10	12,305	4,624	73	17,002	14,815	2,187	
Falmouth	12	39 00	8 35	2 25	118	1,865	601	-	4 02	.002	1,964	1,090	3	3,057	3,035	22	
Freeport	6	38 21	6 66	2 75	180	3,150	1,164	-	4 44	.002 5-10	3,150	1,809	22	4,981	4,787	194	
Gorham	17	64 67	8 20	3 14	210	3,509	1,199	-	4 09	.002 6-10	3,540	2,014	20	5,574	5,286	288	
Gray	12	62 00	7 00	2 50	85	1,250	36	-	2 98	.002 3-10	1,250	979	63	2,292	2,571	-	
Harpwell	2	36 25	6 91	2 50	125	1,800	387	-	3 45	.002 9-10	1,852	1,333	-	3,185	3,328	-	
Harrison	-	27 36	6 84	2 00	100	1,100	243	-	4 38	.002 9-10	1,244	698	197	2,139	2,048	91	
Naples	2	40 00	5 55	2 00	85	1,000	323	-	4 59	.004 4-10	973	553	-	1,526	1,496	30	
New Gloucester	-	48 00	7 00	2 00	75	1,600	613	-	4 82	.001 7-10	2,250	813	237	3,300	2,782	518	
North Yarmouth	5	-	7 30	2 00	58	800	233	-	4 49	.002 4-10	987	463	231	1,681	1,521	160	
Otisfield	3	24 00	6 08	1 50	71	1,000	330	-	5 40	.004 4-10	1,036	502	96	1,634	1,604	30	
Portland	145	139 51	11 97	-	2,250	103,053	73,913	-	9 00	.002 6-10	103,187	27,426	427	131,040	103,587	27,453	
Pownal	6	24 00	6 00	2 00	40	800	230	-	4 71	.003 1-10	800	419	111	1,330	1,243	87	
Raymond	2	38 40	6 40	-	80	1,000	258	-	3 67	.005 3-10	1,030	708	143	1,881	1,829	52	
Scarboro	8	-	8 50	-	176	1,600	165	-	3 00	.001 9-10	2,042	1,268	-	3,310	3,485	-	



Sebago .....	-	-	5 24	1 31	80	600	55	-	2 97	.004 1-10	629	536	56	1,221	1,184	37	
South Portland .....	27	60 00	10 00	3 00	535	5,500	1,660	-	3 15	.003 1-10	5,500	4,234	82	9,816	9,879	- 63	
Standish .....	-	38 67	8 00	2 25	155	1,600	127	-	3 75	.003 1-10	1,700	1,025	244	2,969	2,871	98	
Westbrook .....	-	94 44	10 00	-	650	10,750	5,444	-	4 40	.002 6-10	10,750	5,913	13	16,676	16,613	63	
Windham .....	14	40 00	8 78	2 00	179	3,020	1,247	-	5 58	.003 5-10	3,020	1,350	146	4,516	4,203	313	
Yarmouth .....	10	-	7 96	2 50	100	2,100	426	-	3 37	.001 8-10	2,493	1,432	143	4,068	3,535	133	
<b>Total .....</b>	<b>358</b>	<b>\$50 25</b>	<b>\$7 70</b>	<b>\$2 27</b>	<b>\$6,692</b>	<b>\$170,323</b>	<b>\$96,612</b>	<b>-</b>	<b>\$5 96</b>	<b>.002 5-10</b>	<b>\$178,082</b>	<b>\$68,807</b>	<b>\$3,089</b>	<b>\$249,978</b>	<b>\$215,706</b>	<b>\$34,932</b>	<b>\$660</b>

FRANKLIN COUNTY.

TOWNS.	Number of children be- longing in town between the ages of 4 and 21 years.	Number registered in spring and summer terms.	Average number in spring and summer terms.	Number 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 teach- ers employed in spring and summer terms.	Number of female teach- ers employed in fall and winter terms.	Number of teachers graduates of normal schools.
Avon.....	136	70	62	78	61	.45	53	9	11	\$120	8	5	3	1	450	\$1,750	-	1	6	5	12
Carthage.....	105	64	54	69	58	.53	73	8	12	82	6	4	1	1	1,000	2,500	-	1	4	1	1
Chesterville.....	206	142	129	158	134	.63	165	8	10	203	9	3	3	-	-	2,000	-	1	9	3	1
Eustis.....	159	129	110	119	101	.66	142	9	3	140	4	3	1	1	610	4,000	-	2	5	5	3
Farmington.....	984	535	455	628	502	.48	798	9	10	530	20	14	2	1	530	24,000	-	2	19	17	12
Freeman.....	153	85	72	104	79	.49	100	8	12	136	7	2	-	-	-	1,000	-	1	8	5	1
Industry.....	176	112	91	116	71	.46	123	8	12	140	10	5	-	-	-	1,600	-	-	7	7	1
Jay.....	754	377	322	447	343	.41	489	10	10	499	16	14	5	1	613	10,000	3	5	13	12	5
Kingfield.....	165	98	91	103	92	.57	113	10	12	96	1	1	1	-	-	3,000	-	1	1	2	2
Madrid.....	121	89	77	93	82	.65	102	8	8	96	3	3	3	-	-	600	-	3	3	1	3
New Sharon.....	255	156	136	158	127	.52	184	8	1	257	12	3	3	-	-	1,800	-	2	3	9	3
New Vineyard.....	162	101	88	119	95	.56	119	8	1	162	8	1	-	-	-	1,800	-	2	6	5	3
Phillips.....	442	310	273	331	287	.63	395	9	1	331	9	2	2	1	723	13,612	-	3	11	11	7
Rangeley.....	214	146	125	169	136	.61	199	7	4	141	4	3	-	1	660	3,150	-	2	6	5	4
Salem.....	50	25	18	30	26	.44	33	11	10	31	1	1	-	-	-	300	-	-	1	1	1
Strong.....	202	89	78	94	82	.40	129	10	9	93	2	2	1	-	-	1,800	-	1	3	3	2
Temple.....	125	30	27	35	75	.41	95	6	11	74	5	5	-	1	1,075	2,000	-	1	2	2	2
Weld.....	240	163	145	174	156	.62	184	10	10	220	11	9	2	-	-	4,950	-	2	9	8	1
Wilton.....	471	270	241	252	213	.48	296	9	10	267	10	10	6	1	757	5,557	1	2	9	8	3

PLANTATIONS.

Coplin.....	25	15	15	21	17	.64	36	8	12	20	1	1	1	-	-	400	-	-	1	1	1	
Dallas.....	52	36	30	40	32	.60	40	9	3	13	2	2	-	-	-	800	-	-	1	1	2	
Greenvale.....	29	15	13	16	13	.45	19	12	12	24	1	1	1	-	-	300	-	-	1	1	1	
Lang.....	38	20	17	23	18	.46	28	10	11	21	1	1	1	-	-	400	-	-	1	1	1	
Perkins.....	15	10	8	10	8	.53	10	8	12	20	2	1	-	-	-	100	-	-	1	1	1	
Rangeley.....	26	18	16	15	14	.58	20	8	8	24	1	1	-	-	-	600	-	-	1	1	2	
Total.....	5,305	3,105	2,693	3,452	2,828	.52	3,987	9	10	3	3,765	161	104	46	9	\$6,418	\$88,019	17	39	136	119	57

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school superintendence.	Amount of money voted in 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Avon .....	10	\$24 00	\$5 37	\$1 73	\$35	\$500	\$149	-	\$3 67	.003 9-10	\$500	\$368	-	\$668	\$835	\$ 30	
Carthage .....	-	28 00	5 25	1 50	35	450	138	-	4 28	.005 1-10	677	273	-	950	842	108	
Chesterville .....	-	32 00	5 80	1 87	65	625	9	-	3 08	.002 4-10	707	492	93	1,292	1,551	\$259	
Eustis .....	-	34 33	6 57	-	36	600	343	-	3 77	.005 6-10	658	353	250	1,261	1,128	133	
Farmington .....	16	40 00	6 10	2 30	200	2,954	388	-	3 00	.001 6-10	2,958	2,390	60	5,408	5,280	128	
Freeman .....	5	28 00	4 44	1 54	45	372	1	-	2 43	.004	372	351	50	773	717	56	
Industry .....	-	-	5 52	-	40	436	-	-	2 48	.004 5-10	443	439	-	882	905	-	
Jay .....	-	34 00	6 53	-	120	1,775	542	-	2 34	.001 4-10	1,775	1,517	186	3,478	3,282	196	
Kingfield .....	3	62 00	7 00	-	40	481	-	-	2 91	.002	570	407	117	1,094	1,053	41	
Madrid .....	2	34 50	7 08	1 98	30	353	-	-	3 92	.004 6-10	489	339	30	858	845	13	
New Sharon .....	1	28 77	5 16	-	96	1,000	149	-	3 92	.002 7-10	1,229	594	36	1,859	1,710	149	
New Vineyard .....	-	40 00	5 87	2 00	34	550	22	-	3 40	.003 4-10	565	376	-	941	900	41	
Phillips .....	10	49 40	7 67	2 57	245	2,000	865	-	4 52	.004 3-10	2,486	1,095	295	3,876	3,690	186	
Rangley .....	1	31 00	2 50	2 75	45	700	207	-	3 27	.003 4-10	902	490	140	1,532	1,371	161	
Salem .....	2	-	7 42	1 83	7	185	10	-	3 70	.004 5-10	232	116	1	349	316	33	
Strong .....	5	34 50	7 31	1 87	55	550	48	-	2 72	.002 5-10	575	470	87	1,132	1,057	75	
Temple .....	-	41 00	5 57	1 66	20	376	-	-	3 00	.003	376	274	-	650	640	10	
Weld .....	6	52 50	4 43	1 65	120	736	22	-	3 06	.004 5-10	779	599	31	1,409	1,489	90	
Wilton .....	9	30 00	-	-	140	1,427	130	-	3 03	.002 2-10	1,296	1,108	250	2,654	2,819	165	

PLANTATIONS.

Coplin .....	1	-	7 00	2 00	6	55	-	\$2	2 20	.002 2-10	102	63	32	197	189	8	
Dallas .....	2	26 00	5 22	1 61	10	133	5	-	2 56	.004 5-10	505	134	-	639	226	413	
Greenvale .....	-	-	5 00	1 50	2	50	8	-	1 73	.006 8-10	100	50	-	150	90	60	
Lang .....	1	-	5 00	2 00	13	80	39	-	2 10	-	111	70	61	242	173	69	
Perkins .....	-	-	3 00	1 50	3	74	-	-	-	.006 1-10	209	39	-	248	102	146	
Rangeley .....	3	-	4 50	2 25	15	75	29	-	2 88	.001 4-10	110	65	9	184	188	-	
<b>Total .....</b>	<b>77</b>	<b>\$36 11</b>	<b>\$5 88</b>	<b>\$1 90</b>	<b>\$1,457</b>	<b>\$16,537</b>	<b>\$3,130</b>	<b>\$2</b>	<b>\$3 12</b>	<b>.002 5-10</b>	<b>\$18,726</b>	<b>\$12,472</b>	<b>\$1,728</b>	<b>\$32,926</b>	<b>\$31,411</b>	<b>\$2,056</b>	<b>\$541</b>



Sorrento .....	33	19	15	17	13	.42	19	10	12		44	2	2	-	-	-	600	-	-	2	2	
Stonington .....	550	325	280	334	274	.50	347	10	10		300	5	5	5	-	-	6,000	-	3	10	7	
Sullivan .....	391	238	203	226	193	.51	292	9	9		168	5	5	3	-	-	6,000	1	3	6	4	
Surry .....	284	182	159	187	171	.58	208	7	7		182	9	8	8	-	-	4,400	1	1	8	2	
Swan's Island .....	265	148	133	136	110	.46	167	9	9		108	3	1	3	-	-	2,500	1	2	3	2	
Tremont .....	735	378	342	402	361	.48	511	8	9		367	14	10	12	-	-	5,000	-	13	17	4	
Trenton .....	132	81	71	85	76	.55	85	10	10		120	7	2	2	1	700	3,000	1	2	5	4	
Verona .....	85	57	49	58	46	.56	61	10	11		63	4	4	2	-	-	850	-	-	3	3	
Waltham .....	71	54	40	56	46	.60	63	12	9		63	3	2	2	-	-	1,600	-	-	3	3	
Winter Harbor .....	161	83	76	92	72	.46	141	9	8	3	81	1	1	1	-	-	1,200	-	1	4	3	
PLANTATIONS.																						
Long Island .....	62	28	28	35	30	.47	48	8	9		34	2	2	-	-	-	750	-	1	1	1	
No. 7 .....	21	8	7	8	6	.31	8	10	10		20	1	1	-	-	-	400	-	-	1	1	
No. 8 .....	8	-	-	-	-	-	8	10	10		20	1	1	-	1	225	300	-	-	1	1	
No. 21 .....	21	14	11	15	15	.62	15	9	3		29	1	1	-	-	-	200	-	-	1	1	
No. 33 .....	42	33	29	23	17	.55	35	10	10		20	1	1	-	-	-	500	1	1	-	-	
Total .....	11,865	7,030	6,078	7,050	6,172	.51	8,578	9	1	9	3	7,134	258	222	168	8	\$9,699	\$185,310	21	63	277	217
																					57	

HANCOCK COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school superintendence.	Amount of money voted in 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Amherst.....	2	-	\$7 50	-	\$20	\$300	-	-	\$2 83	.003 4-10	\$377	\$290	\$71	\$738	\$692	\$46	
Aurora.....	10	0 00	10 00	\$1 50	11	140	-	-	3 33	.003 5-10	224	104	28	856	258	98	
Bluehill.....	12	\$30 00	6 51	1 85	204	1,900	\$316	-	2 68	.003 4-10	2,017	1,706	150	3,873	3,632	241	
Brooklin.....	11	34 00	6 00	2 00	75	900	63	-	2 68	.005	900	765	14	1,679	1,628	51	
Brooksville.....	2	40 00	7 45	2 10	92	1,048	-	-	2 66	.005 3-10	1,266	969	-	2,235	2,124	111	
Bucksport.....	1	37 50	7 45	2 25	200	3,000	663	-	4 79	.003 6-10	3,000	1,498	-	4,498	4,492	6	
Castine.....	-	56 00	8 25	4 00	86	1,200	410	-	4 26	.003 1-10	1,292	679	50	2,021	1,405	616	
Cranberry Isles.....	3	-	6 75	2 25	37	450	186	-	3 91	.004 1-10	486	288	-	774	707	67	
Dedham.....	2	-	6 55	1 90	32	350	57	-	3 88	.005	365	247	85	697	704	-	
Deer Isle.....	6	41 00	8 25	-	157	2,000	302	-	2 60	.006 3-10	3,756	1,957	-	5,713	4,915	798	
Eastbrook.....	-	32 50	5 50	1 88	25	325	123	-	3 73	.006 1-10	325	235	24	584	561	23	
Eden.....	12	77 50	7 97	-	500	5,000	3,443	-	5 73	.001 1-10	5,000	1,948	110	7,058	6,278	780	
Ellsworth.....	-	42 00	7 55	2 50	500	5,000	1,157	-	3 44	.002 8-10	5,000	3,536	42	8,578	7,917	661	
Franklin.....	12	37 50	7 90	2 40	83	1,011	-	-	2 06	.003 3-10	1,018	1,171	-	2,189	2,144	45	
Gouldsboro.....	-	35 00	7 00	2 25	83	966	-	-	2 70	.003 7-10	925	928	91	1,944	1,967	-	
Hancock.....	8	47 00	7 40	2 16	58	963	11	-	2 94	.004 1-10	943	780	-	1,723	1,700	23	
Isle-au-Haut.....	-	-	5 00	2 00	20	225	60	-	3 68	.003 8-10	239	182	-	421	389	32	
Lamoine.....	-	30 00	4 85	2 25	60	581	-	-	3 21	.003 7-10	584	456	-	1,040	1,007	33	
Mariaville.....	-	28 00	4 67	1 50	17	225	8	-	3 04	.003 9-10	233	204	-	437	406	31	
Mount Desert.....	18	38 63	7 30	-	216	1,700	616	-	3 73	.002 3-10	1,700	1,112	-	2,812	2,871	-	
Oriand.....	2	39 00	6 84	2 00	125	1,112	-	-	2 84	.004 4-10	1,556	955	135	2,646	2,432	214	
Otis.....	-	39 00	6 75	1 75	6	200	9	-	3 51	.000 9-10	410	160	-	570	310	260	
Penobscot.....	-	32 00	7 52	2 00	145	1,068	18	-	2 90	.004 5-10	1,160	858	42	2,060	1,975	85	
Sedgwick.....	-	-	7 40	2 00	107	850	40	-	2 61	.004 2-10	928	808	54	1,790	1,658	132	

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Sorrento .....	2	-	6755	2 50	10	250	158	-	7 58	.001 5-10	250	85	-	335	306	29	
Stonington .....	-	44 00	8 00	3 00	45	1,233	193	-	2 24	.006 5-10	1,233	1,314	-	2,547	2,518	29	
Sullivan .....	13	42 80	9 08	3 33	100	1,016	5	-	2 60	.003 6-10	1,153	960	56	2,169	2,131	38	
Surry .....	2	29 50	6 25	2 25	123	790	1	-	2 78	.004 5-10	782	698	-	1,480	1,409	71	
Swan's Island .....	-	40 00	8 75	2 70	65	505	-	-	1 90	.003 9-10	490	616	-	1,106	1,081	25	
Trenton .....	12	50 00	7 29	2 50	248	1,629	-	-	2 22	.003 3-10	2,019	1,709	-	3,728	3,726	2	
Trenton .....	2	40 00	6 04	2 07	37	520	98	-	3 94	.004	570	344	-	914	891	23	
Verona .....	-	-	5 50	1 50	10	260	2	-	3 06	.004 2-10	238	216	-	454	405	49	
Waltham .....	1	-	5 83	1 50	12	200	6	-	2 82	.002 6-10	360	168	78	606	383	223	
Winter Harbor .....	-	40 00	7 07	3 50	25	402	2	-	2 50	.001 7-10	403	378	-	781	752	29	
PLANTATIONS.																	
Long Island .....	-	34 00	6 58	2 70	5	200	94	-	3 22	.007 9-10	200	145	19	364	374	10	
No. 7 .....	-	-	3 00	2 00	-	90	50	-	4 29	-	90	46	4	140	142	2	
No. 8 .....	1	-	4 00	-	4	26	1	-	3 25	-	47	19	17	83	83	-	
No. 21 .....	1	-	2 58	1 42	-	75	25	-	3 57	.006 4-10	122	36	13	171	124	47	
No. 33 .....	1	36 00	-	2 00	6	85	-	-	2 02	.008 9-10	120	138	-	258	201	57	
Total .....	126	\$39 74	\$6 71	\$2 22	\$3,555	\$37,795	\$8,122	-	\$3 18	.003 1-10	\$41,781	\$28,708	\$1,083	\$71,572	\$66,698	\$4,975 \$101	

KENNEBEC COUNTY.

TOWNS.	Number of children belonging in town between the ages of 4 and 21 years.		Number registered in spring and summer terms.		Average number in spring and summer terms.		Number 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 normal 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.	w.	d.									
Albion.....	218	121	-	96	-	-	-	-	-	178	9	11	3	156	12	6	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Augusta.....	3,111	1,364	1,102	1,456	1,258	.38	1,538	11	12	8	3	1,454	26	237	15	7	4	4	1	11,520	\$	11,520	\$	1,500	112,270	-	4	3	7	43	41	2	5	5	1	1	2	2	2	2	2	2	2	2	2	2					
Belgrade.....	283	168	152	192	180	.58	213	5	8	5	5	237	15	186	9	7	4	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Benton.....	294	160	129	186	143	.46	231	7	11	7	7	186	9	252	9	5	5	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Chelsea.....	263	134	113	151	131	.46	173	10	10	7	7	252	9	182	18	12	4	4	1	661	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000		
China.....	372	199	165	254	219	.52	299	12	8	12	12	249	11	188	4	3	3	2	1	995	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	
Clinton.....	413	232	186	246	201	.47	313	10	12	8	1	249	11	188	4	3	3	2	1	995	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300
Farmingdale.....	216	92	72	92	75	.34	101	12	12	12	12	249	11	188	4	3	3	2	1	995	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161
Fayette.....	139	74	64	61	53	.41	97	3	9	3	3	106	3	8	8	4	10	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Gardiner.....	1,515	835	734	840	718	.48	891	11	4	11	4	636	12	10	10	10	1	1	2,605	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	
Hallowell.....	746	515	461	545	480	.63	583	12	12	12	12	432	12	12	12	12	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Litchfield.....	304	181	153	192	162	.51	198	3	4	8	3	290	14	6	6	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Manchester.....	171	90	77	75	61	.40	103	9	6	10	10	108	7	6	5	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Monmouth.....	304	153	128	164	143	.44	186	9	10	8	9	194	11	10	10	5	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mt. Vernon.....	204	128	95	124	104	.48	164	9	8	8	8	172	11	12	12	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Oakland.....	505	311	275	295	261	.53	369	9	4	9	4	273	9	5	5	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Pittston.....	346	198	162	198	161	.44	217	3	9	3	3	294	11	11	11	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Randolph.....	281	160	133	149	122	.45	190	12	12	3	3	148	3	2	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Readfield.....	261	150	118	124	97	.41	171	10	3	9	4	144	6	5	5	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Rome.....	133	89	74	77	62	.52	95	9	11	11	11	124	6	3	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Sidney.....	285	152	131	169	146	.48	202	3	11	11	11	259	15	12	12	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Vassalboro.....	617	329	270	318	257	.42	358	9	3	3	3	338	10	10	10	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

PUBLIC SCHOOLS.

