

MAINE STATE LEGISLATURE

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FOR THE YEAR

1900.

VOLUME IV.

AUGUSTA
KENNEBEC JOURNAL PRINT
1900

REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC SCHOOLS
OF THE
STATE OF MAINE
FOR THE
SCHOOL YEAR ENDING JUNE 30, 1899.

AUGUSTA
KENNEBEC JOURNAL PRINT
1899

STATE OF MAINE.

EDUCATIONAL DEPARTMENT,
AUGUSTA, December 31, 1899.

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 1898-9.

Very respectfully,

Your obedient servant,

W. W. STETSON,
State Superintendent of Public Schools.

REPORT.

THE PLAN OF WORK.

It is easy for people, for a time, to live their life, and apparently make progress, if their virtues and merits are praised and their weaknesses and mistakes condoned. But no people can go on from strength to strength unless they are capable of retaining the attributes which make them powerful, and ridding themselves of the qualities which limit their progress. It is as true of a people as of a person that they have reached a safe point in their development when they are willing to stand face to face with their mistakes, name them, weigh them, and resolve to be rid of them. Maine has proved herself strong enough and fertile enough to furnish more than her full quota of wise, sane leaders in all the fields of human activity. She has still further and in a more convincing way exhibited her fitness to live in the day which is upon us by her frank recognition of her mistakes and weaknesses. It has been a continuing surprise to residents of other states that there is anywhere a large body of people to whom it is safe to tell the truth when that truth is uncomplimentary. They have been still further surprised that this could be done without exciting passion, and without arousing a desire to punish those who have placed the truth within the reach of those directly concerned in the statements made. That we have unnumbered reasons for being exalted over what our people have been and what they have done, what they are and what they are doing, admits of no question. That we have in some instances gone astray, been guilty of grievous errors, been culpable of gross neglect, and that we are suffering from these short-comings must be apparent to any one who knows local conditions and understands their significance.

It is a comfortable and profitable service to recite to persons and communities their triumphs and achievements. It is a trying task to point out evils, recount mistakes, and insist that the former be abated and the latter corrected. This country furnishes no more striking instance of the high average intelligence of a people than is exhibited by our citizenship, in that it has looked the common school question squarely in the face, listened patiently to the accounts which have been given of existing conditions, and the plea which has been made for improvements.

The study made of the schools during the summer of 1895 revealed the necessity of calling the attention of the general public to them as they existed at the time the work was undertaken. The department felt it to be its duty to make a personal inspection, covering a large area and including a sufficient number of schools to fairly represent the entire system. The inspection included a critical study of school yards, outbuildings, school-houses, desks, books, apparatus, supplies, subjects taught, methods used in giving instruction, and the teaching force. The facts learned during these visitations made it clear that while more than a majority of all the schools made a creditable showing in these several particulars, it was apparent that the towns were employing too many teachers who had not the natural aptitude to instruct, did not possess the requisite scholastic knowledge, or who had not received the professional training which made it possible for them to be successful teachers of youth. It was found that while more than a majority of all the schools were reasonably well supplied with material for work and were placed in a suitable physical environment, yet there was a larger number of schools that were lamentably deficient in these particulars than can safely exist in our State. These facts were given to the public for the purpose of enabling our people to know the professional, intellectual and physical conditions under which their children were receiving their school training. That it was so generally accepted in the spirit in which it was given has been not only a matter of encouragement to those who had the work in charge, but it reflects the highest credit upon the intelligence, self-control, public spirit, emotional sanity of our people.

That the facts might be brought to the attention of the State in a form that would make them not only easily understood but

fully comprehended, the department presented in formal statements a detailed account of the conditions found in 200 schools of the State in the several particulars enumerated above. In addition to this recital, there were given pictorial representations of school yards, outbuildings, schoolhouses, and to a limited extent, of schoolrooms, and the work of the classes. It was anticipated that the accuracy of the portrayal would be harshly questioned. But so little has been said in this spirit that the department has not found it necessary to place before the public a large mass of material which was collected during this tour of inspection, which would more in detail represent the unfortunate conditions under which our children are doing their work, and for the same reason, it has not been thought necessary to present graphic illustrations of the recitations conducted or the methods used in the classroom. It was decided that enough had been said to arouse the attention of our people and induce them to make careful studies of their local schools, and interest themselves in making such changes and improvements as their means would permit.