Vienna .....	109	76	66	51	41	.49	93	9	11		131	9	5	-	-	-	900	-	-	1	6	3	1
Waterville .....	2,775	1,118	1,000	1,060	905	.35	1,259	11	12	3	1,188	9	6	8	1	14,378	70,878	-	-	-	36	33	7
Wayne .....	196	122	110	115	102	.54	137	10	9	3	127	9	4	4	-	-	3,500	-	-	-	5	5	1
West Gardiner .....	179	122	96	115	95	.53	122	9	3	8	147	6	3	1	-	-	1,500	-	-	2	7	3	
Winslow .....	249	165	138	152	140	.56	333	9	3	9	158	9	3	4	1	697	4,000	-	-	2	7	5	1
Winslow .....	694	232	191	307	267	.32	382	8	9		457	16	11	-	-	-	9,000	-	3	2	13	14	
Winthrop .....	541	342	303	341	301	.56	369	11	12		385	9	9	9	-	-	12,000	-	1	1	12	11	7
Unity Pl. ....	13	7	5	8	7	.46	15	8	10	2	18	-	-	-	-	-	-	-	-	-	1	1	
Total .....	15,737	8,019	6,703	8,153	6,892	.44	8,590	9	2	10	1	9,071	305	190	147	8	32,456	\$386,739	20	41	308	276	53

KENNEBEC COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school superintendence.	Amount of money voted in 1887.	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, 1887, to April 1, 1888.	Amount available from State treasury from April 1, 1887, to April 1, 1888.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1887, to April 1, 1888.	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	4	\$35 33	\$5 30	\$1 73	\$ 65	\$ 836	\$2	-	\$3 83	.002 5-10	\$ 926	\$ 528	-	\$ 1,454	\$ 1,384	\$ 70	-
Augusta	51	-	9 17	-	575	8,422	-	-	2 71	.001 3-10	14,092	7,263	\$927	22,282	19,258	3,024	-
Belgrade	6	28 58	6 38	1 80	90	1,300	428	-	4 60	.003 7-10	1,313	666	25	2,004	1,986	18	-
Benton	6	25 40	6 25	1 92	105	950	50	-	3 23	.002 5-10	988	805	5	1,798	1,590	208	-
Chelsea	2	5 75	5 75	1 90	55	1,000	250	-	3 80	.004 5-10	1,000	587	-	1,587	1,588	-	1
China	3	29 33	6 05	1 75	110	1,138	-	-	3 06	.002 4-10	1,566	899	96	2,561	2,394	167	-
Clinton	-	45 75	6 76	-	134	1,300	86	-	3 14	.002 5-10	1,314	1,011	17	2,342	2,463	-	121
Farmingdale	-	-	7 20	-	61	890	143	-	3 70	.001 6-10	877	473	7	1,357	1,232	125	-
Fayette	-	25 50	5 94	2 00	40	575	56	-	4 14	.003	541	388	-	929	894	35	-
Gardiner	20	83 33	9 00	-	400	5,500	1,107	-	3 63	.001 3-10	5,500	3,640	316	9,456	9,456	-	-
Hallowell	12	111 00	9 00	-	250	2,550	5	-	3 42	.001 6-10	2,550	1,934	-	4,484	4,401	83	-
Litchfield	18	25 00	6 25	1 75	85	1,200	299	-	3 94	.003 6-10	1,249	681	12	1,942	1,746	196	-
Manchester	-	-	7 25	2 50	30	500	10	-	2 92	.002	527	376	14	917	935	-	18
Monmouth	4	28 00	6 00	-	84	1,200	110	-	3 94	.001 8-10	1,232	759	5	1,996	1,823	173	-
Mt. Vernon	-	28 00	6 19	2 04	75	752	-	-	3 68	.002 8-10	965	472	16	1,453	1,351	102	-
Oakland	5	-	7 09	1 64	175	1,700	65	-	3 36	.002 1-10	2,045	1,195	-	3,240	3,074	166	-
Pittston	2	24 25	5 43	1 75	100	1,100	75	-	3 18	.002 3-10	1,369	778	11	2,158	1,815	343	-
Randolph	5	-	7 90	-	40	1,025	-	-	3 64	.003 1-10	1,197	698	62	1,957	1,738	219	-
Readfield	4	-	8 50	2 25	55	941	22	-	3 60	.002	1,194	647	-	1,841	1,526	315	-
Rome	2	28 00	5 42	1 50	38	400	-	-	3 00	.004 9-10	405	354	-	759	750	9	-
Sidney	6	26 00	6 28	-	115	1,500	433	-	5 26	.003 9-10	1,500	713	-	2,213	2,062	121	-
Vassalboro	3	33 00	7 00	2 20	170	2,000	358	-	3 24	.002 2-10	1,827	1,459	-	3,286	3,589	-	303

PUBLIC SCHOOLS.

Vienna .....	-	25 90	4 86	1 70	35	495	99	-	4 54	.004 5-10	514	284	-	798	778	20	
Waterville .....	36	-	9 30	-	1,200	10,000	4,314	-	3 60	.002	13,467	7,072	143	20,682	16,159	4,523	
Wayne .....	7	-	6 36	2 00	60	675	55	-	3 44	.003 2-10	695	499	8	1,202	1,194	8	
West Gardiner .....	8	30 25	6 25	2 00	60	700	18	-	3 91	.002 5-10	788	465	-	1,253	1,093	160	
Windsor .....	6	36 00	6 05	2 00	65	682	-	-	2 75	.003 1-10	789	616	-	1,405	1,167	238	
Winslow .....	14	30 33	7 34	2 00	124	2,300	849	-	3 31	.002	2,179	1,556	75	3,810	3,431	379	
Winthrop .....	17	100 00	7 70	2 54	200	2,500	811	-	4 62	.002 4-10	2,500	1,289	302	4,091	3,348	743	
Unity Pl. ....	-	-	4 13	1 13	4	60	10	-	4 61	.004	62	31	-	93	51	12	
<b>Total.....</b>	<b>250</b>	<b>\$39 95</b>	<b>\$6 73</b>	<b>\$1 91</b>	<b>\$4,600</b>	<b>\$54,101</b>	<b>\$9,655</b>	<b>-</b>	<b>\$3 44</b>	<b>.002</b>	<b>\$65,171</b>	<b>\$38,138</b>	<b>\$2,041</b>	<b>\$105,350</b>	<b>\$94,336</b>	<b>\$11,457</b>	<b>\$443</b>

KNOX COUNTY.

TOWNS.	Number of children belonging in town between the ages of 4 and 21 years.		Number registered in spring and summer terms.		Average number in spring and summer terms.		Number registered in fall 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	319	203	188	195	159	.54	221	9	11	3	235	11	9	9	2	1	\$325	\$ 4,600	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Camden	684	361	303	410	351	.46	453	11	3	11	3	365	9	6	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cushing	196	96	80	104	82	.43	126	8	9	8	156	6	4	5	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Friendship	253	153	129	167	141	.53	174	8	8	1	195	6	6	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hope	160	91	78	97	86	.51	124	10	9	3	145	1	5	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hurricane Isle	70	47	35	50	43	.55	63	10	11	1	31	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
North Haven	162	91	77	106	95	.53	113	9	4	9	1	135	6	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Rockland	2,172	1,345	1,167	1,450	1,183	.54	1,450	10	12	1	1,089	10	9	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Rockport	670	407	358	398	348	.53	434	10	2	10	410	7	7	6	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
South Thomaston	425	336	280	330	293	.67	348	9	9	9	328	14	6	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
St. George	900	429	356	426	369	.40	541	9	4	10	3	460	16	12	9	1	869	8,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Thomaston	743	463	400	461	402	.54	535	10	3	11	2	330	9	7	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Union	396	192	171	210	178	.44	225	8	8	8	276	13	11	4	1	454	6,675	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Vinalhaven	905	541	474	536	487	.54	564	10	10	3	496	11	11	10	2	1,902	22,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Warren	654	362	305	356	304	.46	422	10	9	9	504	12	18	10	3	-	8,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Washington	384	193	149	222	164	.41	274	8	8	8	240	10	5	3	1	2,000	4,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Criehaven Pl	12	10	7	10	8	.66	10	10	10	10	20	1	1	1	1	300	375	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Matinecus Isle Pl	38	27	23	33	29	.69	33	10	11	11	30	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total	9,143	5,347	4,581	5,561	4,734	.51	6,110	9	2	10	5,445	156	120	84	7	\$5,850	\$183,266	11	32	188	170	36																					

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 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Appleton .....	8	\$40 00	\$5 75	\$1 75	\$74	\$866	\$ 2	-	\$2 71	.003 6-10	\$1,181	\$ 780	-	\$1,961	\$1,546	\$415	
Camden .....	14	75 00	5 50	3 75	250	2,800	815	-	4 10	.001 8-10	3,365	1,764	-	5,129	4,703	426	
Cushing .....	4	40 00	5 40	2 00	65	555	-	-	2 23	.004 4-10	566	480	-	1,046	994	52	
Friendship .....	-	-	7 00	2 50	100	702	-	-	3 20	.002 7-10	114	647	-	1,361	1,336	25	
Hope .....	1	-	6 00	1 75	35	513	-	-	3 20	.002 7-10	631	378	\$27	1,046	1,060	-	\$14
Hurricane Isle .....	3	42 00	11 00	3 75	12	500	287	-	1 14	.012 8-10	786	221	-	1,007	610	397	
North Haven .....	6	36 00	6 44	-	48	450	5	-	2 77	.002 3-10	619	400	-	1,019	1,051	-	32
Rockland .....	30	87 00	9 50	4 00	1,467	12,500	5,961	-	5 75	.002 5-10	12,500	5,918	21	18,439	18,439	-	
Rockport .....	13	60 00	7 95	2 50	269	2,000	280	-	3 00	.001 8-10	2,409	1,665	-	4,074	3,874	200	
South Thomaston .....	15	41 00	7 49	2 50	100	1,227	-	-	2 82	.003 5-10	1,227	1,117	168	2,512	2,605	-	93
St. George .....	-	46 75	7 70	2 50	225	1,993	-	-	2 21	.004 2-10	2,342	2,108	-	4,450	4,368	82	
Thomaston .....	12	70 00	7 59	-	250	3,500	1,093	-	4 71	.002 7-10	5,175	1,856	29	7,060	4,247	2,813	
Union .....	-	35 50	6 53	-	130	1,149	-	-	2 95	.002 2-10	1,149	959	-	2,108	2,244	-	136
Vinalhaven .....	16	-	9 00	2 75	250	3,000	906	-	3 31	.005	4,918	2,217	-	7,135	5,497	1,638	
Warren .....	11	22 50	6 75	2 50	250	1,630	-	-	2 49	.002	1,605	1,541	360	3,506	3,353	153	
Washington .....	4	35 00	4 00	1 50	75	986	2	-	2 57	.003 3-10	1,210	923	76	2,209	2,035	174	
Criehaven Pl. ....	-	20 00	2 00	-	-	100	72	-	2 33	.009 3-10	100	24	-	124	100	24	
Matineus Isle Pl. ....	1	-	9 00	2 50	10	200	43	-	5 26	.005 3-10	317	119	-	436	303	133	
<b>Total .....</b>	<b>138</b>	<b>\$46 62</b>	<b>\$7 09</b>	<b>\$2 60</b>	<b>\$3,610</b>	<b>\$34,671</b>	<b>\$9,474</b>	<b>-</b>	<b>\$3 79</b>	<b>.002 7-10</b>	<b>\$40,814</b>	<b>\$23,127</b>	<b>\$681</b>	<b>\$64,622</b>	<b>\$58,365</b>	<b>\$6,257</b>	<b>\$275</b>

LINCOLN COUNTY.

TOWNS.	Number of children be- longing in town between the ages of 4 and 21 years.		Number registered in spring and summer terms.		Average number in spring and summer terms.		Number 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 teach- ers employed in spring and summer terms.		Number of female teach- ers 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.				
Alna .....	121	90	82	91	80	.67	104	8	8	8	8	147	6	4	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Boothbay .....	654	343	306	364	327	.45	421	9	4	328	12	9	5	3	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Boothbay Harbor .....	595	413	372	392	355	.61	426	11	10	310	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Bremen .....	198	101	114	99	.50	137	8	8	8	192	7	6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Bristol .....	765	452	396	460	390	.52	473	9	3	510	19	17	13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Damariscotta .....	216	100	85	104	93	.41	126	10	11	192	6	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Edgden .....	294	153	134	135	127	.44	168	11	3	180	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Edgecomb .....	227	137	121	166	120	.53	171	10	17	189	7	4	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
Jefferson .....	351	251	212	219	182	.56	280	8	8	266	15	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Newcastle .....	288	176	156	181	149	.53	209	9	9	219	11	11	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Nobleboro .....	290	142	114	167	140	.44	167	10	10	248	10	8	4	4	2	1,950	5,550	750	1,500	11,266	3,600	4,000	4,000	500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Somerville .....	136	54	38	61	41	.29	80	8	1	86	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Southport .....	138	80	61	77	69	.49	101	8	2	83	4	3	2	2	1	1,079	1,500	1,500	11,266	3,600	4,000	4,000	500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Waldoboro .....	567	436	394	424	370	.66	555	8	10	678	29	24	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
Westport .....	112	70	60	75	67	.57	80	9	9	81	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
Whitefield .....	323	175	147	150	132	.43	248	7	8	257	12	12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
Wiscasset .....	459	353	280	321	277	.61	387	11	3	298	6	4	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		
Monhegan Pl .....	28	22	17	18	15	.51	22	11	11	22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
<b>Total .....</b>	<b>5,762</b>	<b>3,538</b>	<b>3,076</b>	<b>3,539</b>	<b>3,033</b>	<b>.53</b>	<b>4,155</b>	<b>9</b>	<b>1</b>	<b>9</b>	<b>4</b>	<b>4,300</b>	<b>164</b>	<b>137</b>	<b>77</b>	<b>4</b>	<b>\$3,329</b>	<b>\$79,116</b>	<b>17</b>	<b>51</b>	<b>152</b>	<b>128</b>	<b>22</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	



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 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Alna .....	12	6	\$7 50	\$2 00	\$ 45	\$ 600	\$190	-	\$4 96	.004 1-10	\$ 615	\$ 303	\$ 5	\$ 923	\$ 987		\$64
Boothbay .....	12	6	75	3 00	129	1,800	426	-	2 75	.003 5-10	1,800	1,600	25	3,422	3,418		
Boothbay Harbor .....	11	7	80 00	3 50	150	1,700	340	-	2 55	.002 3-10	1,953	1,539	33	3,525	2,948	577	
Bremen .....	7	31	00	1 87	47	700	125	-	3 53	.005 1-10	711	451	44	1,206	1,084	122	
Bristol .....	27	43	00	2 10	200	3,000	743	-	3 92	.004 1-10	3,380	1,951	-	5,331	4,730	601	
Damariscotta .....	-	-	50	2 50	60	958	148	-	4 43	.002 3-10	1,058	557	-	1,615	1,148	467	
Dresden .....	5	32	00	2 00	52	836	2	-	2 84	.002 1-10	946	729	-	1,675	1,597	78	
Edgcomb .....	5	39	82	2 70	38	800	200	-	3 52	.004 3-10	877	528	20	1,425	1,424	1	
Jefferson .....	27	24	40	4 10	153	1,113	-	-	3 17	.002 7-10	1,217	885	25	2,127	1,986	141	
Newcastle .....	7	27	50	2 00	100	1,026	-	-	3 55	.001 7-10	1,008	693	-	1,701	1,667	34	
Nobleboro .....	2	30	50	6 33	100	1,045	287	-	3 60	.004 5-10	1,046	696	23	1,765	1,457	308	
Somerville .....	5	31	00	1 00	559	362	-	-	2 66	.004 9-10	362	364	-	726	723	3	
Southport .....	4	42	75	1 54	25	426	-	-	3 06	.002 1-10	426	310	-	736	723	13	
Waldoboro .....	-	36	10	6 10	250	3,050	246	-	5 37	.003 4-10	3,050	2,089	-	5,139	4,003	1,136	
Westport .....	2	7	50	1 8	18	375	14	-	3 08	.004 6-10	433	284	-	717	630	87	
Whitefield .....	-	30	00	6 00	75	1,000	28	-	3 09	.002 4-10	1,118	713	15	1,846	1,772	74	
Wiscasset .....	10	56	00	3 00	100	1,500	114	-	3 24	.003 2-10	1,608	1,144	-	2,752	2,589	163	
Monhegan Pl .....	-	-	00	3 00	4	175	103	-	4 44	.008 7-10	250	75	-	325	173	152	
Total.....	136	\$38 36	\$6 83	\$2 33	\$2,018	\$20,466	\$2,966	-	\$3 35	.003 1-10	\$21,858	\$14,911	\$187	\$36,956	\$33,108	\$3,958	\$110

### OXFORD COUNTY.

TOWNS.	Number of children belonging in town between the ages of 4 and 21 years.		Number registered in spring and summer terms.		Average number in spring and summer terms.		Number 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.	per cent.	per cent.	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.....	163		114		95		114		95		.58		119	8	3	10	2			168	10																					
Andover.....	212		125		109		139		116		.53		224	9						144	7																					
Bethel.....	556		338		290		325		270		.50		345	9	4	2				402	11																					
Brownfield.....	321		162		142		176		136		.43		183	9						234	11																					
Buckfield.....	285		234		204		226		194		.69		303	10						297	9																					
Byron.....	72		42		38		52		26		.44		42	10						52	3																					
Canton.....	293		177		152		164		146		.51		194	10						160	18																					
Denmark.....	204		113		106		101		88		.46		126	10						234	8																					
Dixfield.....	319		100		98		204		169		.42		224	10	2	10				202	9																					
Fryeburg.....	326		180		157		177		147		.46		223	9						308	15																					
Gilead.....	78		33		25		35		26		.33		43	10						60	6																					
Grafton.....	19		11		10		11		10		.53		13	9						25	1																					
Greenwood.....	212		123		105		144		119		.53		147	10	12	12				176	10																					
Hanover.....	66		46		39		44		41		.60		47	10						54	2																					
Hartford.....	169		121		101		106		89		.56		159	8						184	10																					
Hebron.....	135		70		65		72		68		.49		93	8						138	6																					
Hiram.....	282		184		156		168		149		.53		210	8						214	9																					
Lovell.....	187		116		91		120		98		.51		120	9						199	12																					
Mason.....	29		18		16		19		16		.55		25	7						30	1																					
Mexico.....	266		102		94		135		113		.39		158	10	3	9				133	3																					
Newry.....	93		62		51		55		42		.50		67	8	1	8				124	5																					
Norway.....	842		533		526		584		580		.65		688	10	10	10				656	17																					
Oxford.....	369		249		201		254		219		.57		279	10	9	3				348	11																					
Paris.....	840		558		483		580		509		.58		637	10	16	16				669	21																					
Peru.....	193		114		92		136		115		.53		158	8						168	10																					
Porter.....	303		197		169		193		166		.55		208	9						172	12																					

PUBLIC SCHOOLS.

Roxbury .....	60	48	42	43	36	.65	54	8	1	11	3	68	3	2	1	-	-	950	-	1	4	2	1
Rumford .....	1,025	527	456	543	478	.46	730	10	10	3	662	16	12	8	-	-	18,500	2	2	19	20	9	
Stoneham .....	73	62	46	63	53	.68	70	10	8		78	4	3	1	-	-	600	-	-	3	3		
Stowe .....	101	52	46	59	55	.50	65	8	7		88	5	5	2	-	-	1,000	-	1	4	3	1	
∞ Sumner .....	226	128	119	135	119	.53	151	8	7	3	206	13	2	2	-	-	1,000	1	-	8	6		
Sweden .....	83	45	33	63	44	.36	63	8	15		93	7	7	1	-	-	2,100	-	-	4	4	2	
Upton .....	78	53	47	55	40	.56	57	10	14	3	49	2	1	-	-	-	800	-	1	2	1		
Waterford .....	267	150	128	157	128	.48	210	9	9		272	12	11	2	-	-	5,000	-	1	10	10		
Woodstock .....	194	72	56	104	83	.35	158	8	2	10	162	7	7	4	-	-	4,000	-	4	6	4		
PLANTATIONS.																							
Franklin .....	38	19	17	24	21	.50	25	10	9	3	39	2	2	2	-	-	600	-	1	2	1	1	
Lincoln .....	25	-	-	-	-	-	15	10	10		30	1	1	-	-	-	750	-	-	2			
Magalloway .....	15	13	12	11	9	.70	13	9	8	1	34	1	1	-	-	-	300	-	-	1	1	1	
Milton .....	80	33	29	31	24	.33	34	9	9		22	1	-	-	-	-	200	1	1				
Total .....	9,105	5,324	4,640	5,602	4,837	.52	6,680	9	1	9	2	7,354	311	222	88	2	\$3,215	\$155,520	32	73	255	220	47

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 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Albany	-	\$20 00	\$5 21	\$1 25	\$60	\$515	-	\$1	\$3 16	.004 4-10	\$579	\$460	\$38	\$1,077	\$1,049	\$ 28	204
Andover	13	33 67	7 94	2 30	76	700	\$198	-	3 30	.004	808	29	1,440	1,236	-	204	
Bethel	6	34 00	5 50	2 00	150	2,000	233	-	3 60	.002 5-10	2,607	1,369	130	3,506	2,975	531	
Brownfield	6	26 80	6 21	-	96	1,022	115	-	3 18	.003 6-10	1,132	793	4	1,929	1,880	49	
Buckfield	-	30 40	5 81	-	74	1,126	166	-	3 95	.002 9-10	1,417	750	-	2,167	2,105	62	
Byron	-	-	4 00	2 00	31	260	116	-	3 61	.004 7-10	260	145	22	427	427	-	
Canton	6	56 00	6 50	2 68	105	1,050	8	-	3 58	.002 6-10	1,064	768	61	1,893	1,837	56	
Denmark	-	-	7 12	1 50	115	859	246	-	4 16	.003 3-10	873	485	90	1,448	1,601	-	\$153
Dixfield	-	39 40	5 12	-	100	790	-	-	2 47	.002 7-10	934	768	427	2,189	2,033	156	
Fryeburg	16	26 57	6 38	1 75	110	1,500	366	-	4 60	.001 9-10	1,538	848	8	2,394	2,228	166	
Gilead	-	24 00	5 40	2 00	25	269	-	-	3 45	.002	320	167	15	502	478	24	
Grafton	-	6 00	6 00	2 00	5	75	-	-	3 95	.001 4-10	75	53	98	226	209	17	
Greenwood	6	30 88	5 17	1 76	56	700	118	-	3 30	.004 9-10	804	550	60	1,416	1,306	108	
Hanover	2	-	6 28	1 75	7	175	5	-	2 65	.002 2-10	201	157	18	374	321	55	
Hartford	-	29 33	5 81	2 00	84	600	49	-	3 50	.002 4-10	917	400	70	1,387	1,319	68	
Hebron	-	5 00	5 00	2 00	50	500	20	-	3 70	.002 5-10	462	327	82	871	860	11	
Hiram	4	27 00	6 32	2 00	80	1,000	150	-	3 47	.003 2-10	1,011	681	24	1,716	1,650	66	
Lovell	-	28 50	6 01	1 50	65	700	18	-	3 74	.001 7-10	718	453	215	1,386	1,379	7	
Mason	-	6 63	6 63	1 50	8	80	16	-	2 76	.002 4-10	127	96	-	223	203	20	
Mexico	1	60 00	7 64	-	32	800	516	-	3 00	.004 4-10	800	562	-	1,362	1,324	38	
Newry	2	22 00	5 35	2 00	29	400	126	-	4 30	.004 1-10	438	242	50	730	687	43	
Norway	12	79 00	7 53	1 50	250	4,000	1,868	-	4 75	.003 5-10	2,830	1,951	13	4,794	6,322	-	1528
Oxford	6	70 00	7 00	2 00	82	1,600	436	-	4 33	.003 7-10	1,613	860	2	2,475	2,419	56	
Paris	-	52 00	6 45	2 25	289	3,629	1,104	-	4 32	.003	5,632	2,138	218	7,988	3,740	4,248	
Peru	2	29 22	7 15	2 96	78	555	1	-	2 87	.002 9-10	1,025	533	34	1,592	1,306	286	
Porter	2	31 40	6 00	2 00	75	900	88	-	2 97	.003 9-10	900	705	127	1,732	1,727	5	

Roxbury.....	-	28 00	5 83	1 91	24	250	72	-	4 16	.005	350	155	-	505	536	-	31
Rumford.....	35	56 00	7 90	-	460	2,700	1,982	-	2 63	.002 2-10	2,700	2,353	689	5,742	5,689	-	53
Stoneham.....	2	-	6 17	1 50	455	300	42	-	4 11	.004	375	235	-	610	541	-	69
Stowe.....	-	26 00	5 33	-	25	400	167	-	4 00	.003 5-10	400	194	-	594	624	-	30
Summer.....	3	26 80	5 25	1 50	91	800	79	-	3 54	.003 8-10	825	504	54	1,383	1,382	-	1
Sweden.....	1	-	5 30	1 61	25	275	5	-	3 31	.001 8-10	460	228	69	757	587	-	170
Upton.....	-	32 00	6 50	2 00	5	186	-	-	2 38	.002 1-10	186	189	160	535	499	-	36
Waterford.....	-	36 00	5 35	1 79	100	1,000	200	-	3 74	.003 8-10	1,050	640	42	1,732	1,516	-	216
Woodstock.....	7	29 22	5 95	1 69	66	900	213	-	4 64	.004 6-10	961	514	50	1,525	1,454	-	71
PLANTATIONS.																	
Franklin.....	-	27 56	6 95	1 70	11	115	25	-	3 00	.004 7-10	115	82	-	197	197	-	-
Lincoln.....	2	-	5 00	2 00	6	61	14	-	2 44	.001 9-10	570	54	236	860	228	-	632
Magalloway.....	-	-	6 16	2 10	5	80	17	-	5 33	.000 8-10	766	359	24	1,149	273	-	876
Milton.....	1	40 00	-	2 00	10	175	6	-	2 18	.003 9-10	195	179	-	374	368	-	6
Total.....	154	\$36 27	\$6 03	\$1 87	\$3,415	\$33,038	\$8,695	\$1	\$3 63	.003	\$37,438	\$22,490	\$3,279	\$63,207	\$56,515	\$8,434	1742



Hampden	596	320	284	365	305	.49	403	8	10	392	17	161	5	-	-	7,500	1	4	13	10
Hermon	396	263	221	255	215	.55	318	8	10	364	14	9	5	-	-	2,700	1	5	12	8
Holden	164	94	85	94	81	.51	99	8	4	130	7	3	3	-	-	2,600	-	1	5	3
Howland	149	80	73	87	71	.48	108	8	3	100	3	2	-	-	-	1,000	-	-	4	4
Hudson	127	92	81	90	79	.63	109	8	8	120	5	3	1	-	-	1,000	-	1	5	4
Kenduskeag	111	55	46	64	55	.45	77	8	3	78	2	2	1	-	-	1,200	1	1	2	1
Kingman	371	212	163	183	156	.43	227	10	9	203	6	6	1	-	-	1,800	1	1	6	6
Lagrange	195	121	100	123	101	.51	153	10	10	160	5	4	1	-	-	3,200	1	1	6	6
Lee	297	176	149	174	151	.50	217	8	8	192	8	7	2	1	500	3,150	-	1	6	3
Levant	242	144	120	156	126	.51	191	8	10	186	10	7	2	-	-	800	-	1	7	3
Lincoln	597	327	286	310	253	.45	360	9	9	372	13	10	3	-	-	6,800	1	1	14	6
Lowell	117	81	70	74	54	.53	81	9	2	62	6	2	-	-	-	250	-	-	3	4
Mattamiscontis	7	7	7	7	1.00	.00	7	8	8	16	1	1	-	-	-	400	-	-	1	12
Mattawamkeag	208	138	126	140	110	.57	166	8	1	112	4	3	1	-	-	1,000	-	2	5	3
Maxfield	45	21	18	20	16	.38	22	10	11	42	3	1	-	-	-	400	-	-	5	3
Medway	204	126	99	132	84	.44	168	8	2	132	5	2	1	-	-	2,500	1	-	5	3
Milford	289	142	122	142	123	.42	175	10	11	128	4	4	1	-	-	1,500	1	1	3	5
Mt. Chase	130	76	55	62	49	.40	138	10	10	80	5	5	-	-	-	1,000	1	1	2	2
Newburg	239	121	105	138	118	.46	158	8	8	202	11	8	2	-	-	1,000	2	1	1	4
Newport	334	212	196	210	181	.58	230	12	10	117	8	6	3	-	-	3,000	1	4	8	7
Old Town	1,471	731	650	770	680	.45	810	10	11	733	12	9	2	-	-	6,500	1	3	21	5
Orono	935	605	525	621	553	.57	652	11	4	462	10	8	3	-	-	30,000	1	1	24	1
Orrington	343	231	202	225	205	.59	251	9	8	277	11	10	10	1	1,000	16,800	1	1	14	15
Passadumkeag	115	76	67	88	78	.63	88	8	3	67	4	2	1	-	-	6,700	1	3	10	9
Patten	384	252	207	236	210	.54	339	10	10	250	7	5	1	-	-	1,200	1	-	2	2
Plymouth	214	142	112	143	121	.54	161	8	1	207	8	5	4	-	-	4,200	1	-	8	7
Prentiss	175	116	100	80	63	.46	128	9	9	108	6	5	4	-	-	2,780	-	1	8	1
Springfield	180	78	67	75	62	.35	108	9	3	103	6	5	2	-	-	2,000	1	1	3	3
Stetson	181	95	87	110	104	.53	155	10	10	174	7	6	3	-	-	3,200	-	4	4	3
Weazie	141	95	85	87	73	.56	99	12	12	108	2	2	1	-	-	1,500	-	4	6	6
Winn	262	158	135	162	143	.53	192	10	3	173	7	3	1	-	-	2,400	-	-	3	3
Woodville	90	57	43	56	39	.45	66	8	14	88	3	3	1	-	-	382	2	2	4	3
PLANTATIONS.																				
Drew	51	33	31	26	23	.53	35	11	13	48	2	2	1	-	-	500	1	1	2	1
Lakeville	44	17	10	28	20	.34	34	9	3	68	2	2	1	1	530	900	-	1	2	1
No. 2 Grand Falls	21	18	14	17	14	.77	18	10	10	20	1	1	-	-	-	350	1	1	-	-
Sebois	48	30	27	30	25	.54	32	8	9	26	1	-	-	-	-	300	-	-	1	1
Stacyville	184	136	106	118	88	.53	136	10	10	196	5	5	2	1	240	1,000	-	-	5	1
Webster	54	33	20	29	20	.37	34	8	8	51	2	1	1	-	-	600	-	1	2	2
Total	22,461	12,734	11,144	12,923	11,118	.50	14,624	9	1	13,604	457	331	157	7	\$3,170	\$542,709	43	100	477	428

## APPENDIX.

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 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Alton	-	\$23 00	\$4 65		\$25	\$300	\$ 22	-	\$2 78	.005 8-10	\$527	\$264	-	\$791	\$662	\$129	
Argyle	4		5 56	\$2 00	20	429	151	-	4 76	.006 1-10	434	196		630	582	48	
Bangor	96	105 83	9 87		2,700	30,000	14,712	-	4 91	.002 2-10	30,000	14,524	\$400	44,924	38,729	6,201	
Bradford	-		6 43	1 66	75	1,000	22	-	3 00	.004 1-10	942	834	105	1,881	1,882	-	\$1
Bradley	3	55 00	7 80	2 07	60	660	2	-	2 48	.004 7-10	652	645		1,297	1,252	45	
Brewer	22		8 32	3 00	300	3,500	146	-	2 46	.002 4-10	3,669	3,451		7,178	7,063	115	
Burlington	-		6 40		36	368	-	-	2 66	.002 8-10	535	535	262	1,146	945	201	
Carmel	10	26 00	5 00	1 50	80	853	-	-	2 82	.003	2,035	732	64	2,837	2,452	385	
Carroll	6	33 00	4 93	1 55	43	437	-	-	2 24	.004 6-10	456	430	58	944	795	149	
Charleston	14	33 00	5 62	1 75	82	800	23	-	2 79	.003 1-10	821	674	83	1,578	1,513	65	
Chester	3	20 00	6 00	2 00	63	423	129	-	2 82	.006 7-10	631	356		987	755	232	
Clifton	-	26 00	5 60	1 50	35	383	155	-	5 63	.007 7-10	516	194		710	588	122	
Corinna	17	24 00	6 00	1 75	24	1,250	284	-	4 15	.003 2-10	1,337	759	87	2,183	2,052	131	
Corinth	4		6 52	2 00	100	923	-	-	3 42	.002 4-10	892	681	96	1,669	1,577	92	
Dexter	21	26 00	6 25	1 62	225	2,500	314	-	3 10	.002 4-10	2,500	1,970	154	4,624	4,388	265	
Dixmont	-	32 00	4 58	1 52	70	735	-	-	3 27	.003 1-10	735	532	140	1,413	1,331	82	
Eddington	-	38 50	6 60	2 25	50	600	17	-	3 21	.004 4-10	681	521		1,202	1,288	-	86
Edinburg	1		6 25	2 00	8	60	10	-	2 40	.002 6-10	60	57	43	160	160	-	
Enfield	5	30 33	6 25	2 00	27	625	17	-	1 67	.002 7-10	625	852	55	1,538	1,524	14	
Etna	6	34 00	4 40	1 50	70	517	-	-	3 00	.004 6-10	543	434	62	1,039	1,043	-	
Exeter	6	41 67	5 75	2 00	70	752	-	-	3 20	.002 7-10	989	565	207	1,761	1,839	-	78
Garland	11	18 00	4 95	1 75	97	778	-	-	3 04	.002 8-10	919	635	99	1,653	1,506	147	
Greenburn	-	40 00	7 00	2 00	37	600	134	-	4 20	.004 8-10	593	332	180	1,105	1,079	26	
Greenbush	6		6 42	2 14	50	600	73	-	2 66	.009 2-10	572	555		1,127	1,071	56	
Greenfield	2		5 75	1 75	11	250	65	-	5 00	.008	288	148		436	414	22	

PUBLIC SCHOOLS.



Hampden	13	32	80	7	05	1	97	360	2,000	13	-	3	35	.003	4-10	2,507	1,473	-	3,980	4,133	-	153
Heron	8	32	60	5	60	1	75	97	1,100	74	-	2	52	.003	2-10	1,433	962	-	2,395	2,373	-	22
Holden	5	26	50	6	38	1	81	45	600	113	-	3	66	.004	4-10	650	405	23	1,075	1,038	-	40
Holland	3	-	-	7	35	2	15	44	500	363	-	3	35	.002	3-10	568	412	-	980	878	-	102
Hudson	3	28	00	5	50	1	50	40	420	12	-	3	30	.004	5-10	626	342	111	1,079	783	-	296
Kenduskeag	3	40	00	6	67	1	62	18	450	22	-	4	05	.002	9-10	476	317	58	851	682	-	169
Kingman	7	59	33	6	00	2	08	56	550	13	-	1	48	.003	4-10	627	870	77	1,574	1,463	-	111
Lagrange	1	38	00	6	12	2	00	69	614	37	-	3	14	.003	3-10	668	531	-	1,199	1,232	-	-
Lee	8	34	38	5	50	2	00	70	745	2	-	2	51	.006	8-10	732	732	60	1,537	1,574	-	37
Levant	8	42	30	6	13	1	70	88	800	96	-	3	30	.003	4-10	937	766	97	1,820	1,588	-	232
Lincoln	16	55	00	6	15	-	-	187	1,410	5	-	2	35	.003	5-10	1,423	1,411	220	3,054	3,029	-	25
Lowell	2	-	-	7	00	2	50	20	360	9	-	3	07	.004	4-10	377	268	66	711	663	-	48
Mattamiscontis	-	-	-	4	25	-	-	-	80	42	-	11	43	.007	8-10	126	27	-	153	79	-	74
Mattawamkeag	4	50	00	6	00	2	00	36	507	-	-	2	43	.004	5-10	546	528	195	1,269	1,264	-	5
Maxfield	1	-	-	4	70	1	50	8	175	-	68	3	90	.008	6-10	187	97	25	309	290	-	19
Medway	4	52	00	6	00	2	08	-	500	-	22	2	45	.006	8-10	649	509	107	1,265	1,038	-	227
Milford	4	65	00	8	00	2	75	50	889	221	-	3	07	.003	2-10	939	722	-	1,661	1,521	-	140
Mt. Chase	-	25	00	5	33	1	75	35	280	53	-	2	15	.007	3-10	338	281	63	682	605	-	77
Newburg	4	31	43	5	58	1	75	60	700	6	-	2	95	.002	9-10	786	611	-	1,397	1,420	-	23
Newport	7	50	00	7	25	2	00	125	1,300	350	-	3	89	.002	9-10	1,790	784	144	2,718	2,676	-	42
Old Town	30	74	35	8	75	3	25	300	4,800	550	-	3	26	.003	5-10	4,800	3,480	-	8,280	7,930	-	350
Orono	18	111	11	8	00	-	-	75	2,543	311	-	2	72	.004	4-10	2,557	2,249	40	4,846	4,846	-	-
Orrington	5	33	12	6	88	2	62	157	1,300	175	-	3	78	.003	5-10	1,323	817	69	2,209	2,269	-	60
Passadumkeag	3	39	00	6	80	2	00	20	300	26	-	2	61	.008	9-10	316	238	-	554	552	-	2
Patten	12	31	00	7	50	2	50	125	1,200	451	-	3	12	.003	1-10	1,219	911	70	2,200	2,173	-	27
Plymouth	2	39	50	5	20	1	69	56	600	49	-	2	80	.003	6-10	852	523	64	1,439	1,407	-	32
Prentiss	4	30	00	5	50	-	-	29	335	14	-	1	91	.010	-	359	371	119	849	810	-	39
Springfield	4	34	00	6	00	2	12	34	550	8	-	3	05	.005	1-10	1,175	448	-	1,623	995	-	628
Stetson	3	24	00	5	75	1	75	60	494	-	-	2	73	.002	6-10	479	431	162	1,072	975	-	97
Veazie	3	-	-	8	83	2	50	50	520	-	-	3	68	.002	1-10	568	334	-	902	1,028	-	126
Winn	5	56	00	5	50	2	25	50	825	76	-	3	18	.006	1-10	1,147	666	51	1,864	1,747	-	117
Woodville	-	25	00	5	25	2	00	36	200	6	-	2	22	.004	5-10	238	257	95	590	557	-	33
PLANTATIONS.																						
Drew	-	24	10	5	75	1	51	11	300	212	-	5	88	.005	5-10	311	114	-	425	327	-	98
Lakeville	-	26	00	5	63	2	00	13	92	-	23	2	09	.001	2-10	95	116	240	451	459	-	8
No. 2 Grand Falls	1	20	00	-	-	1	70	4	42	-	12	2	00	.000	9-10	42	111	-	153	141	-	12
Sebotsis	-	-	-	7	32	2	00	10	110	32	-	2	30	.004	2-10	165	97	-	292	212	-	50
Stacyville	-	-	-	5	77	1	85	46	450	250	-	2	44	.009	-	778	512	-	1,290	1,099	-	191
Webster	5	28	00	6	15	1	87	12	110	2	-	2	04	.006	6-10	290	202	-	492	314	-	178
Total	440	338	49	\$6	21	\$1	96	\$6,854	\$78,094	\$19,949	\$57	\$3	47	.003		\$85,084	\$54,633	\$4,309	\$144,026	\$133,155	\$11,745	\$874