It was not expected, and it is believed it would not be wise, that these changes be rapid or radical. It was thought, and it is still felt, that this movement must commence with a fair presentation of the case, a full comprehension of the facts by the people, and that whatever was done must be done slowly and prudently. The overturning of a long established system in communities as old as ours could only work injury, and in most cases would effect ruin. We must accept conditions as we find them. We must strive to retain all the good we possess, add to it as many of the good things found elsewhere as will be serviceable, and as rapidly as possible rid ourselves of the evils which have grown up in and with our school administration.

The foregoing statements fairly represent the purpose of the department in the first year of its work under the present administration. During the second year it was decided to secure the testimony of the school officials of the State upon the items which had formed the basis of the previous year's study. A set of carefully prepared questions, covering all the points upon which statements had been made, were submitted to these officers. In addition, they were asked to express their views upon the work

and influence of certain persons, societies and agencies. These answers were given under a pledge of secrecy, and were full and frank to an extent that was hardly expected. When the replies were tabulated, it was found that the criticisms made by the State Superintendent upon the physical surroundings of our school children, the subjects of study, methods of instruction, and the results attained, were so mild in many cases, when compared with those furnished by these officials, as to be practically valueless. A single item will serve as an illustration of the agreement between the estimate made by the department and that furnished by the local authorities. The State Superintendent expressed the opinion that 40 per cent of our teachers are not doing satisfactory work, for one or more of the four following reasons: Want of ability to instruct; lack of scholastic knowledge; inexperience, or want of necessary professional training. The answers given by the superintendents upon this subject, when combined, indicated that in their opinion the number who came within this list are 40 2-3 per cent of the whole teaching force. As this was the one point which seemed to be most open to objection, the substantial agreement of the two estimates was as interesting as it was striking.

These returns by the superintendents made it clear that we did not then have in the State many organizations actively engaged in improving our schools in the essentials which make a school worthy of its name, i. e., physical surroundings, teaching force, good books, and works of art.

The studies made by the State Superintendent and supplemented and verified by the studies made by the local superintendents furnished a broad and safe basis for future efforts. In the meantime the newspapers of the State had published discriminating and unusually complete abstracts of the documents containing these studies. The facts presented were discussed in many of our clubs and other educational societies. Comments and analyses were given from not a few of our pulpits. It is one of the striking features of this record that this discussion failed to produce facts which controverted those presented. Those who differed seemed to be forced to put their differences in the form of assertions which were expressions of opinion. As the department had carefully avoided this form of presen-



EASTPORT GRAMMAR SCHOOL BUILDING.

tation, it was not thought necessary that additional illustrations should be given, although a large amount of material had been reserved for this purpose, if the occasion arose for its use. The department felt that it was important that the fullest and frankest discussion of the whole question be carried forward by those who had opportunities to know of the facts, and there has been no effort to discourage or prevent such discussion. It has been welcomed and aided in every way possible.

When the work had progressed thus far, it was felt that there was one field left unexplored that called for investigation. An exhausted examination was made of the sums appropriated for the maintenance of our schools. It was found that a large amount of money was expended during the year 1896-7 in such a way as to give but small returns. This sum aggregated not less than a quarter of a million dollars. This statement was based upon the judgment of over four hundred persons living in as many different communities. It was thought by some that the estimate was larger than was borne out by the facts. But in all cases where further investigations were instituted, it was found that the claim made was entirely conservative. With the conclusion of these investigations it was thought that a sound and definite basis for work had been reached. It was believed that we had a knowledge of the essential conditions existing in and about our schools sufficient to enable us to inaugurate plans for their improvement.

The first effort made to place our schools on a better footing, and in a way to do their work more intelligently and hence more effectively, was to prepare a detailed course of study for the rural and village schools of the State. In this course an outline was given of the subjects to be taught, the topics to receive special emphasis in each study, the order in which they were to be taken, and full and specific directions were given as to the methods and devices to be used in teaching these branches. This document was placed in the hands of the local superintendents and of the teachers of the State. About 35 per cent of all the schools are using the same in full or in part. It is hoped that its use has resulted in giving the children a chance to study the subjects which should be taught in our common schools, to take them at the time when they are best fitted to master them,

and that they have had an opportunity of being instructed according to methods which experience has proved to be the most useful.

Perhaps the most deplorable deficiency connected with our schools has been the discouraging, and in some instances demoralizing physical surroundings in which the children must spend their school days. The yards, outbuildings, schoolhouses, furnishings, some of them, or all of them have been unfit for the purposes for which they have been used. The department secured and published plans, designs, and sketches from one of the architects of the State, secured permission to use the prize plans of the State of New York and the State of Michigan, and also secured plans from those prepared by the State Board of Health. These, together with detailed explanations and instructions as to school sites, water supply, outhouses, school buildings, including lighting, ventilation and colorings, were given. This document was sent to all school officials, municipal officers and many other citizens. The improvements recorded in another section of this Report will give some idea of the interest aroused in this matter, the work accomplished, and the indications we have of improvements to be made in the near future.

In making the studies of which the foregoing pages are a brief sketch, it was found that the schools had certain crying needs. It was discovered that some things were being taught which could be properly omitted, and some things failed to find a place in our schoolrooms which could be profitably studied. It was also learned that we have made our greatest loss in losing the local interest in the local school. We also need larger and better appointed playgrounds; properly built and suitably protected outhouses; school buildings that are comely, convenient and properly lighted, ventilated and suitably furnished; teachers who are born for their work, schooled in the subjects to be taught, and trained in the methods to be used; subjects of study suited to the capacities of the children and fitted to give them knowledge of facts and power in the use of the same; and such influences as will develop a sense of individual responsibility and an interest in and love of the community, and an ardent desire for its welfare. Most of all, and above all, it was found that we need a spirit of sympathetic interest between the home and the

school; the one furnishing support, encouragement, intelligent criticism; the other finding opportunities of helping the children to be industrious in school, useful in the home, and fit to be citizens of the community.