PISCATAQUIS COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school superintendence.	Amount of money voted in 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	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.....	14	-	\$5 68	\$2 00	\$54	\$800	\$302	-	33 65	.005	\$856	\$473	\$91	\$1,420	\$1,338	\$82	-
Atkinson.....	12	\$30 00	5 50	1 50	45	500	16	-	23 35	.003	505	480	108	1,093	1,041	52	-
Blanchard.....	3	-	2 32	75	-	171	-	-	22 95	.003	286	162	41	469	364	105	-
Brownville.....	-	-	2 32	20	64	850	-	-	22 12	.002	1,591	981	77	2,449	1,889	560	-
Dover.....	11	45 33	6 75	1 20	250	1,900	346	-	44 27	.002	2,115	1,093	285	3,492	3,188	304	-
Foxcroft.....	10	-	6 25	1 62	147	1,418	37	-	34 27	.002	1,481	1,081	72	2,634	2,584	50	-
Greenville.....	5	50 00	2 25	2 00	30	650	25	-	1 94	.002	2,162	2,009	50	3,021	1,050	1,941	-
Guilford.....	14	106 00	7 45	2 00	150	2,000	1,183	-	3 67	.003	2,000	1,083	54	3,137	3,569	-	\$732
Medford.....	6	36 00	7 00	1 83	33	329	75	-	4 67	.003	2,000	888	297	60	745	528	-
Milo.....	11	68 00	7 33	2 15	62	1,000	177	-	2 71	.002	1,045	558	79	1,982	2,146	-	217
Monson.....	14	53 16	6 17	2 63	63	980	-	-	2 26	.004	1,038	1,040	51	2,129	1,935	194	-
Ormeville.....	6	41 00	5 25	1 60	37	397	3	-	2 70	.004	529	344	40	913	683	230	-
Parkman.....	12	27 50	6 05	1 91	40	650	-	-	3 77	.003	1,088	548	44	1,680	1,350	330	-
Sangerville.....	12	42 50	5 33	1 91	63	1,300	311	-	3 23	.004	1,314	778	85	2,177	2,099	78	-
Sebec.....	1	40 50	5 33	1 91	63	725	145	-	3 33	.003	740	519	100	1,359	1,314	45	-
Shirley.....	3	21 00	3 83	2 50	18	232	-	-	3 13	.003	243	200	145	588	561	27	-
Wellington.....	6	20 00	5 46	1 00	30	467	-	-	2 32	.005	518	480	100	998	924	74	-
Williamsburg.....	-	24 00	4 62	2 00	12	150	20	-	3 75	.004	156	97	-	253	224	29	-
Williamantic.....	-	-	6 10	2 00	24	365	8	-	2 70	.003	402	322	82	706	786	10	-
Barnard Pl.....	2	22 00	5 00	1 50	4	100	20	-	3 22	.003	120	73	-	192	177	16	-
Bowbank Pl.....	-	-	5 52	1 50	5	75	5	-	3 57	.003	116	48	20	184	174	10	-
Elliottsville Pl.....	-	-	5 25	1 25	4	100	58	-	6 33	.002	184	34	-	218	116	102	-
Kingsbury Pl.....	2	20 00	5 00	1 25	16	200	36	-	3 84	.003	243	126	16	385	348	37	-
Lake View Pl.....	-	-	5 00	2 00	5	100	20	-	2 44	.002	133	119	-	252	214	38	-
Total.....	132	\$40 43	\$6 17	\$1 91	\$1,252	\$15,470	\$2,787	-	\$3 11	.003	\$19,033	\$12,045	\$1,499	\$32,577	\$28,952	\$4,521	\$886

APPENDIX.

SAGADAHOC COUNTY.

TOWNS.	Number of children be- longing in town between the ages of 4 and 21 years.		Number registered in spring and summer terms.		Average number in spring and summer terms.		Number 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 teach- ers employed in spring and summer terms.		Number of female teach- ers 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.....	57	29	27	32	29	.49	31	3	9	44	22	-	1	-	-	-	-	\$	500	-	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Bath.....	2,525	1,660	1,409	1,667	1,550	.58	1,807	12	12	648	15	13	14	-	-	-	-	\$	100,000	-	3	3	40	40	14	13	14	13	14	13	14	13	14	13	14	13	14	13	14	13	14		
Bowdoin.....	308	203	169	219	180	.56	244	3	8	307	13	13	11	-	1	-	-	\$	3,500	-	3	1	10	14	11	13	14	13	14	13	14	13	14	13	14	13	14	13	14	13	14	13	14
Bowdoinham.....	365	259	224	256	233	.62	271	10	10	323	13	3	5	3	-	-	-	\$	5,800	-	1	3	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Georgetown.....	259	165	130	167	130	.50	197	10	3	150	2	5	3	-	-	-	-	\$	2,070	-	1	3	6	4	6	4	6	4	6	4	6	4	6	4	6	4	6	4	6	4	6		
Perkins.....	19	5	4	5	4	.21	5	3	8	16	1	1	1	-	-	-	-	\$	450	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Phippsburg.....	391	235	194	227	177	.47	241	10	14	288	12	9	11	-	1	-	-	\$	3,500	-	3	3	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9		
Richmond.....	664	446	381	421	371	.56	478	11	11	488	14	10	5	-	-	-	-	\$	10,750	-	1	2	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15		
Topsham.....	533	183	179	267	217	.37	298	10	12	424	12	12	5	5	-	1	-	\$	14,500	-	1	1	10	10	10	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12	
West Bath.....	91	60	58	61	60	.64	61	10	9	116	4	4	2	-	-	-	-	\$	1,500	-	-	-	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Woolwich.....	236	139	116	138	112	.48	139	8	8	204	8	8	6	-	-	-	-	\$	3,700	-	1	-	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7			
Total.....	5,448	3,384	2,891	3,460	3,063	.54	3,772	9	3	10	1	3,008	102	78	60	3	\$	2,805	\$146,270	11	17	119	116	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18		

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 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Arrowsic .....	-	\$34 00	\$ 7 08	\$2 87	\$ 13	\$ 225	\$ 83	-	\$3 95	.003 6-10	\$ 254	\$ 123	-	\$ 377	\$ 346	\$31	
Bath .....	43	111 11	11 21	-	1,400	12,075	5,097	-	4 78	.002 1-10	12,075	6,052	\$61	18,208	18,188	20	
Bowdoin .....	10	20 00	5 65	1 50	78	1,000	321	-	3 24	.003 6-10	1,062	722	-	1,784	1,416	368	
Bowdoinham .....	12	35 00	5 75	3 00	175	1,500	294	-	4 11	.002 7-10	1,889	882	-	2,771	2,448	323	
Georgetown .....	-	48 33	7 62	2 75	50	800	121	-	3 09	.004 2-10	871	669	-	1,540	1,315	225	
Perkins .....	-	-	5 00	-	5	62	-	-	3 26	.001 3-10	62	72	-	134	121	13	
Phippsburg .....	6	29 97	6 61	2 72	75	1,125	5	-	2 85	.003 1-10	1,336	972	-	2,308	2,252	56	
Richmond .....	12	72 00	7 39	-	250	2,500	34	-	3 76	.002 2-10	4,671	1,612	-	6,283	4,632	1,651	
Topsham .....	-	30 00	6 51	2 00	158	2,000	885	-	3 75	.002 4-10	3,100	1,299	41	4,440	3,226	1,214	
West Bath .....	4	-	7 00	2 00	40	650	404	-	7 14	.004	661	217	-	878	827	51	
Woolwich .....	-	36 00	7 85	2 50	65	950	144	-	4 02	.003 1-10	950	524	-	1,474	1,570	-	\$96
Total .....	100	\$46 27	\$7 06	\$2 42	\$2,309	\$22,887	\$7,398	-	\$5 30	.003	\$26,931	\$13,144	\$122	\$40,197	\$36,341	\$3,952	\$96

APPENDIX.



PLANTATIONS.																						
Bigelow .....	19	11	10	12	11	.55	13	8	12		20	1	-	-	-	-	500	-	-	1	1	
Brighton .....	140	104	90	92	83	.62	104	8	12		180	9	5	1	1	280	1,000	-	-	1	3	
Carratunk .....	77	70	60	65	52	.73	72	8	3 11	3	80	4	1	-	-	-	750	-	1	1	3	
Dead River .....	26	30	26	24	19	.87	30	10	10		40	2	2	1	-	-	300	-	-	-	2	
Dennistown .....	37	21	14	24	14	.38	24	10	10		20	1	1	-	-	-	200	-	-	-	3	
Flagstaff .....	41	29	19	30	25	.53	30	7	2 9		25	-	1	-	-	-	350	-	-	-	1	
Highland .....	28	21	20	21	20	.61	21	10	12		22	1	1	1	-	-	325	-	1	1	-	
Jackman .....	103	46	34	45	34	.33	52	9	9 3		46	2	1	1	-	-	300	-	-	-	2	
Lexington .....	79	51	45	62	53	.62	64	8	12		60	6	1	-	-	-	100	-	-	1	3	
Mayfield .....	39	30	23	30	22	.57	31	10	10		40	2	2	-	-	-	550	-	-	-	2	
Moose River .....	81	31	22	34	18	.25	42	12	12		48	1	1	1	-	-	1,000	-	-	-	2	
Pleasant Ridge .....	50	40	35	40	35	.70	42	7	9		48	3	-	-	-	-	60	-	-	1	3	
The Forks .....	55	34	24	34	23	.43	34	10	10		61	3	-	2	-	-	800	-	-	-	3	
West Forks .....	60	33	26	30	22	.40	39	10	10		40	2	1	-	-	-	500	-	-	-	2	
Total .....	9,910	5,674	4,841	5,836	4,985	.50	6,857	8	4 9 4		7,011	297	191	78	7	\$8,955	\$161,060	27	51	258	238	39

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, including board.	Average cost of teachers' board per week.	Amount paid for school superintendence.	Amount of money voted in 1887	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, 1887, to April 1, 1888.	Amount available from State treasury from April 1, 1887, to April 1, 1888.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1887, to April 1, 1888.	Balance unexpended April 1, 1888.	Balance over-expended April 1, 1888.
							Excess above amount required by law.	Less than the amount required by law.									
Anson	8	\$50 00	\$6 00	-	\$100	\$2,344	\$1,189	-	\$4 91	.004	\$2,344	\$1,180	-	\$3,524	\$3,719	-	\$195
Athens	10	20 00	5 33	\$1 36	65	868	10	-	2 88	.003 1-10	876	813	\$88	1,777	1,650	\$127	-
Bingham	14	35 00	4 75	-	82	663	57	-	2 78	.002 7-10	702	610	63	1,375	1,228	147	-
Cambridge	3	32 00	6 50	2 00	25	340	-	-	3 70	.003	376	223	30	629	553	76	-
Canaan	-	42 31	5 90	2 30	90	946	42	-	2 75	.003 4-10	947	826	60	1,833	1,790	43	-
Concord	1	27 50	5 50	1 75	30	276	-	-	2 65	.004 7-10	306	253	-	559	414	145	-
Cornville	5	25 50	5 54	-	66	700	72	-	3 82	.002 4-10	860	441	105	1,406	1,220	186	-
Detroit	10	39 00	5 00	2 00	45	475	3	-	3 16	.003 6-10	542	356	50	954	849	105	-
Emden	-	28 25	6 75	2 05	79	724	261	-	4 80	.003 5-10	925	505	6	1,260	1,265	95	-
Fairfield	-	66 00	7 11	-	300	4,000	1,192	-	3 61	.003 2-10	4,000	2,589	28	6,617	6,210	407	-
Harmony	10	23 00	5 75	1 25	63	663	100	-	3 66	.004	753	429	-	1,182	1,189	-	2
Hartland	7	48 50	6 83	2 00	130	850	71	-	2 95	.002 2-10	1,128	720	194	2,042	1,800	242	-
Madison	21	80 00	7 09	3 00	200	2,000	548	-	2 76	.001 6-10	3,274	1,711	384	5,969	5,308	661	-
Mercer	-	29 15	5 00	1 75	32	467	-	-	2 73	.003	463	393	-	856	844	12	-
Moscow	4	-	5 13	1 87	41	400	62	-	2 55	.004 2-10	480	364	33	877	856	21	-
New Portland	-	24 20	5 25	1 73	83	850	23	-	3 22	.003 2-10	850	666	30	1,546	1,622	-	76
Norridgewock	11	27 50	5 66	-	100	1,600	275	-	4 13	.003	1,645	1,037	40	2,722	2,534	-	188
Palmyra	7	31 67	5 29	1 70	78	805	2	-	2 94	.002 5-10	845	700	83	1,628	1,635	-	7
Pittsfield	10	57 50	8 13	2 00	150	3,000	998	-	3 75	.003 1-10	3,066	1,825	-	4,891	4,890	1	-
Ripley	6	26 50	6 37	1 43	39	382	-	-	2 36	.003 2-10	409	400	32	841	782	59	-
Skowhegan	35	-	8 60	3 50	1,000	5,000	946	-	3 10	.001 5-10	5,000	3,846	113	8,859	8,679	280	-
Smithfield	7	26 67	5 33	-	50	384	1	-	2 80	.003 2-10	447	346	86	879	860	19	-
Solon	12	64 00	6 17	2 25	75	782	-	-	2 85	.002 4-10	945	664	74	1,683	1,723	-	40
St. Albans	3	36 00	5 50	1 20	85	965	-	-	3 00	.002 5-10	965	783	61	1,809	2,097	-	288
Starks	11	25 25	5 15	-	65	613	-	-	3 50	.003 2-10	634	518	25	1,177	1,177	-	-

PUBLIC SCHOOLS.



PLANTATIONS.

Bigelow .....	-	-	4 65	1 65	2	60	10	-	3 16	-	60	60	20	140	117	23	
Brighton .....	3	17 00	4 00	1 25	38	350	3	-	2 50	.005 6-10	403	381	-	784	801	-	17
Carratunk .....	1	30 00	4 09	2 06	16	250	96	-	3 24	.003 4-10	250	282	-	532	607	-	75
Dead River .....	-	-	6 00	1 75	8	125	42	-	4 81	.005 3-10	125	85	54	264	256	8	
Dennistown .....	-	-	7 00	2 25	2	79	26	-	2 13	.002 6-10	177	92	6	275	157	118	
Flagstaff .....	-	-	6 83	2 00	-	85	15	-	2 07	.003 1-10	85	144	-	229	195	34	
Highland .....	-	24 00	-	2 00	10	61	-	-	2 18	.003 9-10	68	85	33	186	179	7	
Jackman .....	1	-	7 00	3 00	15	174	-	-	1 69	.002	459	283	-	742	435	307	
Lexington .....	2	22 00	4 64	1 47	29	199	40	-	2 52	.004 6-10	267	211	12	490	434	56	
Mayfield .....	-	-	3 50	1 00	5	70	10	-	1 80	.001 8-10	70	83	27	180	188	-	8
Moose River .....	4	-	7 63	2 50	10	150	14	-	1 85	.002 2-10	195	184	-	379	373	6	
Pleasant Ridge .....	2	20 00	4 00	1 35	8	150	64	-	3 00	.006 6-10	175	124	37	336	321	15	
The Forks .....	2	-	6 58	-	10	300	144	-	5 45	.006 3-10	360	138	-	498	412	86	
West Forks .....	2	-	5 78	2 25	15	125	8	-	2 08	.003 2-10	274	273	-	547	332	215	
Total .....	202	\$34 94	\$5 82	\$1 93	\$3,247	\$32,275	\$6,324	-	\$3 25	.002 6-10	\$35,756	\$24,547	\$1,774	\$62,077	\$59,696	\$3,089	\$708

WALDO COUNTY.

TOWNS.	Number of children be- longing in town between the ages of 4 and 21 years		Number registered in spring and summer terms.		Average number in spring and summer terms.		Number 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, 6 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 teach- ers employed in spring and summer terms.		Number of female teach- ers 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.						
Belfast .....	1,244	806	763	800	695	.58	843	11	12	7	1	765	20	20	18	-	-	-	-	\$20,000	-	1	3	21	20	2																		
Belmont .....	107	76	74	75	63	.64	90	7	10	7	1	107	5	2	-	-	-	-	1,000	-	1	1	4	4	1																			
Brooks .....	215	114	94	120	103	.46	130	10	10	10	4	100	7	4	3	-	-	-	1,000	-	1	4	4	5	1																			
Burnham .....	278	176	123	182	129	.45	184	10	11	11	4	185	10	5	1	-	-	-	3,000	-	-	4	4	5	5																			
Frankfort .....	342	260	219	289	237	.66	299	10	10	10	-	150	7	5	3	-	-	-	6,000	-	1	1	1	1	2																			
Freedon .....	152	103	82	151	118	.66	126	10	9	2	116	9	4	2	1	-	-	-	1,500	-	-	1	1	1	1																			
Islesboro .....	337	182	160	189	153	.43	234	10	3	2	209	7	7	1	1	-	-	-	2,000	-	-	2	2	2	5																			
Jackson .....	137	74	69	92	77	.53	124	8	7	3	115	7	4	4	2	-	-	-	2,000	-	-	5	5	5	5																			
Knox .....	165	107	85	110	88	.52	133	10	10	3	140	9	2	2	1	-	-	-	1,000	-	-	4	4	3	3																			
Liberty .....	241	157	146	155	134	.58	165	9	9	3	224	9	5	1	1	-	-	-	3,000	-	-	2	2	2	3																			
Lincolnton .....	382	248	214	242	206	.55	311	8	10	3	304	13	10	3	1	-	-	\$400	5,150	-	2	5	12	10	3																			
Monroe .....	265	150	132	174	148	.53	220	8	8	3	208	12	7	3	2	-	-	-	3,000	-	-	4	4	9	9																			
Montville .....	245	117	100	145	119	.45	164	8	8	3	216	12	7	3	2	-	-	-	3,400	-	-	6	6	9	8																			
Morrill .....	145	62	48	118	103	.52	124	8	8	4	105	4	2	1	1	-	-	1,450	2,000	-	-	3	3	4	4																			
Northport .....	161	88	72	97	77	.46	103	9	4	12	135	8	6	3	3	-	-	-	2,200	-	-	1	1	1	5																			
Palermo .....	228	143	114	150	120	.51	173	8	8	4	192	12	7	7	3	-	-	-	1,900	-	-	5	5	6	6																			
Prospect .....	228	138	121	144	116	.52	180	8	8	3	155	6	6	3	3	-	-	-	1,924	-	-	3	3	3	3																			
Searsmont .....	311	186	158	186	154	.50	217	8	9	10	260	10	6	6	1	-	-	-	3,300	-	-	-	-	10	11																			
Searsport .....	340	225	193	227	199	.58	241	10	10	9	280	7	6	4	4	-	-	-	1,900	-	2	2	2	2	5																			
Stockton Springs .....	259	150	132	164	137	.52	180	8	9	2	216	9	6	5	6	-	-	-	4,800	-	-	2	2	2	2																			
Swanville .....	182	107	88	109	86	.48	160	8	10	2	144	6	6	6	6	-	-	-	3,600	-	-	4	4	4	4																			
Thorndike .....	170	99	85	116	102	.55	142	8	3	9	104	7	5	5	1	-	-	-	2,500	-	-	4	4	4	5																			
Troy .....	218	135	115	151	127	.55	164	8	3	8	186	11	5	5	5	-	-	-	2,500	-	-	4	4	4	10																			
Unity .....	249	121	112	112	105	.43	167	8	3	3	221	7	7	3	3	-	-	-	1,500	-	-	3	3	3	3																			
Waldo .....	160	99	81	91	78	.50	105	8	3	7	140	7	2	2	1	-	-	375	700	-	2	3	3	3	4																			
Winterport .....	477	294	268	292	259	.55	319	8	10	2	444	16	8	7	7	-	-	-	3,500	-	-	1	5	14	12																			
Total .....	7,238	4,407	3,848	4,681	3,933	.54	5,298	8	4	9	2	5,423	237	143	70	3	3	\$2,225	\$83,374	10	82	203	158	89																				

PUBLIC SCHOOLS.

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 1887.	Not less than 30 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Belfast .....	32	\$55 24	\$8 12	-	\$1,100	\$4,800	\$565	-	\$3 28	.001 7-10	\$4,800	\$3,650	\$316	\$8,776	\$9,280	-	\$504
Belmont .....	4	32 00	5 52	\$1 50	17	416	36	-	3 22	.004 3-10	413	235	23	701	664	37	
Brooks .....	3	43 50	6 44	2 64	50	584	-	-	2 71	.002 4-10	986	439	-	1,419	1,652	237	
Burnham .....	-	34 56	5 09	2 00	50	684	-	-	2 46	.003 1-10	723	695	-	1,418	1,329	89	
Frankfort .....	4	44 00	6 50	3 25	25	879	-	-	2 57	.004 5-10	1,167	797	-	1,964	1,883	81	
Freedom .....	5	28 00	3 47	1 75	46	500	92	-	3 22	.003 2-10	520	361	50	931	853	78	
Islesboro .....	4	44 23	7 21	2 81	60	805	-	-	3 37	.003 8-10	942	797	-	1,739	1,582	157	
Jackson .....	-	26 40	4 70	1 67	38	412	-	-	3 05	.003	526	324	-	850	768	82	
Knox .....	1	28 00	4 30	-	31	525	-	\$1	3 12	.002 6-16	431	335	-	826	810	16	
Liberty .....	1	34 00	5 00	1 50	60	962	-	-	2 77	.003 3-10	762	372	-	1,334	1,305	29	
Lincolnton .....	-	29 43	6 20	1 97	95	1,089	-	-	2 85	.003 8-10	1,342	962	-	2,304	2,251	53	
Monroe .....	3	37 00	5 00	1 50	26	863	-	-	3 25	.003 4-10	1,130	647	-	1,777	1,683	94	
Montville .....	3	32 00	5 00	1 50	50	844	-	-	3 41	.002 9-10	844	623	-	1,467	1,556	-	
Morrill .....	6	26 62	5 55	1 50	25	368	-	-	2 53	.002 7-10	369	323	-	691	713	-	
Northport .....	7	40 00	-	2 00	46	600	47	-	3 72	.002 3-10	630	465	-	1,095	1,062	33	
Palermo .....	2	26 40	5 60	1 60	65	710	-	-	3 11	.004 5-10	819	594	-	1,413	1,403	10	
Prospect .....	5	33 33	6 69	2 17	65	569	2	-	2 45	.003 2-10	630	595	139	1,662	1,579	83	
Searsport .....	6	-	6 43	1 74	88	915	-	-	3 00	.003	1,103	775	-	1,878	1,890	88	
Searsport .....	-	49 14	7 87	2 00	150	1,360	6	-	4 60	.002 2-10	1,317	1,025	134	2,476	2,428	48	
Stockton Springs .....	10	43 50	6 45	1 99	99	1,000	81	-	3 86	.004	1,087	654	19	1,741	1,685	56	
Swanville .....	6	35 00	5 75	1 06	55	605	49	-	3 30	.004 2-10	642	473	-	1,115	1,114	1	
Thorndike .....	-	32 00	4 93	-	48	471	-	-	3 77	.002 4-10	364	419	-	805	785	20	
Troy .....	1	30 66	6 06	1 35	-	700	6	-	3 21	.002 7-10	715	552	72	1,267	1,291	54	
Unity .....	1	35 33	6 00	2 50	70	792	-	-	2 96	.002 7-10	1,062	713	-	1,775	1,774	1	
Walco .....	1	31 00	5 16	1 75	26	475	10	-	2 97	.003 4-10	584	363	-	952	937	15	
Winterport .....	24	27 33	6 43	2 00	150	1,000	59	-	3 35	.002 9-10	2,206	1,177	-	3,383	3,543	-	160
Total .....	130	\$35 38	\$5 82	\$1 94	\$2,687	\$23,172	\$960	\$1	\$3 48	.002 6-10	\$26,505	\$18,574	\$894	\$45,973	\$45,250	\$1,496	\$773

WASHINGTON COUNTY.

TOWNS.	Number of children belonging in town between the ages of 4 and 21 years.	Number registered in spring and summer terms.	Average number in spring and summer terms.	Number 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.	
Addison.....	322	221	194	242	210	.62	254	9	3	10	311	12	1	-	-	\$4,535	-	4	3	9	10	
Alexander.....	103	52	43	39	30	.35	68	8	7	8	56	4	1	-	-	1,100	-	-	4	4	3	
Baileyville.....	83	42	35	51	28	.32	54	10	13	69	5	5	1	-	-	700	-	-	3	3	3	
Baring.....	89	60	54	58	52	.60	62	8	11	60	6	6	1	-	-	2,000	-	1	1	1	1	1
Beddington.....	46	34	31	31	24	.60	35	10	10	40	4	4	-	-	-	1,800	-	-	-	-	-	3
Brookton.....	177	104	84	106	85	.42	124	10	11	96	2	2	-	-	-	2,500	-	1	1	3	2	2
Calais.....	2,690	1,358	1,187	1,402	1,205	.44	1,598	10	13	972	13	13	12	12	-	33,000	-	2	3	3	28	4
Centerville.....	27	13	12	10	8	.37	14	12	10	22	1	1	-	-	-	1,000	-	-	-	1	1	1
Charlotte.....	101	69	53	74	56	.56	83	8	12	111	5	4	3	-	-	1,200	-	1	1	3	4	
Cherryfield.....	601	441	411	437	371	.65	462	11	11	249	5	5	-	-	-	13,000	-	3	3	11	13	
Columbia.....	183	103	87	97	85	.44	109	10	12	110	5	4	3	-	-	3,000	-	2	2	3	3	
Columbia Falls.....	210	137	122	130	118	.57	143	10	10	112	4	4	2	-	-	4,000	-	2	2	2	2	
Cooper.....	75	47	41	59	44	.56	64	8	14	75	4	4	4	-	-	1,800	-	-	-	1	1	
Crawford.....	45	38	29	30	27	.62	40	9	11	41	2	2	-	-	-	600	-	-	1	1	1	
Cutler.....	173	77	63	115	102	.47	120	9	15	152	5	5	1	1,200	-	2,575	-	-	-	5	5	
Danforth.....	432	281	222	295	257	.56	295	9	3	276	6	6	5	-	-	5,900	-	4	3	5	5	1
Deblois.....	21	19	18	15	14	.76	19	10	10	20	1	1	1	-	-	1,000	-	-	-	1	1	
Dennysville.....	170	92	82	102	84	.48	105	10	10	94	3	3	-	-	-	2,400	-	1	1	1	2	
East Machias.....	488	307	287	291	278	.58	320	9	10	309	2	2	8	-	-	5,000	-	-	1	11	9	
Eastport.....	1,839	896	799	942	839	.44	1,186	11	13	481	6	6	6	-	-	16,250	-	4	4	20	23	3
Edmunds.....	194	135	119	129	104	.57	146	10	13	132	3	3	2	1	275	1,500	-	5	6	5	6	
Forest City.....	94	38	29	40	36	.34	71	12	13	41	1	1	1	-	-	400	-	-	1	1	1	
Harrington.....	350	222	194	227	185	.54	250	10	9	230	3	3	6	1	-	5,000	-	1	1	3	2	3
Jonesboro.....	242	146	129	153	135	.54	165	10	10	130	5	4	2	-	-	1,800	-	1	1	5	6	3

PUBLIC SCHOOLS.

Jonesport .....	785	455	394	478	423	.52	515	8	3	9	2	420	11	6	6	-	-	5,500	2	4	13	13	2	
Lubec .....	913	542	441	556	466	.50	605	10	3	12	2	519	11	11	8	-	-	13,200	1	4	16	13	10	
Machias .....	727	420	370	443	391	.52	470	10	3	10	3	378	9	9	9	-	-	16,000	1	-	12	12	5	
Machiasport .....	391	279	234	264	218	.58	297	10				292	8	7	5	-	-	3,500	2	-	8	8	4	
Marion .....	39	26	19	21	18	.47	26	10				22	1	1	-	-	-	350	-	1	1	-	1	
Marshfield .....	88	56	46	53	41	.49	63	11				50	2	2	1	-	-	600	-	-	2	2	2	
Meddybemps .....	53	22	20	32	26	.43	44	9				33	2	-	-	-	-	300	-	-	1	1		
Milbridge .....	604	360	310	333	278	.48	365	8				312	10	9	6	-	-	7,500	2	3	11	9	2	
Northfield .....	40	28	24	27	23	.58	29	10				40	2	1	-	-	-	225	2	-	2	2		
Pembroke .....	552	325	284	323	262	.50	395	10				326	12	12	5	-	-	15,000	-	1	4	10	10	
Perry .....	342	207	172	166	129	.44	251	8				214	11	4	1	-	-	1,800	-	1	2	9	7	
Princeton .....	386	222	171	208	176	.44	230	9	2	12		186	5	5	4	-	-	5,000	-	1	1	5	5	
Robbinston .....	298	183	150	154	119	.45	212	9	11	3		192	6	5	2	-	-	2,000	-	1	2	5	5	
Roque Bluffs .....	50	32	31	33	29	.60	65	9	11	11		40	2	1	1	-	-	700	-	-	2	2	2	
Steuben .....	309	204	176	206	182	.58	229	10				240	11	10	8	-	-	4,500	-	-	12	11	1	
Talmage .....	39	29	24	23	16	.43	30	10	3	8		58	2	2	-	-	-	800	1	1	1	1		
Topsfield .....	124	71	59	56	82	.57	109	8			3	92	3	3	-	-	-	1,200	-	1	2	3	3	
Trescott .....	181	122	103	101	80	.51	127	10	11	11		115	6	3	-	1	481	1,940	-	-	6	5	3	
Vanceboro .....	225	130	111	129	110	.50	164	13	13	13		148	3	3	1	-	-	2,000	-	1	1	4	3	
Waite .....	47	26	22	33	25	.50	35	10	10	10		55	2	2	-	-	-	1,000	-	-	1	2	2	
Wesley .....	67	56	43	54	41	.63	58	10	10	10		80	4	4	-	-	-	2,000	-	-	4	4	4	
Whiting .....	173	123	110	112	70	.52	138	9	14	14		114	5	5	-	-	-	1,250	-	-	5	5	5	
Whitneyville .....	129	82	74	77	67	.55	91	10	10	10		60	2	1	1	-	-	1,500	1	1	1	2	2	
PLANTATIONS.																								
Codyville .....	18	15	12	13	9	.58	15	10	13	13		23	1	1	-	-	-	200	-	-	1	1	1	
Grand Lake Stream .....	125	98	82	96	81	.65	112	10	10	2		92	3	1	1	-	-	200	-	1	1	2	2	1
Lambert Lake .....	50	32	30	31	27	.57	32	10	10	10		30	1	1	-	-	-	800	-	-	1	1	1	
No. 14 .....	32	25	21	24	18	.61	27	10	11	11		42	2	2	-	-	-	540	1	1	1	1	1	
No. 2L .....	46	28	25	30	24	.53	32	10	10	10		30	1	1	-	-	-	400	1	1	1	1	1	
Total .....	15,588	9,130	7,894	9,181	7,802	.50	10,551	9	4	11		8,475	259	210	127	4	\$2,531	\$202,065	54	73	272	267	64	

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 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Addison	6	\$27 00	\$5 75	\$1 65	\$100	\$1,100	\$282	-	\$3 41	.006 2-10	\$1,176	\$766	-	\$1,942	\$1,975	-	\$33
Alexander	1	45 50	4 79	1 66	25	270	-	-	2 62	.004 7-10	300	240	\$111	651	580	-	\$71
Baileyville	12	-	3 25	1 50	40	350	169	-	4 22	.005 6-10	350	211	-	561	530	-	31
Barring	1	42 50	6 00	2 50	20	220	2	-	2 47	.003	234	216	80	530	538	-	-
Beddington	1	-	8 00	2 00	9	147	-	-	3 20	.004 8-10	223	133	70	426	360	-	66
Brookton	1	43 00	6 56	2 58	24	350	7	-	2 00	.003 7-10	615	393	102	1,110	845	-	265
Calais	31	100 00	7 00	3 50	300	6,800	968	-	2 52	.002 3-10	6,800	6,253	-	13,053	13,053	-	-
Centerville	1	-	6 62	-	2	50	-	\$41	1 85	.001 1-10	122	68	45	235	167	-	68
Charlotte	3	26 00	5 61	-	20	305	-	-	3 02	.004 1-10	393	269	48	710	689	-	21
Cherryfield	14	57 33	7 50	2 50	130	1,430	-	-	2 36	.002 9-10	1,770	1,461	36	3,267	2,869	-	398
Columbia	5	34 00	7 08	1 75	30	530	60	-	2 90	.005 8-10	772	409	20	1,201	929	-	272
Columbia Falls	2	47 50	6 23	3 50	50	585	27	-	2 79	.004 1-10	585	492	60	1,137	833	-	304
Cooper	2	27 88	5 32	1 39	25	240	29	-	3 20	.005 8-10	246	192	102	540	532	-	8
Crawford	2	34 00	5 50	1 50	11	150	38	-	3 33	.006 7-10	150	141	22	313	279	-	34
Cutler	2	40 00	5 75	2 25	40	530	-	-	3 06	.007 4-10	642	567	56	1,265	1,107	-	158
Danforth	10	52 50	7 20	3 00	72	1,300	450	-	3 02	.006	1,300	1,047	44	2,391	2,183	-	208
Deblois	1	-	8 75	1 75	5	90	29	-	4 28	.004 9-10	91	48	81	220	188	-	32
Dennysville	5	44 00	8 50	3 50	35	362	-	-	2 13	.002 4-10	358	371	2	731	677	-	54
East Machias	1	60 00	6 98	2 70	113	1,350	40	-	2 76	.003 6-10	1,350	1,226	17	2,593	2,411	-	182
Eastport	2	73 00	7 55	4 25	200	5,000	1,074	-	2 72	.003	5,025	4,820	421	10,266	9,230	-	1,036
Edmunds	6	-	6 62	2 00	35	316	-	-	1 57	.005 2-10	378	463	120	966	952	-	14
Forest City	1	50 00	8 00	2 75	10	250	20	-	2 66	.004 4-10	520	242	-	762	527	-	235
Harrington	9	40 00	6 58	2 50	55	930	10	-	2 65	.004 1-10	975	948	-	1,923	1,842	-	81
Jonesboro	4	51 50	6 27	-	45	400	-	99	1 65	.004	485	557	37	1,079	1,041	-	38

Jonesport.....	27	36 83	6 55	3 00	177	1,600	66	-	2 04	.004	1,800	1,968	70	3,838	3,316	522	
Lubeck.....	24	57 50	8 00	2 50	75	2,504	849	-	2 74	.004 4-10	2,504	2,171	-	4,675	4,569	106	
Machias.....	17	105 92	8 20	2 50	100	1,800	172	-	2 47	.002 5-10	1,800	1,845	18	3,663	3,929		266
Machiasport.....	12	28 00	7 82	-	75	1,130	-	-	2 94	.006 7-10	1,381	1,115	-	2,496	2,391	105	
Marion.....	2	38 00	6 50	2 25	8	75	3	-	1 92	.003	220	104	13	337	222	115	
Marshfield.....	2	-	8 89	2 00	10	250	13	-	2 84	.004	266	221	-	487	459	28	
Meddybemps.....	1	45 00	6 00	2 00	7	200	75	-	3 77	.006 9-10	205	121	-	326	319	7	
Milbridge.....	6	44 00	6 50	3 00	87	1,600	30	-	2 64	.004 2-10	1,818	1,458	-	3,276	3,024	252	
Northfield.....	4	32 00	6 00	2 50	7	150	36	-	3 75	.005 2-10	242	114	37	393	302	91	
Pembroke.....	1	33 00	8 35	2 00	75	1,211	-	-	2 19	.004 2-10	1,316	1,243	5	2,564	2,384	186	
Perry.....	7	34 50	6 23	2 00	80	756	-	-	2 21	.004 8-10	671	809	115	1,595	1,485	110	
Princeton.....	6	50 00	6 60	3 00	92	1,200	378	-	3 11	.005 4-10	1,063	897	42	2,002	1,916	86	
Robbinston.....	6	34 00	7 00	2 50	62	750	120	-	2 52	.005 3-10	750	734	101	1,585	1,541	44	
Roque Bluffs.....	1	-	5 64	-	16	156	33	-	3 12	.007	162	128	-	290	273	17	
Steuben.....	1	32 00	6 00	1 50	95	786	-	-	2 54	.004 8-10	787	761	36	1,584	1,586	-	2
Talmage.....	-	30 00	6 57	2 10	9	100	10	-	2 55	.002 1-10	150	87	71	308	339	-	31
Topsfield.....	-	34 00	7 06	2 00	40	300	-	-	2 42	.003 4-10	300	334	150	784	783	1	
Trescott.....	4	-	6 23	2 00	27	388	-	-	2 14	.006 7-10	379	429	-	808	789	19	
Vanceboro.....	4	60 00	8 00	-	50	700	4	-	3 11	.004 3-10	1,280	620	171	2,071	1,402	669	
Waite.....	2	28 00	5 24	1 94	-	150	23	-	3 19	.005 8-10	171	124	92	387	340	47	
Wesley.....	5	-	5 13	1 50	18	200	18	-	3 00	.004 6-10	200	165	78	443	423	20	
Whiting.....	5	-	6 10	2 00	30	320	6	-	1 85	.004 1-10	357	453	-	810	757	53	
Whitneyville.....	2	56 20	8 16	2 81	20	330	-	-	2 56	.005 2-10	330	325	-	655	699	-	44
PLANTATIONS.																	
Codyville.....	1	-	4 75	1 25	5	60	2	-	3 33	.002	171	34	20	225	120	105	
Grand Lake Stream.....	-	40 33	4 56	-	12	400	77	-	3 20	-	400	349	-	749	647	102	
Lambert Lake.....	2	-	7 00	-	20	200	78	-	4 00	.012	200	124	20	344	259	85	
No. 14.....	2	20 50	3 30	1 62	36	80	-	10	2 50	.003 2-10	274	82	95	451	259	162	
No. 21.....	-	32 85	-	2 46	5	75	10	-	1 63	.003 4-10	40	189	-	238	228	-	20
Total.....	288	\$44 21	\$6 58	\$2 30	\$2,634	\$40,546	\$5,208	\$150	\$2 60	.003 5-10	\$44,106	\$38,542	\$2,608	\$85,256	\$79,158	\$6,502	\$404





Shapleigh .....	260	148	131	135	117	.47	162	8	8	3	175	8	4	-	-	-	3,227	-	3	5	4	5	
South Berwick .....	1,004	475	382	477	407	.39	575	12	10		326	14	14	6	-	-	25,000	-		1	17	17	
Waterboro.....	289	200	172	201	171	.60	226	10	9		328	13	1	6	-	-	6,500	-	1	2	11	10	
Wells.....	623	312	256	324	279	.43	343	10	9	3	464	17	12	15	1	534	7,000	-		4	17	15	3
York.....	757	382	336	387	328	.43	426	10	4	9	520	14	13	11	1	3,000	15,000	-	4	4	12	15	3
Total .....	18,867	8,737	7,429	8,678	7,563	.40	10,562	10	10	2	10,508	308	252	145	9	\$9,888	\$432,680	38	69	327	318	44	

YORK COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school superintendence.	Amount of money voted in 1897.	Not less than 86 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1897.	Balance over-expended April 1, 1897.
							Excess above amount required by law.	Less than the amount required by law.									
Acton.....	2	\$31 00	\$6 50	\$2 00	\$47	\$ 750	\$48	-	\$3 64	.002 8-10	\$ 851	\$533	\$30	\$1,414	\$1,371	\$43	-
Alfred.....	-	76 00	2 16	3 00	27	1,100	76	-	3 60	.005 5-10	1,136	804	-	1,940	1,934	6	-
Berwick.....	15	72 00	6 80	2 00	175	3,500	1,065	-	5 39	.003 7-10	3,561	1,512	34	5,107	4,791	316	-
Biddeford.....	45	96 25	10 92	3 00	1,600	13,500	1,996	-	2 62	.001 9-10	14,266	12,763	394	27,423	26,246	1,177	-
Buxton.....	15	30 00	6 71	2 00	110	1,800	171	-	3 63	.002 8-10	2,069	1,197	206	3,472	3,185	287	-
Cornish.....	4	23 00	7 65	2 50	68	1,200	306	-	4 12	.003 1-10	1,200	765	122	2,027	1,938	89	-
Dayton.....	3	-	6 68	2 00	23	764	364	-	6 11	.004	764	295	-	1,059	1,002	57	-
Elliot.....	1	-	9 32	3 00	125	1,800	630	-	4 53	.004 5-10	1,800	974	-	2,774	2,607	167	-
Hollis.....	15	40 00	6 00	2 00	90	1,050	28	-	3 43	.002 8-10	1,050	507	21	1,557	1,867	11	-
Kennebunk.....	16	-	7 17	3 00	250	4,000	1,462	-	5 52	.002	4,006	1,772	-	5,868	4,398	1,470	-
Kennebunkport.....	9	60 42	7 25	-	160	2,300	543	-	4 17	.002	3,011	1,447	-	4,458	4,917	-	\$459
Kittery.....	10	44 00	8 10	3 50	188	2,700	409	-	4 35	.004 5-10	2,572	1,457	-	4,029	4,071	-	42
Lebanon.....	30	00	7 46	2 00	156	1,800	790	-	5 42	.006 2-10	1,800	972	106	2,867	2,867	-	11
Limerick.....	2	24 50	5 73	2 00	60	800	27	-	4 00	.002 2-10	800	540	14	1,394	1,450	-	56
Limington.....	3	30 00	6 23	2 00	89	875	1	-	3 24	.003 1-10	969	744	-	1,713	1,691	22	-
Lyman.....	2	29 33	6 67	2 00	58	1,000	317	-	4 11	.005 2-10	1,087	596	-	1,683	1,620	63	-
Newfield.....	2	5 55	2 60	40	637	-	-	-	3 35	.003 1-10	950	472	13	1,435	1,435	-	243
North Berwick.....	10	56 00	6 56	2 00	89	2,000	558	-	4 15	.003	2,097	1,185	89	3,371	3,386	-	15
Old Orchard.....	-	60 00	8 00	3 00	40	702	-	-	4 01	.001 1-10	902	442	224	1,574	1,331	243	-
Parsonsfield.....	3	28 00	6 50	2 00	52	1,200	82	-	4 00	.002 9-10	1,358	772	40	2,176	2,018	158	-
Saco.....	29	70 00	9 00	-	606	11,000	6,140	-	5 19	.002 8-10	11,000	5,121	-	16,121	16,002	119	-
Sanford.....	6	60 66	8 37	2 50	200	4,000	639	-	2 23	.001 9-10	4,029	3,772	-	7,807	7,318	489	-

Shapleigh .....	2	33	10	6	89	2	00	50	749	-	\$25	2	88	.003	2-10	806	618	67	1,491	1,422	69	191
South Berwick.....	14	32	00	9	00	3	00	200	3,000	253	-	2	98	.003	1-10	3,000	2,351	161	5,512	5,703	-	53
Waterboro .....	-	56	00	6	50	3	00	75	1,355	269	-	4	69	.004		1,403	798	-	2,201	2,254	-	359
Wells .....	9	30	24	7	37	-		296	2,200	576	-	3	53	.003	5-10	2,200	1,427	-	3,627	3,986	-	
York .....	-	40	25	8	25	2	75	329	3,000	1,045	-	3	96	.002		3,064	1,874	-	4,938	4,801	137	
Total .....	221	\$45	99	\$7	38	\$2	42	\$5,257	\$68,832	\$18,395	\$25	\$3	65	.002	5-10	\$71,881	\$45,968	\$1,521	\$119,370	\$115,611	\$4,934	1175

SUMMARY.