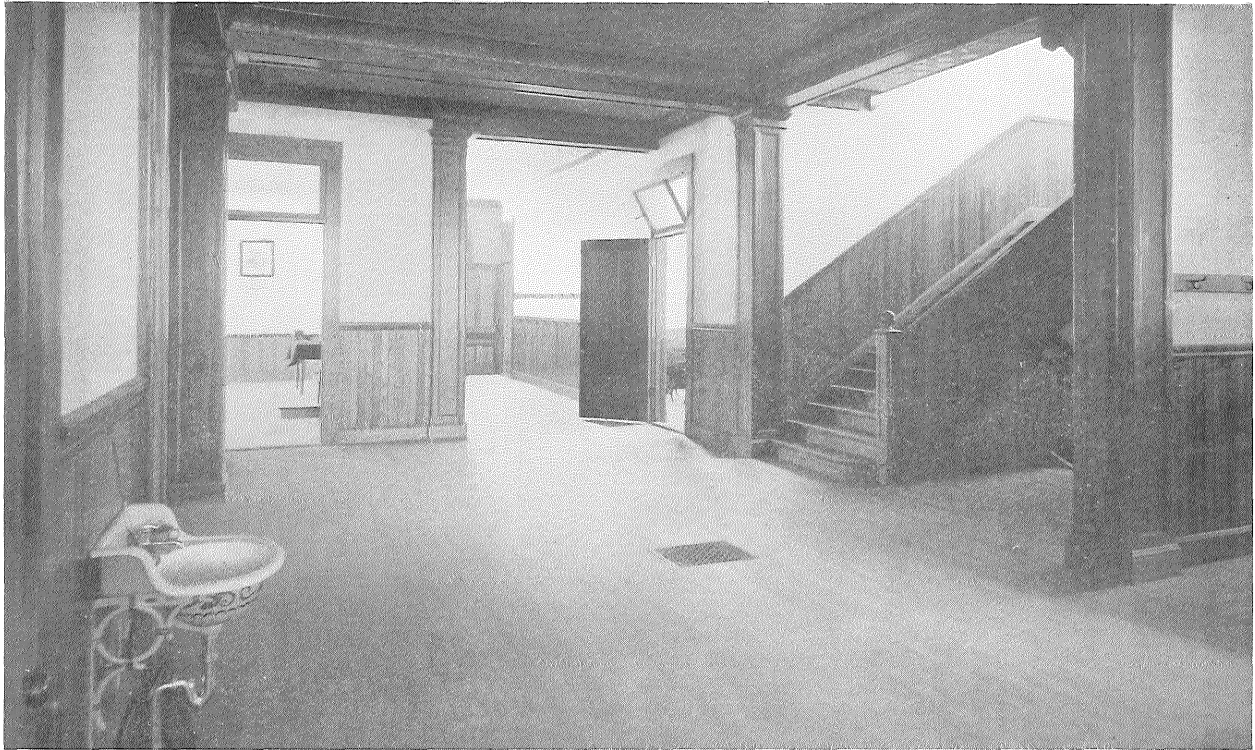
When the work had proceeded thus far, it was found that some were disposed to contend that a course suited to graded schools was not suitable for what is known as rural schools; that one system was fitted for one class of schools and another for the other. It was thought by some that it was not possible to teach music, drawing, manual training, and to use the modern and approved methods of teaching in our rural schools. To make a fair test in this matter 110 schools were selected for the experiment. The schools selected were, in many cases, housed in buildings of the most primitive construction; many of the teachers had not received adequate training; the people possessed less than the average amount of property; many of them had not had school privileges which enabled them to read or write. A detailed statement was furnished the superintendents and teachers of these schools informing them specifically of the subjects in which they were to give instruction, the topics to which they were to give special attention, and some directions were given as to the methods to be used. These schools were visited and inspected by the State Superintendent and by persons appointed by him. The last inspection reveals the following conditions: The teachers are using modern methods with such skill as not only to be acceptable to the inspector, but also to win the approval of the people. The common school subjects are taught in such a way that the children can read understandingly, spell the words they have to use in a written form, and perform the processes in arithmetic understandingly and make the computations rapidly and accurately. They have been taught to beautify their yards and schoolrooms, making use of the material at hand, and accomplishing all these things through their own efforts, under the direction of the teacher. Music and drawing have been taught to an extent and with a thoroughness that is as surprising as it is gratifying. In the matter of manual training these schools have shown a quality of work and a proficiency hardly less than astonishing. These children have constructed in miniature nearly all the implements and utensils used

on the farm or found in the home. These were manufactured with the simple tools found in these rural homes. Some children have progressed so far that they have been able to make carriages complete in every detail, including the woodwork, ironing, painting, striping and upholstering. All the paraphernalia necessary to the manufacture of cloth was made by one child, including the small spinning wheel, the large spinning wheel, the swifts, the loom, the warp, and the shuttle, and a section of cloth was woven some three feet in length and fifteen inches in width. Another furnished a complete outfit for a blacksmith shop, including all the tools and appliances found in an industry of this kind.

The experiment was tried in these schools for several reasons. All the school conditions were unfavorable. The most of the local conditions did not promise success. The teaching force had no special training or opportunities for doing this work.

The results have attracted attention not only in this country, but have been commented upon in other lands. It is believed that it is the first and only successful attempt to introduce manual training into rural schools.

It will be noticed that these pages give a brief statement of the plan and purpose of this department in doing its work during the past five years. At the beginning an effort was made to call the attention of the public to the conditions existing in and around our common schools, to place clearly before our people the school in all its interests and endeavors. The next step was to make detailed studies of what the schools should do, and what they can do. The more recent effort has been to furnish directions and aids for administering the schools in such a way as to give the children opportunities to receive the best possible training. The last agency set in motion for interesting the citizens and children in the school and rendering it possible for them to do better work is the School Improvement League of Maine. A sketch of its origin, growth and work will be found in another section of this Report. It is sufficient to say at this point that it has met with a reception and has done a work hardly hoped for it at the time of its inauguration.



MAIN HALL, EASTPORT GRAMMAR SCHOOL BUILDING.

EVIDENCES OF IMPROVEMENT.

It is a matter of public comment that there is existing throughout the State an interest in the schools which is peculiarly encouraging and is a sure prophecy of great improvements in the future. This change may be attributed to several causes. A large number of our citizens have been making personal observations as to the condition of our schools, and have made an earnest effort to decide whether they are fitted to train our boys and girls to become safe and useful citizens. The newspapers and clubs of the State have been discussing the school question with an intelligence which means much of good to our school children. School officials have sought to discharge the trying duties devolving upon them with an unprecedented faithfulness. The teachers have come to realize that they need more scholastic training and better professional fitness for their work. The evidence of this thoughtfulness on the part of our teaching force is shown in the increasing number who are attending our normal and secondary schools and colleges, the large number who have been members of the summer schools, and the increasing number who have attended the teachers' institutes and conventions. The children of the State seem to have caught the growing interest in school matters, and have joined hands with all other forces in not only doing better work themselves but helping to improve school yards and buildings and providing standard literature and works of art.

In the report of 1895 an attempt was made to depict the situation as it actually existed. The items which condemned were stated and those which commended were given in full. The intention was not to exaggerate the one or minimize the other. The same attitude characterizes the reports selected and given below. A special effort has been made to give each its fair proportion of space, and full representation in expression. It will be noted that in 1895 about two-thirds of the returns were

unfavorable. The reports for the present year show that more than five-sixths of them are encouraging and complimentary.

To ascertain with some definiteness the work done along some of the lines in which the schools are supposed to be interested, questions were sent to the superintendents in September, asking them to give detailed information upon the matters enumerated below. The record is made to cover the years 1897, 8 and 9. From these returns it is learned that there have been 423 school grounds enlarged, and that 649 were graded during the past three years. Within this time the fences of 541 school lots have been removed or rebuilt. It appears that 2,185 trees have been planted, and that in 779 school yards the setting out of plants and shrubs has added to the attractiveness of the grounds. It is also learned that in 842 school grounds other improvements have been made which have rendered them more sightly.

It is gratifying to learn that 276 buildings have been erected or rebuilt, at an aggregate cost of \$498,248 and this excellent record has been made during a period of exceptional financial stringency and unusual industrial depression. If this pace is maintained for twelve years all the school buildings in the State will be rebuilt, or replaced by new structures. It is pleasing to be informed that 69 school buildings have been removed further from the highway, and that 854 buildings have been painted, 573 have been shingled, and that modern desks have been provided for 857. That the schoolrooms have not been neglected is evident from the fact that 814 have been papered or painted, that new floors have been laid in 821, and that additional improvements have been made in 1,611.

While all these changes and additions have been made, providing better physical surroundings for the children, it is clear that the children themselves have not been overlooked. Superintendents have appreciated the necessity of having in the school-room something besides text-books for the pupils to read, and have therefore furnished them with 36,783 volumes of standard literature. That the teachers may do their work better than it was possible for them otherwise to do it, school officials have purchased for them 6,391 volumes relating to school work, methods, devices, and books of standard literature.

It appears that the schools have been provided with 517 charts, 1,481 maps, 782 globes, 3,824 pictures and 286 casts. Eight

schools have been supplied with laboratories, 14 with pianos, 24 with organs, and 148 with libraries. In 196 schools cyclopedias have been added to their books of reference, and 144 schools have purchased flags. Other material and supplies have been provided, all of which have been useful in carrying forward the work of the schools.