TOWNS.	Number of children belonging in town between the ages of 4 and 21 years.		Number registered in spring and summer terms.		Average number in spring and summer terms.		Number registered in fall 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.														
Androscoggin...	17,083	7,532	6,449	7,774	6,480	.38	8,670	10																																														
Aroostook .....	22,701	11,901	9,259	11,678	9,184	.41	15,039	10	3	10																																												
Cumberland .....	28,556	15,806	12,798	15,594	13,028	.45	17,365	9	3	19																																												
Franklin .....	5,305	3,105	2,693	3,452	2,828	.52	3,987	9	10	3																																												
Hancock .....	11,865	7,030	6,072	7,050	6,172	.51	8,578	9	1	9																																												
Kennebec .....	15,737	8,039	6,703	8,153	6,892	.44	8,590	9	2	10																																												
Knox .....	9,143	5,347	4,581	5,561	4,734	.51	6,110	9	2	10																																												
Lincoln .....	5,762	3,538	3,076	3,539	3,033	.53	4,155	9	1	9																																												
Oxford .....	9,105	5,324	4,640	5,602	4,837	.52	6,680	9	1	9																																												
Penobscot .....	22,461	12,734	11,144	12,923	11,118	.50	14,624	9	1	10																																												
Piscataquis .....	4,944	3,007	2,562	3,195	2,694	.53	3,567	9	3	9																																												
Sagadahoc .....	5,448	3,384	2,891	3,460	3,063	.54	3,772	9	3	10																																												
Somerset .....	9,910	5,674	4,841	5,836	4,985	.50	6,857	8	4	9																																												
Waldo .....	7,238	4,407	3,848	4,681	3,933	.54	5,298	8	4	9																																												
Washington .....	15,588	9,139	7,894	9,181	7,802	.50	10,551	9	4	11																																												
York .....	18,867	8,737	7,429	8,678	7,563	.40	10,562	10		10																																												
Total.....	209,713	114,675	96,886	116,357	98,346	.46	134,405	9	2	10																																												

SUMMARY—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 1897.	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, 1897, to April 1, 1898.	Amount available from State treasury from April 1, 1897, to April 1, 1898.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1897, to April 1, 1898.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Androscoggin ..	237	\$4 45	\$7 25	\$2 29	\$4,637	\$59,931	218,065	—	\$2 98	.002	\$62,524	\$41,828	\$1,548	\$105,760	\$ 90,972	\$15,131	\$ 343
Aroostook .....	390	32 32	6 05	1 75	4,130	41,523	5,395	—	1 83	.003 6-10	54,728	55,132	4,333	114,254	102,819	12,632	1,197
Cumberland .....	352	59 25	7 70	2 27	6,692	170,323	96,612	—	5 96	.002 5-10	178,082	68,807	3,089	249,978	215,706	34,932	660
Franklin .....	77	36 11	5 28	1 90	1,451	16,537	3,130	—	3 12	.002 5-10	18,726	12,472	1,728	32,926	31,411	2,056	541
Hancock .....	126	39 74	6 71	2 22	3,555	37,755	9,122	—	3 44	.002 1-10	41,781	28,708	1,083	71,572	66,698	4,975	101
Kennebec .....	250	39 95	6 73	1 91	4,600	54,101	9,655	—	3 44	.002	65,171	38,138	2,041	105,350	94,336	11,457	443
Knox .....	132	46 62	7 09	2 60	3,610	34,671	9,474	—	3 75	.002 7-10	40,814	23,127	681	64,622	58,365	6,532	275
Lincoln .....	136	38 36	6 23	2 33	2,017	20,466	2,966	—	3 55	.003 1-10	21,858	14,911	187	36,956	33,108	3,958	110
Oxford .....	151	36 27	6 03	1 87	3,415	33,098	8,695	—	3 63	.003	37,438	22,490	3,279	63,207	56,515	8,434	1,742
Penobscot .....	440	38 49	6 21	1 96	6,854	78,094	19,949	57	3 47	.003	85,084	54,633	4,309	144,026	133,155	11,745	871
Piscataquis .....	132	40 43	6 17	1 91	1,252	15,470	2,787	—	3 11	.003 3-10	19,033	12,045	1,499	32,577	28,952	4,521	896
Sagadahoc .....	109	46 27	7 06	2 42	2,309	22,887	7,398	—	5 30	.003	26,931	13,144	122	40,197	36,341	3,952	96
Somerset .....	202	34 94	5 82	1 93	3,247	32,275	6,324	—	3 25	.002 6-10	35,759	24,547	1,774	62,077	59,696	3,089	708
Waldo .....	130	35 38	5 82	1 94	2,687	23,172	3,960	1	3 48	.002 6-10	26,505	18,574	894	45,973	45,250	1,496	773
Washington .....	288	44 21	6 58	2 30	2,634	40,546	5,208	150	2 60	.003 5-10	44,106	38,542	2,608	85,256	79,158	6,502	404
York .....	221	45 99	7 38	2 42	5,257	68,832	18,395	25	3 65	.002 5-10	71,881	45,968	1,521	119,370	115,611	4,934	1,175
Total .....	3,379	\$40 61	\$6 58	\$2 13	\$58 354	\$749,661	\$226,135	\$251	\$3 57	.002 7-10	\$830,339	\$513,066	\$30,696	1,374,101	1,218,693	\$136,346	\$10,388

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	249	119	136	.48	162	74	49	46	36	36	61	73	82	373
Aroostook.....	69	489	66	423	.14	396	364	132	98	97	111	116	275	239	729
Cumberland.....	27	334	125	209	.37	191	162	75	42	26	45	39	96	98	635
Franklin.....	25	147	29	118	.20	29	92	54	36	22	37	38	64	38	251
Hancock.....	39	291	68	223	.23	250	182	85	28	31	76	69	117	173	442
Kennebec.....	30	368	129	239	.42	159	142	104	26	37	87	61	108	109	458
Knox.....	18	189	77	112	.41	100	97	38	19	21	34	34	32	45	285
Lincoln.....	18	167	30	137	.18	148	110	71	38	24	47	48	80	58	254
Oxford.....	39	277	39	238	.14	177	152	104	20	36	73	63	161	101	446
Penobscot.....	63	485	151	334	.20	282	254	117	54	41	99	92	172	198	740
Piscataquis.....	24	153	47	106	.31	100	85	51	23	9	36	16	57	39	223
Sagadahoc.....	11	102	30	72	.29	61	52	31	19	15	22	30	49	30	162
Somerset.....	39	306	68	238	.22	190	153	86	42	27	69	25	52	60	422
Waldo.....	26	234	27	207	.12	150	143	108	17	32	38	20	73	67	383
Washington.....	52	366	114	252	.37	180	157	61	33	25	40	43	80	79	438
York.....	27	348	127	221	.36	175	164	83	42	44	48	54	129	157	476
Total.....	521	4,385	1,246	3,139	.28	2,720	2,407	1,249	578	523	948	809	1,618	1,573	6,717

**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 1897-8.	Amount expended for fuel.	Amount expended for new buildings, repairs and insurance.	Amount expended for free text-books, school year 1897-8.	Amount paid for transportation of scholars.
Androscoggin .....	177	303	70	.81	3	11	\$83,703	\$5,566	\$29,298	\$6,282	\$1,645
Aroostook .....	250	577	152	.79	—	7	93,971	5,020	17,343	9,168	1,656
Cumberland .....	403	555	79	.87	—	11	119,092	13,358	51,831	12,873	3,258
Franklin .....	54	214	37	.85	1	17	28,472	1,411	7,445	1,932	1,511
Hancock .....	112	386	62	.86	—	14	61,775	3,684	15,139	4,116	1,182
Kennebec .....	166	413	43	.90	—	13	79,445	7,018	40,466	6,332	6,417
Knox .....	104	237	42	.83	—	7	53,231	4,240	10,206	5,206	891
Lincoln .....	60	231	23	.91	—	11	30,657	2,054	6,495	1,674	970
Oxford .....	113	381	65	.85	2	19	49,903	2,811	7,963	3,826	3,785
Penobscot .....	269	626	120	.84	—	54	118,442	9,036	12,227	11,755	5,622
Piscataquis .....	63	190	33	.85	4	25	25,173	1,574	7,207	2,232	1,810
Sagadahoc .....	82	144	12	.89	—	2	31,493	4,267	9,723	2,856	579
Somerset .....	129	354	62	.84	—	37	52,029	3,256	14,709	4,606	4,400
Waldo .....	56	331	52	.86	—	22	40,244	2,291	6,676	2,807	2,718
Washington .....	171	379	59	.87	1	16	73,519	4,187	7,374	5,612	1,215
York .....	234	389	87	.82	1	33	103,877	8,177	16,498	6,127	1,362
<b>Total .....</b>	<b>2,443</b>	<b>5,701</b>	<b>1,016</b>	<b>.85</b>	<b>12</b>	<b>407</b>	<b>\$1,046,442</b>	<b>\$77,936</b>	<b>\$260,000</b>	<b>\$87,441</b>	<b>\$38,961</b>

## COMPARATIVE STATEMENT - I.

Items.	1898.	1897.	Increase.	Decrease.
Whole number of scholars between four and twenty-one.....	209,713	210,341		628
Number registered in spring and summer terms.....	114,675	113,395	1,280	
Average attendance in spring and summer terms.....	96,886	96,660	226	
Number registered in fall and winter terms.....	116,337	115,262	1,005	
Average attendance in fall and winter terms.....	98,346	96,571	1,775	
Per cent of average attendance of whole number.....	.46	.46		
Whole number different scholars registered during the year.....	134,405	132,139	2,266	
Number of schoolhouses in State....	4,113	4,162		49
Number reported in good condition..	3,075	2,980	95	
Number having flags.....	1,619	1,428	191	
Number of schoolhouses built during the year.....	106	99	7	
Cost of same.....	\$220,472	\$171,694	\$30,778	
Estimated value of school property in State.....	\$4,225,401	\$4,081,951	\$143,450	
Number of male teachers employed in summer.....	449	405	44	
Number of male teachers employed in winter.....	931	921	10	
Number of female teachers employed in summer.....	4,254	4,226	28	
Number of female teachers employed in winter.....	3,821	3,719	102	
Number of teachers graduates of Normal Schools.....	894	903		9
Average wages of male teachers per month, excluding board.....	\$40 61	\$40 64		.03
Average wages of female teachers per week, excluding board.....	6 58	6 47	.11	
Average cost of board per week.....	2 13	2 24		.11
Amount of school money raised by towns.....	749,661	754,667		5,006
Excess above amount required by law.....	225,884	231,460		5,576
Average amount per scholar.....	3 57	3 54	.03	
Per cent of valuation assessed by towns for schools.....	.002 7-10	.002 3-10	.000 4-10	
Amount available from town treasuries for school year.....	\$830,339	\$833,285		\$2,946
Amount available from State treasury for school year.....	513,066	513,384		318
Amount derived from local funds....	30,696	51,375		20,679
Total school resources.....	1,374,101	1,398,044		23,943
Amount expended for common schools.....	1,248,093	1,277,628		29,535
Net balance unexpended.....	126,008	120,416	5,592	
Amount paid by towns for school superintendence.....	58,354	56,270	2,084	



## COMPARATIVE STATEMENT—II.

Items.	1898.	1888.
Whole number of scholars between four and twenty-one....	269,713	211,980
Number registered in spring and summer schools.....	114,675	117,034
Average attendance in spring and summer schools.....	96,886	97,281
Number registered in fall and winter schools.....	116,357	125,349
Average attendance in fall and winter schools.....	98,346	102,962
Per cent of average attendance of whole number.....	.46	.47
Whole number of different scholars registered for the year.	134,405	144,180
Number of schoolhouses in State.....	4,113	4,337
Number reported in good condition.....	3,075	3,155
Number supplied with flags.....	1,619	
Number built during the year.....	106	77
Cost of the same.....	\$220,472	\$133,761
Estimated value of all school property.....	4,225,401	3,328,743
Number of male teachers employed in summer.....	449	269
Number of male teachers employed in winter.....	931	1,565
Number of female teachers employed in summer.....	4,254	4,643
Number of female teachers employed in winter.....	3,821	3,840
Number of teachers graduates of Normal schools.....	894	658
Wages of male teachers per month, excluding board.....	\$40 61	\$34 36
Wages of female teachers per week, excluding board.....	6 58	4 23
Average cost per week of teachers' board.....	2 13	1 92
Amount of school money raised by towns.....	749,661	676,034
Excess above amount required by law.....	225,884	164,362
Average amount per scholar.....	3 57	3 14
Amount received from State treasurer.....	513,066	364,590
Amount received from local funds.....	30,696	26,602
Amount paid for superintendence.....	58,354	33,287

## STATEMENT.

**Amount of School Fund and Mill Tax Apportioned to the Several  
Cities, Towns and Plantations in the State for the Year 1898,  
and Payable January 1, 1899.**

Towns.	Scholars.	School Fund and Mill Tax.
Abbot .....	219	8538 00
Acton .....	506	506 06
Addison .....	322	791 61
Albany .....	163	400 42
Albion .....	218	535 54
Alexander .....	103	253 03
Alfred .....	306	751 71
Allagash Plantation .....	140	343 92
Alna .....	121	297 24
Alton .....	108	265 31
Amherst .....	106	260 40
Amity .....	142	348 83
Andover .....	212	520 80
Anson .....	477	1,171 79
Appleton .....	319	783 65
Argyle .....	90	221 09
Arrowsic .....	57	140 03
Ashland .....	362	889 27
Athens .....	301	739 42
Atkinson .....	210	515 89
Auburn .....	4,304	10,573 11
Augusta .....	3,111	7,642 41
Aurora .....	42	163 17
Avon .....	136	334 10
Baileyville .....	83	203 90
Baldwin .....	252	619 06
Bancroft .....	109	267 77
Bangor .....	6,111	15,012 14
Baring .....	89	218 64
Barnard Plantation .....	31	76 15
Bath .....	2,525	6,202 85
Beddington .....	46	113 00
Belfast .....	1,244	3,055 98
Belgrade .....	283	695 21
Belmont .....	107	262 86
Benedicta .....	170	417 62
Benton .....	294	722 23
Berwick .....	649	1,594 32
Bethel .....	556	1,365 86
Biddeford .....	5,158	12,671 03
Bigelow Plantation .....	19	46 68
Bingham .....	238	584 67
Blaine .....	392	962 97
Blanchard .....	58	142 48
Bluehill .....	709	1,741 71
Boothbay .....	654	1,606 60
Boothbay Harbor .....	595	1,461 66
Bowdoin .....	308	756 62
Bowdoinham .....	365	896 64
Bowerbank Plantation .....	21	51 58
Bradford .....	333	818 04
Bradley .....	266	653 45
Bremen .....	198	486 40
Brewer .....	1,424	3,498 17
Bridgewater .....	420	1,031 76
Bridgton .....	787	1,933 33
Brighton Plantation .....	140	343 92
Bristol .....	765	1,879 27

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Brooklin.....	332	\$815 58
Brooks .....	215	528 17
Brooksville.....	394	967 89
Brookton .....	177	434 81
Brownfield.....	321	788 55
Brownville.....	406	997 37
Brunswick.....	1,880	4,618 37
Buckfield.....	285	700 13
Bucksport.....	626	1,537 82
Burlington.....	139	341 47
Burnham.....	278	682 93
Buxton.....	496	1,218 46
Byron.....	72	176 87
Calais.....	2,690	6,608 19
Cambridge.....	92	226 00
Camden.....	684	1,680 31
Canaan.....	343	842 60
Canton.....	293	719 78
Cape Elizabeth.....	201	493 78
Caribou.....	1,849	4,542 21
Carmel.....	302	741 88
Carratunk Plantation.....	77	189 16
Carroll.....	195	479 03
Carthage.....	105	257 94
Cary Plantation.....	150	368 49
Casco.....	278	682 93
Castine.....	282	692 76
Castle Hill Plantation.....	238	584 67
Caswell Plantation.....	172	422 53
Centerville.....	27	66 33
Chapman Plantation.....	125	367 07
Charleston.....	287	705 04
Charlotte.....	101	248 11
Chelsea.....	263	646 08
Cherryfield.....	601	1,476 40
Chester.....	150	368 49
Chesterville.....	206	506 06
China.....	372	913 84
Clifton.....	68	167 04
Clinton.....	413	1,014 57
Codyville Plantation.....	18	44 22
Columbia.....	183	449 56
Columbia Falls.....	210	515 89
Concord.....	104	255 48
Connor Plantation.....	278	682 93
Cooper.....	75	184 24
Coplin Plantation.....	25	61 41
Corinna.....	301	739 43
Corinth.....	270	663 28
Cornish.....	291	714 86
Cornville.....	183	449 56
Cranberry Isles.....	115	282 51
Crawford.....	45	110 54
Crichaven Plantation.....	12	29 48
Crystal Plantation.....	179	439 73
Cumberland.....	434	1,066 16
Cushing.....	196	481 49
Cutler.....	173	424 99
Cyr Plantation.....	221	542 90
Dallas Plantation.....	52	127 74
Damariscotta.....	216	530 63
Danforth.....	432	1,061 24
Dayton.....	125	307 07