The following excerpts from returns made by the superintendents will give clear and comprehensive ideas of what is and is not done in many of our towns to make our schools more efficient: "We have libraries in each of our large buildings. These include reference books and miscellaneous volumes suited to the grade in which they are placed. We also have tables in each room, which are supplied with books which treat of the subjects the children are studying." "Dictionaries and reference books have been provided for some of our schools." "Pupils in several of the schools have given entertainments for the benefit of the libraries in their several buildings. They and their teachers have also donated pictures." "A general interest in our school is being developed and shows itself by allowing us a larger sum of money for the purchase of needed material." "The matters inquired of in your circular are receiving more attention from our citizens." "The conviction is gaining ground that a road is a poor playground." "Nearly all of our schoolrooms are provided with pictures." "In 5 of our 9 schools leagues have been organized and are doing good work, where the teacher is alive. The teacher is the backbone of the school. There is hardly any limit to what a live teacher can induce pupils and parents to do." "We have made a great gain in that we have aroused an interest in the parents in the work of the schools."

"There has been very little done to improve the surroundings of the children; nothing in the shape of a library or works of art, and as for general interest, there never was any, and what there is is gradually growing less." "Much interest is shown at the present time in beautifying schoolrooms, and much pride is taken in a free memorial library. The desire of our children to read good books is on the increase." "Our schoolrooms are beginning to look more homelike." "We have modernized two school buildings, and in time hope to get rid of all of our old outhouses." "Particular attention is paid to school sanitation.

For the first time in the history of this town an appropriation was made last March for the purpose of cleaning schoolrooms and disinfecting books, etc." "There is nothing worth reporting. We have too many old fogies." "All the schoolhouses in town are as good as new and situated in healthful locations. With a few exceptions the school grounds are large and attractive." "We have erected three new schoolhouses within three years, have modern desks and slate blackboards, and all the houses are in good repair, except one which will probably be attended to next year." "In our new building a room is devoted to the use of the library, which we hope soon to have filled with books." "All school buildings and grounds are in good condition and well cared for, and schoolrooms are well furnished and equipped." "General interest in schools is at a discount of about a hundred per cent, except when the school mistress is not satisfactory to the parents." "There is a gradually increasing interest in school grounds and buildings. The credit is all due to our teachers." "We are gaining in the interest in our school. This is manifest in cleaning the rooms, better care of books and the starting of several libraries." "We are trying to keep up with the times, but with sixteen schools and about 500 pupils and limited funds we do not get along as fast as we wish we might." "Our pupils are providing funds to purchase desks, dictionaries and other supplies for our schools."

"Since the district system was abolished, the school property in remote places is abused and it is very hard work to protect it. Some improvements have been made but not many because of the lack of local interest. The people have an idea that a higher power is going to remedy all evils, but it never can." "The children need the coöperation of their parents—not in a fault-finding way but in a helpful spirit. Education has not the place it should have in the thought of our people, but I notice a change for the better, and feel somewhat encouraged." "The most marked improvements that have been made are in providing pictures, and in other ways decorating the schoolrooms." "All of our teachers have awakened to the value of art, and more was done during last year than during the previous decade." "All the improvements made in our schoolrooms and grounds must be credited to the S. I. L. M." "The physical surroundings of our

children are much improved, and public interest is apparently on the increase." "The parents in one school in this town have provided the children with a school library." "All of our schools are provided with flags which were purchased by the school children." "There is very little interest on the part of the people for the improvement of school buildings or grounds." "New buildings which are being erected are placed in ample school grounds, the old plots were so small as to scarcely afford the name of a playground." "There are so many families without scholars that it is next to impossible to get the town to raise money enough for anything except the salaries of teachers and text-books." "Since the School Improvement Leagues have been organized in our schools a good degree of interest has been manifested on the part of the most of our citizens, and they seem willing to help in making improvements." "Our school grounds are rocky, bare and unattractive. An unsightly stone wall on three sides of them, and there are no pictures or adornments of any kind in the schoolrooms. Our schools are not provided with libraries." "Our schoolrooms could be more rude and cheerless, but I can hardly see how it is possible." "Grounds cheerless in the extreme, walls bare and dingy. Hope to have a new two room building next year in a pleasant location to take the place of the three poor buildings. We have nothing in the way of libraries, pictures or works of art." "The interest in school matters is not what I wish; but I am hoping that the good work done in one school may extend to others, and that next year we can make a better report." "Our town is much more liberal in raising money for repairs on school buildings than ever before. Our teachers take an interest in decorating their schoolrooms and keeping the grounds neat." "One school has quite a library and is very proud of it. Another has quite a large collection of minerals."

"Our primary and sub-primary teachers are doing considerable in art instruction by the use of the Perry and other pictures. One teacher in a rural school is using pictures to some extent." "Nearly every school has made an attempt to have the grounds pleasanter either by planting trees or flowers or both. The majority have made their rooms pleasanter by use of evergreens and what pictures they could obtain. Some interest has been

shown in trying to start a library in one school." "I believe that our citizens realize the needs of our schools much more than in former years." "I think the interest in school work and surroundings is greater than in past years." "Our people have provided the schools with pictures, reading matter, seeds, plants and in other ways have shown their interest in the work that is being done." "We paid one hundred dollars this year for enlarging our school grounds." "I wish that more money might be expended in beautifying school grounds." "Great gains have been made. We have spent \$10,000 this year on ventilation."

"Some of the teachers are making their rooms pleasanter by hanging pictures on the walls and have drawings put on the blackboards and planting flowers in the yards." "Nearly all of the schools have placed pictures upon the schoolroom walls, and in other ways made their rooms more attractive." "The work of improving the physical surroundings of our schools is making rapid progress. The town seems alive to the need of better things in this direction. The outlook is very encouraging for the future of our schools." "Three old school buildings have been entirely renovated and made fresh and modern in every way. Five of our buildings are in excellent condition. All have large and pleasant grounds for exercise and play. We have had one of the traveling libraries from the ——— Club of ———." "There is considerable interest in the work of the schools by nearly all the people, but it has not materialized yet in any united efforts to particular ends." "More work has been done in the line of improving the schools this summer than ever before. There seems to be considerable interest on the part of the people, and the credit for this interest is due to the teachers." "We have enlarged our school grounds and planted elm trees upon the borders of them." "The school buildings and grounds in this town were evidently arranged by those who thought any building in which children would not freeze was good enough." "There has been a marked improvement during the last three years in the care of school property and the interest in school work." "Most of the work which has been done to improve our school grounds and buildings has been accomplished through the interest and work of the teachers." "The pupils and teachers do all there is done to improve our schoolrooms and grounds, and

take a great pride in doing it." "In most of our schools there has been a marked increase of interest shown within one year. This has been in large part awakened through the efforts of the S. I. L. M." "But little interest is taken in the matter of improving our schools. But few parents visit the schoolrooms." "I have tried to make improvements, and have met with partial success in four schools. But teachers who receive only \$2.50 a week and board cannot be expected to contribute much towards beautifying their schoolrooms. Only one of our teachers receives over \$6.00 per week and they have to board themselves out of this sum; and yet many of my townsmen find fault, I am sorry to say, because we pay our teachers such high wages."

"The general gain in our schools is due mostly to the interest excited by the Improvement Leagues. Several of our schools are collecting funds for flags, clocks and pictures." "In the past three years there has been a marked improvement in the school grounds of the town. They have been kept clear of litter and altogether have been neat and attractive." "The members of the Improvement Leagues have cleaned the schoolhouses, cleared the grounds, decorated the walls with bunting and pictures, planted flowers and trees, and placed potted plants in the schoolhouse. Several individuals have presented books and pictures to the schools." "Buildings and schoolrooms are used more carefully by pupils than formerly. Six out of ten schools have fairly good libraries. There are a few pictures, varying in value from the Perry pictures to the prints and engravings costing three or four dollars each." "The public is largely indifferent to these matters." "Some books and pictures have been presented to the schools by individuals and by the ladies' Tuesday Club." "School libraries have been started in several of the schools, and the town in March, 1899 voted \$100 to assist in maintaining the same." "One school has raised \$18 for a library. This work has been accomplished through the efforts of the League." "Teachers have been taking more and better care of schoolrooms and yards. They have also decorated the schoolrooms with pictures, mottoes and growing plants." "We add new pictures and books each year to our schoolrooms and libraries." "Three of the schools have the use of good libraries. We have United States flags. All the buildings are in good condition. Two new