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Dead River Plantation.....	26	\$63 87
Deblois.....	21	51 59
Dedham.....	90	221 09
Deering.....	2,003	4,920 52
Deer Isle.....	800	1,965 26
Denmark.....	204	501 14
Dennistown Plantation.....	37	90 90
Dennysville.....	170	417 62
Detroit.....	150	368 49
Dexter.....	816	2,004 57
Dixfield.....	319	783 65
Dixmont.....	225	552 73
Dover.....	445	1,093 17
Dresden.....	294	722 23
Drew Plantation.....	51	125 28
Durham.....	342	840 14
Dyer Brook.....	108	265 31
Eagle Lake Plantation.....	199	488 86
Eastbrook.....	87	213 73
East Livermore.....	572	1,405 16
East Machias.....	488	1,198 81
Easton.....	430	1,056 33
Eastport.....	1,634	4,014 05
Eddington.....	184	452 01
Eden.....	872	2,142 13
Edgecomb.....	227	557 65
Edinburg.....	25	61 41
Edmunds.....	194	476 57
Eliot.....	399	980 17
Elliottsville Plantation.....	12	29 48
Ellsworth.....	1,451	3,564 50
Embden.....	153	375 86
Enfield.....	373	916 30
Etna.....	174	427 45
Eustis.....	159	390 60
Exeter.....	235	577 30
Fairfield.....	1,108	2,721 89
Falmouth.....	464	1,139 85
Farmingdale.....	216	530 63
Farmington.....	984	2,417 27
Fayette.....	139	341 47
Flagstaff Plantation.....	41	100 71
Forest City.....	94	230 92
Fort Fairfield.....	1,556	3,822 44
Fort Kent.....	1,120	2,751 37
Foxcroft.....	413	1,014 57
Frankfort.....	342	840 14
Franklin.....	490	1,203 72
Franklin Plantation.....	38	93 35
Freedom.....	152	373 40
Freeman.....	153	375 86
Freeport.....	708	1,739 25
Frenchville.....	1,286	3,159 17
Friendship.....	253	621 52
Fryeburg.....	326	800 84
Gardiner.....	1,515	3,721 72
Garfield Plantation.....	43	105 63
Garland.....	256	628 89
Georgetown.....	259	636 26
Gilead.....	78	191 61
Glenburn.....	143	351 29
Glenwood Plantation.....	72	176 87
Gorham.....	858	2,107 74

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Gouldsboro .....	357	877 00
Grafton .....	19	46 68
Grand Falls Plantation .....	21	51 58
Grand Isle .....	558	1,321 64
Grand Lake Stream Plantation .....	125	307 07
Gray .....	420	1,031 75
Greenbush .....	225	552 73
Greene .....	196	481 49
Greenfield .....	50	122 83
Greenville Plantation .....	29	71 24
Greenville .....	335	822 95
Greenwood .....	212	520 80
Guilford .....	428	1,051 41
Hallowell .....	746	1,832 60
Hamlin Plantation .....	232	569 03
Hammond Plantation .....	39	95 81
Hampden .....	596	1,464 12
Hancock .....	327	803 30
Hanover .....	66	162 13
Harmony .....	181	444 64
Harpswell .....	521	1,279 88
Harrington .....	350	859 80
Harrison .....	253	621 52
Hartford .....	149	366 03
Hartland .....	288	707 50
Haynesville .....	134	329 19
Hebron .....	135	331 64
Heron .....	396	972 80
Hersey .....	78	191 61
Highland Plantation .....	28	68 78
Hiram .....	288	707 50
Hodgdon .....	441	1,083 34
Holden .....	64	402 88
Hollis .....	306	751 71
Hope .....	160	393 05
Houlton .....	1,322	3,247 59
Howland .....	149	366 03
Hudson .....	127	311 99
Hurricane Isle .....	73	179 33
Industry .....	176	432 36
Island Falls .....	347	852 43
Isle au Haut .....	73	179 33
Islesborough .....	337	827 87
Jackman Plantation .....	103	253 63
Jackson .....	137	336 56
Jay .....	564	1,385 56
Jefferson .....	351	862 25
Jonesborough .....	242	594 49
Jonesport .....	785	1,928 41
Kenduskeag .....	111	272 68
Kennebunk .....	716	1,758 91
Kennebunkport .....	551	1,353 57
Kingfield .....	165	405 33
Kingman .....	371	911 38
Kingsbury Plantation .....	52	127 74
Kittery .....	620	1,523 08
Knox .....	165	405 33
Lagrange .....	195	479 63
Lake View Plantation .....	41	100 71
Lakeville Plantation .....	44	108 68
Lambert Lake Plantation .....	50	122 83

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Lamoine .....	181	\$444 65
Lang Plantation .....	38	93 35
Lebanon .....	332	815 85
Lee .....	297	729 60
Leeds .....	318	781 19
Levant .....	242	594 49
Lewiston .....	7,846	19,274 30
Lexington Plantation .....	79	194 07
Liberty .....	241	592 03
Limerick .....	206	506 06
Limestone .....	395	970 34
Limington .....	270	663 28
Lincoln .....	597	1,466 58
Lincoln Plantation .....	25	61 41
Lincolnville .....	382	938 41
Linneus .....	369	906 47
Lisbon .....	1,170	2,874 20
Litchfield .....	304	746 80
Littleton .....	284	697 68
Livermore .....	277	680 48
Long Island Plantation .....	62	152 30
Lovell .....	187	459 39
Lowell .....	117	287 42
Lubec .....	913	2,242 86
Ludlow .....	110	270 23
Lyman .....	243	596 95
Machias .....	727	1,785 92
Machiasport .....	391	960 52
Macwahoc Plantation .....	56	137 57
Madawaska .....	675	1,658 19
Madison .....	723	1,776 10
Madrid .....	121	297 25
Magalloway Plantation .....	15	36 85
Manchester .....	171	420 07
Mapleton .....	345	847 51
Mariaville .....	74	181 79
Marion .....	39	95 81
Marshfield .....	88	216 18
Mars Hill .....	427	1,048 96
Masardis .....	109	267 77
Mason .....	29	71 24
Matinicus Isle Plantation .....	38	93 35
Mattamiscotis .....	7	17 20
Mattawamkeag .....	208	510 97
Maxfield .....	45	110 54
Mayfield Plantation .....	39	95 81
Mechanic Falls .....	342	840 14
Meddybemps .....	53	130 20
Medford .....	106	260 40
Medway .....	204	501 15
Mercer .....	171	420 07
Merrill Plantation .....	110	270 23
Mexico .....	266	653 45
Millbridge .....	604	1,483 78
Milford .....	289	709 95
Milo .....	362	889 27
Milton Plantation .....	80	196 53
Minot .....	244	599 41
Monhegan Plantation .....	28	68 78
Monmouth .....	304	746 80
Monroe .....	265	650 99
Monson .....	435	1,068 61
Monticello .....	519	1,274 97
Montville .....	245	601 86
Moose River Plantation .....	81	198 98

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Moro Plantation.....	97	\$238 28
Morrill.....	145	356 20
Moscow.....	157	385 69
Mt. Chase.....	130	319 36
Mt. Desert.....	455	1,117 74
Mt. Vernon.....	204	501 15
Naples.....	218	535 54
Nashville Plantation.....	7	17 20
Newburgh.....	239	587 13
New Canada Plantation.....	178	437 27
New Castle.....	288	707 50
Newfield.....	190	466 75
New Gloucester.....	332	815 68
New Limerick.....	231	567 47
Newport.....	334	820 50
New Portland.....	264	648 53
Newry.....	93	228 46
New Sharon.....	255	626 43
New Sweden.....	326	800 84
New Vineyard.....	162	397 96
Nobleborough.....	290	712 41
Norridgewock.....	387	950 70
North Berwick.....	481	1,181 61
Northfield.....	40	98 26
North Haven.....	162	397 96
Northport.....	161	395 50
North Yarmouth.....	178	437 27
Norway.....	842	2,068 43
No. 7 Plantation.....	21	51 59
No. 8 Plantation.....	8	19 65
No. 14 Plantation.....	32	78 61
No. 21 Plantation (Hancock County).....	21	51 59
No. 21 Plantation (Washington County).....	46	113 00
No. 33 Plantation.....	42	103 17
Oakfield.....	324	795 93
Oakland.....	505	1,240 57
Old Orchard.....	175	429 90
Old Town.....	1,471	3,613 63
Orient.....	63	154 76
Orland.....	391	960 52
Orneville.....	137	336 56
Orono.....	935	2,296 90
Orrington.....	343	842 60
Otis.....	57	140 03
Otisfield.....	185	454 47
Oxbow Plantation.....	53	130 20
Oxford.....	369	906 47
Palermo.....	228	560 10
Palmyra.....	274	673 11
Paris.....	840	2,063 52
Parkman.....	234	574 85
Parsonsfield.....	305	749 25
Passadumkeag.....	115	282 51
Patten.....	384	943 32
Penbrooke.....	552	1,356 03
Penobscot.....	368	904 00
Perham.....	221	542 90
Perkins.....	15	36 85
Perkins.....	15	36 85
Perry.....	342	840 14
Peru.....	193	474 12
Phillips.....	442	1,085 80

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Phippsburg.....	391	\$ 960 52
Pittsfield.....	799	1,962 80
Pittston.....	346	849 97
Pleasant Ridge Plantation.....	50	122 83
Plymouth.....	214	525 71
Poland.....	411	1,009 66
Portage Lake Plantation.....	82	201 44
Porter.....	303	744 34
Portland.....	11,623	28,552 80
Pownall.....	170	417 62
Prentiss.....	175	429 90
Presque Isle.....	1,295	3,181 27
Princeton.....	386	948 24
Prospect.....	228	560 10
Randolph.....	281	690 30
Rangeley.....	214	525 72
Rangeley Plantation.....	26	63 87
Raymond.....	272	668 19
Readfield.....	261	641 16
Reed Plantation.....	113	277 60
Richmond.....	664	1,631 17
Ripley.....	162	397 96
Robbinston.....	298	732 06
Rockland.....	2,172	5,335 68
Rockport.....	670	1,645 91
Rome.....	133	326 73
Roque Bluffs.....	50	122 83
Roxbury.....	60	147 39
Rumford.....	1,025	2,517 99
Saco.....	2,119	5,205 49
St. Albans.....	321	788 55
St. Francis Plantation.....	259	636 26
St. George.....	900	2,210 92
St. John Plantation.....	179	439 73
Salem.....	50	122 83
Sanford.....	1,790	4,397 27
Sangerville.....	338	830 32
Scarborough.....	535	1,314 27
Searsmont.....	311	764 00
Searsport.....	340	835 23
Sebago.....	203	498 69
Sebec.....	211	518 34
Seboeis Plantation.....	48	117 91
Sedgwick.....	325	798 38
Shapleigh.....	260	638 71
Sherman.....	361	886 81
Shirley.....	74	181 79
Sidney.....	285	700 13
Silver Ridge Plantation.....	58	142 48
Skowhegan.....	1,613	3,962 47
Smithfield.....	137	336 56
Smyrna.....	121	297 24
Solon.....	274	673 10
Somerville.....	136	334 10
Sorrento.....	33	81 07
South Berwick.....	1,004	2,466 40
Southport.....	138	339 01
South Portland.....	1,742	4,279 35
South Thomaston.....	425	1,044 04
Springfield.....	180	442 19
Stacyville plantation.....	184	452 02
Standish.....	426	1,046 50
Starks.....	175	429 90



## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Stetson.....	181	444 64
Steuben.....	309	759 08
Stockholm.....	61	149 84
Stockton Springs.....	259	636 26
Stoneham.....	73	175 33
Stonington.....	550	1,351 12
Stow.....	101	248 11
Strong.....	202	496 23
Sullivan.....	391	960 52
Sumner.....	226	555 19
Surry.....	284	697 68
Swan's Island.....	265	650 99
Swanville.....	182	447 10
Sweden.....	83	203 90
Talmage.....	39	95 81
Temple.....	125	307 07
The Forks Plantation.....	55	135 11
Thomaston.....	743	1,825 23
Thorndike.....	170	417 62
Topsfield.....	124	304 62
Topsham.....	533	1,309 36
Tremont.....	735	1,805 58
Trenton.....	132	324 27
Trescott.....	181	444 65
Troy.....	218	535 54
Turner.....	480	1,179 16
Union.....	396	972 80
Unity.....	249	611 69
Unity Plantation.....	13	31 94
Upton.....	78	191 61
Van Buren.....	674	1,655 74
Vanceboro.....	225	552 73
Vassalboro.....	617	1,515 71
Veazie.....	141	346 37
Verona.....	85	208 81
Vienna.....	109	267 77
Vinalhaven.....	905	2,223 20
Wade Plantation.....	107	262 86
Waite.....	47	115 46
Waldo.....	160	393 05
Waldoboro.....	567	1,392 88
Wales.....	142	348 83
Wallgrass Plantation.....	357	877 00
Waltham.....	71	174 42
Warren.....	654	1,606 60
Washburn.....	425	1,044 04
Washington.....	384	943 33
Waterboro.....	289	709 96
Waterford.....	267	655 91
Waterville.....	2,775	6,816 99
Wayne.....	196	481 49
Webster.....	349	857 34
Webster Plantation.....	54	132 65
Weld.....	240	589 58
Wellington.....	201	493 78
Wells.....	623	1,530 45
Wesley.....	67	164 59
West Bath.....	91	223 55
Westbrook.....	2,443	6,001 41
Westfield Plantation.....	83	205 90
West Forks Plantation.....	60	147 39
West Gardiner.....	179	439 73

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Westmanland Plantation.....	49	\$120 37
Weston .....	160	398 05
Westport .....	112	275 14
Whitefield .....	323	798 47
Whiting .....	173	424 99
Whitneyville .....	129	316 90
Williamsburg .....	40	98 26
Williamantic .....	135	331 64
Wilton .....	471	1,157 05
Windham .....	541	1,329 00
Windsor .....	249	611 69
Winn .....	262	643 62
Winslow .....	694	1,704 86
Winter Harbor.....	161	395 51
Winterport .....	477	1,171 79
Winterville Plantation .....	82	201 44
Winthrop .....	541	1,329 00
Wiscasset .....	459	1,127 57
Woodland .....	444	1,090 72
Woodstock .....	194	476 58
Woodville Plantation .....	90	221 09
Woolwich .....	236	579 76
Yarmouth .....	629	1,545 19
York .....	757	1,859 63
	209,207	\$513,933 12

**School Fund and Mill Tax—Concluded.**  
**Recapitulation by Counties.**

Counties.	Scholars.	School Fund and Mill Tax.
Androscoggin .....	16,993	\$41,744 61
Aroostook .....	22,701	55,766 75
Cumberland .....	28,556	70,150 02
Franklin .....	5,115	12,565 40
Hancock .....	11,865	29,147 28
Kennebec .....	15,737	38,659 16
Knox .....	9,146	22,467 85
Lincoln .....	5,762	14,154 79
Oxford .....	9,085	22,318 00
Penobscot .....	22,461	55,177 17
Piscataquis .....	4,944	12,145 32
Sagadahoc .....	5,444	13,373 61
Somerset .....	9,910	24,344 68
Waldo .....	7,238	17,780 71
Washington .....	15,383	37,789 53
York .....	18,867	46,348 24
	209,207	\$513,933 12

# FREE HIGH SCHOOL STATISTICS.

Returns for the Year Ending June 1, 1893.

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 Reading or Elocution.	Number in Arithmetic.	Number in English Grammar.	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.
Addison.....		\$537 40	\$276 50	\$250 00	34	60	55	45	40	55	20	16	7	15	38	30	
Albany.....		82 50	100 00	41 25	10	20	18	20	20	18	10	13	9	9	4	9	3
Alfred.....		513 00	250 00	244 00	27	56	49	-	34	11	13	6	-	11	34	9	
Andover.....		356 58	200 00	178 29	31	85	28	34	13	15	14	3	5	22	22		
Ashland.....		595 00	200 00	200 00	34	55	43	46	48	28	9	3	-	22	22		
Auburn.....		6,010 63	7,500 00	250 00	32	324	305	-	14	-	-	273	81	119	248	114	
Atkinson.....		250 00	125 00	125 00	20	60	48	60	60	20	-	20	2	2	35	12	
Augusta.....		4,490 00	5,700 00	250 00	36	154	152	200	12	60	-	139	65	125	106	18	
Bangor.....		7,875 00	8,000 00	250 00	36	365	324	40	40	-	-	250	150	120	350		
Baring.....		120 00	100 00	50 00	12	19	16	-	12	9	11	8	-	6	10	7	
Bath.....		4,235 00	4,000 00	250 00	37	185	163	185	30	67	-	75	109	93	133	14	
Belfast.....		2,000 00	2,000 00	250 00	35	109	103	-	12	-	-	70	38	24	72		
Berwick.....		1,134 00	900 00	250 00	36	46	40	44	23	-	-	34	15	15	43	14	
Biddeford.....		3,850 00	4,750 00	250 00	36	159	150	-	20	-	-	128	41	64	95	-	4
Bingham.....		500 00	400 00	247 00	36	30	24	30	23	6	6	10	-	4	12	-	
Blaine.....		120 00	60 00	60 00	14	67	55	60	54	50	25	70	-	10	15	12	10
Bluehill.....		957 60	400 00	250 00	54	140	70	36	67	60	22	5	-	36	38	20	4
Boothbay.....		550 00	300 00	250 00	44	82	32	37	19	60	12	5	-	-	24	4	4
Boothbay Harbor.....		1,000 00	750 00	250 00	33	37	35	37	16	19	-	16	-	-	35	4	
Bowdoinham.....		823 29	500 00	250 00	35	57	54	29	20	-	-	25	5	29	28	1	7
Bradford.....	Precinct No. 2.....	98 00	49 00	49 00	10	23	17	23	20	23	-	33	-	8	9	-	3
Bradley.....		186 00	99 00	98 00	12	36	29	16	34	20	5	1	-	5	12	3	
Brewer.....		1,400 00	1,425 00	250 00	36	75	70	24	8	35	-	65	41	38	60	-	4

Bridgewater	200 00	100 00	100 00	16	80	28	15	30	80	13	-	-	6	24	-	5
Bridgton	1,334 00	1,100 00	250 00	36	77	62	62	20	20	14	34	19	43	30	-	5
Bristol	483 75	350 00	239 37	27	46	43	46	34	46	46	23	-	23	46	-	2
Brooklin	361 50	200 00	180 75	26	60	39	60	60	60	40	-	12	10	20	25	6
Brooks	275 00	150 00	137 50	20	85	77	85	55	41	20	6	-	20	20	12	6
Brownville	480 00	235 00	235 00	25	122	37	27	9	23	14	12	-	31	-	21	1
Brunswick	2,850 00	2,500 00	250 00	36	95	88	-	6	-	-	65	61	27	51	6	1
Bucksport	1,000 00	750 00	250 00	39	44	40	5	15	6	-	25	8	15	12	15	10
*Burlington	165 00	100 00	82 50	11	26	21	26	26	26	6	2	-	20	-	-	5
Burnham	200 00	100 00	100 00	20	69	54	56	52	42	-	1	-	9	5	-	-
Buxton	972 00	750 00	250 00	36	30	28	36	2	-	11	11	-	11	30	13	-
Byron	105 00	100 00	50 00	10	15	13	15	15	10	8	-	10	5	5	-	-
Calais	2,388 00	700 00	250 00	36	136	105	20	20	-	-	66	15	57	72	-	2
Cambridge	100 00	50 00	50 00	10	27	23	27	18	21	7	-	-	-	12	-	2
Camden	1,358 00	1,000 00	250 00	34	70	46	6	10	15	3	45	7	8	52	-	2
Canaan	300 00	150 00	150 00	24	29	19	19	16	-	4	1	-	16	20	-	5
Canton	275 00	300 00	137 50	31	126	45	40	35	30	15	9	2	30	12	9	3
Cape Elizabeth	237 33	200 00	118 69	34	15	10	-	-	2	-	9	6	1	14	6	-
Caribou	1,431 00	1,000 00	250 00	36	115	92	12	-	12	24	39	-	42	77	14	15
Carratunk	110 00	50 00	50 00	11	28	22	28	28	17	25	26	-	16	-	1	3
Carthage	126 85	100 00	63 42	11	38	30	28	35	18	-	2	-	7	7	-	1
Castine	577 00	436 00	250 00	32	22	16	5	5	6	7	13	-	11	15	3	-
Cherryfield	1,480 00	500 00	250 00	37	137	114	114	57	70	51	12	40	40	41	16	7
Chester	300 00	200 00	150 00	24	35	23	24	27	27	11	-	-	15	20	10	4
China	80 00	46 60	34 00	10	25	23	25	4	7	5	-	3	13	4	-	2
China	354 00	177 00	177 00	20	30	28	30	22	27	7	-	-	21	15	14	5
Columbia	155 00	100 00	77 50	10	34	27	16	14	8	-	6	-	7	-	-	3
Columbia Falls	251 50	125 00	125 00	15	40	34	22	24	18	7	16	-	8	21	-	-
Corinna	500 00	500 00	250 00	32	63	44	-	39	39	16	14	-	28	-	-	9
Corinth	400 00	400 00	200 00	30	52	41	40	12	13	15	18	12	20	19	10	21
Cornish	809 10	500 00	250 00	33	38	34	36	7	-	-	23	9	10	21	23	-
Cumberland	1,350 00	1,230 00	250 00	33	60	56	60	20	25	-	8	12	21	28	45	15
Danforth	1,022 00	500 00	250 00	33	46	45	-	-	-	-	34	7	8	29	27	1
Deering	2,708 00	3,000 00	250 00	36	174	163	174	11	-	-	107	46	167	91	-	1
Deer Isle	513 00	250 00	250 00	27	37	29	23	23	19	-	5	-	4	26	5	3
Denmark	553 50	300 00	250 00	27	36	27	29	24	20	22	6	15	8	18	8	2
Dennysville	455 50	181 22	181 22	32	33	26	15	21	18	14	10	6	10	-	22	2
Detroit	150 00	75 00	75 00	10	19	19	19	9	14	4	4	-	2	-	7	-
Dexter	1,660 00	1,300 00	250 00	33	67	62	67	25	25	-	41	6	52	31	-	3
Dixfield	500 00	250 00	250 00	30	80	70	60	51	54	30	24	-	18	22	20	4
Dixmont	100 00	50 00	45 00	10	23	18	15	21	11	5	2	-	5	9	-	5
Dover	764 50	500 00	250 00	31	52	43	15	26	15	-	-	-	31	24	22	1
Eastbrook	157 50	75 00	75 00	10	35	28	30	28	25	-	12	4	-	5	4	-
East Livermore	540 00	250 00	250 00	34	36	28	-	4	-	6	15	8	27	23	4	-

APPENDIX.

\* No return full year.

Returns for the Year Ending June 1, 1893—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 Reading or Elocution.	Number in Arithmetic.	Number in English Grammar.	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.
East Machias.....		\$520 00	\$300 00	\$250 00	39	53	45	-	19	17	-	40	6	42	30	12	3
Easton.....		400 00	200 00	200 00	24	54	44	-	44	48	19	-	-	-	30	5	3
Eastport.....		1,380 00	500 00	250 00	35	73	55	63	-	-	-	63	17	26	46	30	3
Eddington.....		304 00	150 00	150 00	24	37	33	18	13	19	19	5	-	8	8	2	2
Eden.....		2,228 25	700 00	250 00	34	63	60	63	15	-	-	56	5	53	63	21	2
Eliot.....		503 75	200 00	200 00	31	27	25	26	16	8	6	7	3	-	10	20	2
Ellsworth.....		2,618 01	2,000 00	250 00	36	126	122	-	6	-	23	93	44	34	67	-	2
Etna.....		265 00	132 50	128 25	30	80	63	80	80	48	4	-	-	15	29	17	8
Fairfield.....		400 00	500 00	260 00	14	43	39	31	-	-	12	29	8	12	33	8	8
Farmingdale.....		424 50	100 00	100 00	36	23	19	-	-	-	12	23	16	15	23	8	7
Farmington.....		1,713 00	1,000 00	250 00	36	116	82	-	50	50	-	92	-	40	56	30	7
Fayette.....		300 00	150 00	150 00	43	51	38	50	45	36	5	1	-	10	3	-	3
Forest City.....		187 00	400 00	93 50	15	40	29	40	40	26	10	-	-	14	14	1	1
Fort Fairfield.....		1,350 00	1,000 00	250 00	36	88	85	16	30	42	23	38	-	30	80	4	4
Foxcroft.....		800 00	800 00	250 00	33	40	30	40	8	-	15	12	2	12	20	2	5
Franklin.....		173 00	100 00	86 50	10	55	47	40	17	43	15	16	-	10	29	16	2
Freedom.....		112 00	60 00	56 00	10	20	17	20	10	6	2	-	-	9	9	-	3
Freeport.....		1,786 65	1,500 00	250 00	36	74	69	-	20	23	18	55	9	34	53	7	12
Frenchville.....		260 00	120 00	120 00	33	31	27	31	31	31	1	1	1	12	31	7	7
Friendship.....		94 50	50 00	47 25	10	32	27	32	31	27	4	1	-	7	7	-	7
Gardiner.....		3,300 00	4,450 00	250 00	36	128	124	-	-	-	-	47	48	44	109	-	1
Garfield.....		102 50	50 00	50 00	10	20	20	20	20	20	12	-	-	16	6	10	5
Garland.....		364 00	125 00	125 00	23	30	20	22	22	22	12	4	-	7	20	5	1
Georgetown.....		150 00	76 00	75 00	10	20	15	17	17	11	5	9	-	10	17	-	12
Gorham.....		1,710 99	1,100 00	250 00	33	83	81	83	83	83	56	65	12	17	88	-	12
Gray.....		775 00	250 00	250 00	36	67	53	50	32	10	10	32	-	17	37	10	8
Greenville.....		500 00	250 00	250 00	30	45	35	40	10	14	15	9	4	12	16	-	-

*Guilford.....		403 33	500 00	125 00	11	48	46	48	17	-	-	42	12	31	18				
Hallowell.....		1,850 00	1,600 00	250 00	36	96	93	-	23	27	33	33	31	96	46	26			
Hampden.....		1,250 00	1,000 00	250 00	36	84	61	31	44	41	37	15	-	6	25			2	
Harmony.....		125 00	125 00	62 50	10	40	34	40	40	25	9	-	-	14	4			7	
Hartland.....		629 00	353 50	250 00	30	50	44	44	32	15	6	6	-	10	14			1	
*Harrington.....		330 00	200 00	165 00	20	61	53	40	43	31	34	16	-	20	28			6	
Hermon.....		196 00	150 00	98 00	16	47	40	40	40	40	23	-	-	8	12			6	
Hodgdon.....		140 25	80 00	70 12	11	62	54	56	62	30	12	-	-	20	6			1	
Hollis.....		353 40	200 00	175 80	25	28	19	13	21	12	18	1	-	16	5			10	
Houlton.....		1,650 00	1,400 00	250 00	38	93	79	90	19	-	29	45	28	45	24			11	
Island Falls.....		560 00	250 00	250 00	30	30	26	8	21	9	7	10	4	2	9			7	
Islesboro.....		300 00	150 00	150 00	20	82	34	70	66	70	20	-	11	9	21			10	
Jackson.....	Precinct No. 1.....	419 92	153 75	153 75	32	65	23	-	8	10	-	22	3	11	5			5	
Jay.....	Two schools.....	623 00	250 00	250 00	60	70	59	70	47	53	21	7	-	18	17			1	
Jefferson.....		233 00	150 00	116 50	24	61	20	22	23	23	6	-	6	6	3			9	
Jonesboro.....		162 90	90 00	81 00	12	44	38	33	44	44	11	-	-	19	20			3	
Jonesport.....		637 50	300 00	250 00	30	33	25	9	9	9	9	6	-	14	19			6	
Kennebunk.....		1,033 33	800 00	250 00	36	35	30	33	-	-	-	30	-	32	35			9	
Kennebunkport.....		1,141 92	800 00	250 00	36	54	42	-	17	9	17	20	-	22	32			10	
Kittery.....		930 00	800 00	250 00	36	75	66	28	46	46	18	5	-	18	36			3	
Lagrange.....		192 50	125 00	96 25	10	39	30	38	35	36	12	-	-	6	21			9	
Lamoine.....		184 25	105 22	92 12	11	28	25	25	26	25	6	6	-	4	11			7	
Lewiston.....		5,124 00	6,341 20	250 00	58	224	200	-	15	-	-	128	45	115	98			15	
Liberty.....		168 30	150 00	84 15	20	30	23	25	24	21	4	2	-	4	-			4	
Limerick.....		832 00	500 00	250 00	33	151	46	51	36	38	14	37	7	10	38			7	
Limestone.....		198 00	150 00	99 00	21	30	21	30	24	24	12	-	-	2	3			1	
Limington.....		616 00	500 00	250 00	32	58	54	-	22	30	-	30	6	12	35			10	
Lincoln.....		900 00	200 00	200 00	30	41	40	18	23	15	15	14	-	16	25			2	
Linneus.....		145 00	72 50	72 50	10	26	21	26	26	26	26	-	20	10	12			4	
Lisbon.....		1,963 50	963 50	250 00	32	106	102	-	49	35	-	54	-	68	97			8	
Livermore.....		270 00	150 00	133 50	20	48	26	31	18	10	-	8	-	15	16			4	
Lubec.....		750 00	500 00	250 00	38	30	27	6	-	-	6	13	-	24	22			2	
Machias.....		1,220 00	1,000 00	250 00	34	73	52	19	17	17	-	42	10	30	46			15	
Madawaska.....		200 00	100 00	100 00	17	59	38	59	59	28	15	-	-	-	30			30	
Manchester.....		200 00	100 00	100 00	25	31	35	27	13	11	1	-	6	7	12			3	
Mechanic Falls.....		780 00	500 00	250 00	26	32	29	35	10	-	35	30	-	12	27			3	
Mexico.....		300 00	150 00	150 00	20	39	19	21	15	21	12	-	-	7	9			2	
Milbridge.....		387 50	500 00	193 75	18	50	45	26	11	-	-	21	-	11	14			14	
Milo.....		505 00	250 00	248 75	20	45	43	27	25	31	34	7	-	19	10			19	
Minot.....		500 00	250 00	250 00	60	45	28	45	45	42	23	2	2	5	12			2	
Monmouth.....		1,028 00	400 00	250 00	34	55	42	47	30	12	-	38	-	36	5			5	
Monson.....		500 00	250 00	250 00	32	40	29	13	8	16	11	23	10	21	12			8	
Monticello.....		150 00	75 00	75 00	10	69	41	21	52	46	-	9	-	10	26			8	

APPENDIX.

\* No return for full year.

## Returns for the Year Ending June 1, 1898—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 Reading or Education.	Number in Arithmetic.	Number in English Grammar.	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. Desert .....		\$236 50	\$150 00	\$118 25	17	46	20	34	28	18	-	11	-	14	17	-	3
Newburg .....	S. Newburg Prec.	120 00	60 00	60 00	10	30	28	20	29	30	15	-	-	-	16	4	
Newfield .....		325 00	150 00	150 00	30	51	24	51	45	40	15	9	-	12	16	-	2
Newport .....		500 00	250 00	250 00	20	46	42	46	32	42	14	14	5	-	15	6	
New Portland .....		493 75	250 00	241 00	40	62	43	31	36	23	12	15	2	10	23	18	9
New Vineyard .....		200 00	100 00	100 00	20	31	15	13	13	13	-	-	-	-	6	-	
Norridgewock .....		531 63	250 00	250 00	21	58	71	25	42	25	25	1	11	21	55	5	1
North Berwick .....		792 00	600 00	250 00	35	36	29	35	15	10	-	-	8	23	17	-	
Norway .....		750 00	500 00	250 00	33	71	63	42	28	-	-	-	9	48	19	8	2
Oakland .....		1,332 00	1,000 00	250 00	36	40	32	32	14	30	30	30	-	27	29	5	
Old Orchard .....		540 00	400 00	250 00	36	19	10	10	7	-	-	-	-	5	8	6	
Old Town .....		2,099 43	1,200 00	250 00	36	106	92	-	48	-	-	67	4	46	54	-	
Orono .....		1,696 00	1,000 00	250 00	36	80	61	40	40	40	21	38	13	38	20	-	
Orrington .....		125 00	250 00	62 50	10	22	21	12	20	18	4	8	2	-	8	8	
Oxford .....		473 75	250 00	223 37	22	57	42	29	39	19	13	12	-	16	26	-	1
Palermo .....		236 50	116 25	116 25	21	49	36	49	48	45	3	-	-	7	29	2	6
Paris .....		725 00	550 00	250 00	36	66	61	61	18	20	12	37	9	41	35	6	2
Parsonsfield .....		650 00	400 00	250 00	37	43	39	-	22	31	11	11	-	29	35	4	7
Patten .....		769 00	250 00	250 00	34	50	35	20	16	20	-	22	9	5	26	1	4
Pembroke .....		490 00	250 00	242 50	22	45	29	-	23	13	18	24	-	-	24	7	9
Perkins .....	Richmond F. H. S.	13 20	18 30	6 60	11	3	3	-	-	-	-	-	2	2	3	-	7
Phillips .....		924 00	250 00	250 00	33	63	49	62	8	40	-	39	12	53	45	10	7
Phippsburg .....		100 00	50 00	50 00	10	18	14	10	18	18	10	-	-	2	7	-	2
Pittsfield .....		1,000 00	800 00	250 00	37	61	46	35	24	12	2	38	9	22	35	12	3
Poland .....	Two schools.	535 00	250 00	217 60	50	53	41	41	35	26	11	3	4	-	19	-	4
Porter .....	Keazer Falls Prec.	200 00	100 00	93 00	10	68	60	52	48	35	-	20	-	25	25	-	5
Portland .....		15,217 92	18,578 00	250 00	382	601	504	237	130	-	-	302	256	212	170	20	

PUBLIC SCHOOLS.



Presque Isle	1,750 00	1,500 00	250 00	36	109	94	32	55	45	17	30	9	71	85	44	15
Princeton	540 00	400 00	250 00	34	32	21	5	10	3	-	9	5	6	6	5	
Prospect	125 00	85 00	62 50	10	-	-	-	-	-	-	-	-	-	-	-	-
Randolph	360 00	200 00	180 00	36	12	12	9	-	12	-	9	3	7	12	1	1
Readfield	170 06	165 00	85 00	16	29	22	27	27	28	28	3	-	-	15	1	1
Richmond	1,221 00	1,000 00	250 00	33	57	51	-	22	45	25	41	11	40	45	10	2
Rockland	3,275 00	1,300 00	250 00	36	158	146	-	-	63	19	78	80	142	137	-	-
Rockport	644 00	500 00	250 00	32	36	25	8	10	15	8	-	15	9	22	-	1
Rumford	850 00	500 00	250 00	32	94	71	53	43	44	38	29	22	32	23	-	7
Saco	5,950 50	3,500 00	250 00	37	189	175	180	17	-	25	91	54	105	173	17	5
Sanford	600 00	500 00	125 00	32	51	46	37	37	21	12	23	6	37	26	-	3
Sanford	609 00	500 00	125 00	32	52	45	-	27	29	12	22	-	50	50	-	2
Sangerville	562 50	300 00	250 00	30	26	24	7	7	7	7	9	-	22	8	-	-
Scarboro	604 00	500 00	250 00	29	42	32	34	26	26	34	18	3	15	25	26	-
Searsport	510 00	500 00	250 00	29	112	38	-	34	18	3	18	-	6	34	-	3
Shapleigh	538 75	379 65	250 00	20	29	25	-	20	14	3	-	11	7	25	9	3
Sherman	155 00	100 00	75 75	10	62	57	62	48	49	13	4	10	29	29	-	5
Skowhegan	2,830 00	2,000 00	250 00	36	156	118	-	38	40	7	83	20	98	62	20	2
South Berwick	2,950 00	1,000 00	250 00	40	46	42	-	-	41	24	14	27	46	18	3	-
South Portland	1,969 63	1,800 00	250 00	34	112	105	112	24	12	-	58	24	53	47	35	-
Springfield	922 53	500 00	250 00	23	69	49	49	43	40	18	10	4	52	44	15	10
St. Albans	315 00	150 00	150 00	20	61	46	61	54	10	4	13	2	33	5	5	7
Standish	700 00	486 44	250 60	28	41	34	42	22	21	8	23	-	21	12	8	1
Starks	180 00	100 00	90 00	20	47	37	40	47	32	18	10	-	16	8	6	6
Stetson	125 00	106 22	62 50	10	22	20	22	22	22	-	1	-	10	10	4	4
Steuben	200 00	100 00	100 00	13	32	-	25	26	20	4	7	3	21	6	4	4
St. George	450 00	400 00	225 00	30	72	40	20	27	27	11	-	-	25	23	-	-
Stonington	330 00	250 00	165 00	20	26	26	16	22	16	11	3	16	14	14	1	1
Strong	300 00	150 00	144 00	29	40	27	24	19	10	16	5	-	4	20	7	-
Sullivan	301 00	300 00	149 50	19	58	22	21	33	38	-	21	2	12	24	-	1
Surry	120 00	60 00	60 00	10	14	12	13	14	13	7	5	-	5	6	-	4
Thomaston	1,561 39	1,000 00	250 00	33	50	46	-	17	-	-	25	17	18	39	-	-
Topsham	832 50	800 00	250 00	37	44	41	44	-	83	38	13	38	24	39	-	-
Tremont	344 00	200 00	172 00	24	87	39	85	82	83	38	-	17	11	35	-	5
Trenton	200 00	100 00	100 00	16	37	33	37	37	37	18	-	-	18	2	3	-
Turner	1,800 00	1,000 00	250 00	36	58	51	-	15	-	-	15	25	18	58	-	-
Union	294 50	175 00	147 25	19	42	29	8	20	19	10	-	-	11	20	6	2
Unity	250 00	125 00	125 00	20	49	36	42	33	33	5	9	-	19	19	-	2
Vanceboro	570 00	450 00	250 00	38	34	27	10	9	4	-	14	-	13	19	9	3
Vinalhaven	1,089 00	950 00	250 00	36	60	50	-	20	15	-	8	5	22	31	6	6
Waldoboro	775 00	500 00	250 00	31	62	44	22	36	7	-	23	11	18	33	19	3
Wales	150 00	149 70	73 75	20	29	14	29	29	19	10	-	-	5	8	8	5
Warren	700 00	750 00	250 00	33	53	43	-	35	18	-	47	-	44	44	35	-

APPENDIX.

Returns for the Year Ending June 1, 1898—Concluded.

Towns.	Districts and Precincts.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	Whole number of weeks.	Number of scholars registered.	Average attendance.	Number in Reading or Elocution.	Number in Arithmetic.	Number in English Grammar.	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.
Washburn.....		\$245 00	\$125 00	\$119 75	20	95	37	50	48	30	25	-	22	-	8	6	10
Waterboro.....		500 00	250 00	250 00	36	37	26	7	12	21	-	9	-	15	13	6	
Waterford.....		270 00	300 00	135 00	30	57	35	57	44	22	14	11	1	8	26	-	2
Waterville.....		3,969 00	5,500 00	250 00	215	162	-	162	46	46	32	106	41	102	113	-	6
Wayne.....		368 00	206 29	184 00	27	23	23	23	16	16	-	20	1	2	2	2	2
Webster.....		475 00	250 00	230 00	20	28	22	-	-	-	-	19	5	2	20	4	1
Weld.....		393 00	200 00	196 50	24	58	52	58	50	50	15	-	-	10	21	2	3
Wells.....		500 00	500 00	250 00	46	48	23	36	24	20	19	12	-	5	16	6	1
Westbrook.....		3,039 37	3,300 00	250 00	36	148	140	148	20	15	15	84	31	126	148	18	1
West Forks.....		150 00	75 00	75 00	12	17	14	17	12	17	12	-	-	4	5	1	1
Whitefield.....		353 50	150 00	150 00	30	131	51	35	32	35	6	4	2	-	19	6	15
Wilton.....		1,250 00	1,000 00	250 00	34	56	52	47	23	13	9	19	1	49	27	3	1
Windham.....		731 00	500 00	250 00	33	76	52	47	20	25	15	29	-	9	33	-	1
Windsor.....		308 00	172 00	154 00	35	102	44	102	84	61	49	-	-	33	18	15	
Winthrop.....		1,093 50	583 33	250 00	34	53	47	47	6	36	26	25	-	49	38	7	
Wiscasset.....		850 00	500 00	250 00	34	78	57	19	20	34	10	37	8	43	44	21	
Woodstock.....		160 00	100 00	250 00	10	43	37	18	17	18	4	2	-	-	8	-	
Yarmouth.....		1,496 00	1,387 00	250 00	36	84	70	-	76	22	-	46	31	34	66	-	7
York.....		618 75	500 00	250 00	33	40	26	-	19	-	-	27	-	8	7	-	
		\$206,779 61	\$166,616 87	\$39,446 25	6,189	14,435	11,067	7,371	5,857	5,028	2,521	5,177	2,252	5,059	7,151	1,392	537

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