houses have modern desks, slate blackboards and cabinet organs." "We have graded all of our school grounds. One school is starting a library and has already some 200 volumes. A great improvement has been made in decorating the schoolrooms with attractive pictures and flowers. The grounds are being nicely cared for and neatly kept by the children." "Much general interest has been excited in the appearance of schoolrooms and outhouses and material improvements have been made in their appearance." "Can awaken no interest in improving the schools. The people think that the town is supposed to furnish everything, but at the same time will vote to cut down every appropriation to the lowest possible amount." "We have bought a library of thirty volumes for use in our schools. These books are to be passed around among the different schools." "The people seem anxious to have good schools, but I fail to observe any public manifestation of increasing interest by way of contribution to school libraries or works of art, or of any material or labor to improve or embellish the schoolrooms or grounds." "In the last three years hundreds of pictures, many pieces of statuary and volumes of literature have been placed in the schools. I am sorry it is impossible for me to give a definite list of the above." "There is a constant growth in desire to keep schoolhouses and grounds neat and attractive. Potted plants, flowers and pictures are constantly being brought by scholars and teachers, and beds of flowering plants are in most of the school yards." "I do not think really there has been much gain in the interest in the schools. The school yards badly need cleaning up and grading. There are no libraries in any of our schools, and no works of art, and no particular general interest manifested in these matters by the majority of our citizens." "The voters of this town seem to think they are too poor to furnish suitable schoolhouses." "There is no interest taken in our schools by our people. They need awakening." "The teachers, pupils and parents seem to have an increasing interest in trying to make the schoolrooms and grounds attractive and homelike." "When a school lot is purchased in this town, our people insist upon having one that is large and suitably located." "A library of 300 volumes has been provided for one of our schools, and most of the volumes have been given by our citizens."

An effort has been made in selecting these answers to have them fairly representative. It will be noticed that a large proportion of them are favorable and encouraging and show that an amount of work has been done that is not only creditable but is surprising when all the circumstances are taken into consideration. Taken as a whole the answers show conclusively that the people of the State of Maine believe the children should be provided with better school grounds, outbuildings and schoolrooms; that the people as a whole are looking into these matters, and are disposed to know the facts as they exist in their several communities; that they are becoming so interested in their schools as to be willing to furnish the material and do the work necessary to make the improvements most needed; that school officials have a more intelligent and accurate knowledge of their schools than they had a few years ago; that teachers are doing a most commendable work in leading off in the efforts which are being made to supply the things necessary to the most useful administration of the schools; and that the pupils are catching the spirit of the teachers and are becoming thoroughly alive to the fact that they can do their full share in putting grounds in suitable condition, making their rooms attractive, and providing books and apparatus for the regular work of the school.

The people of the State have ample reason for congratulating themselves upon the interest aroused, the improvements made, the work that is in hand, the changes that are contemplated and the general outlook for better things in the future.

SOME NEW BUILDINGS.

Detailed statements concerning some of the school buildings erected in the State during the past three years are given below.

It is thought that these descriptions may be of service to those contemplating the erection of new school buildings.

EASTPORT GRAMMAR SCHOOL.

The school lot is 175 feet square, and has grass plats in front, and a circular concrete walk. The rear of the lot is graveled for a playground. The estimated value of the lot is \$3,000. The foundation walls are constructed of granite, with brick facings. The building is constructed of wood, and is of the old Colonial style of architecture. The walls are plastered, and the ceilings are of steel. The standing finish is hard pine, finished in oil. The floors are of birch, and the schoolrooms are provided with slate blackboards. The building is furnished with Grand Rapids adjustable single desks. A flag pole and flag 18x24 feet were presented the school by Mayor S. D. Leavitt. The windows are provided with double run of sash. A blind window over the front portico represents the seal of the State, and is surrounded by the words "Eastport Grammar School." The total cost, not including the lot, was \$20,000. The building is provided with electric bells and gongs. It is heated by two No. 702 Bright Idea, Gurney Heaters. The schoolrooms are heated by indirect radiation and the halls and offices by direct radiation. Each room is provided with an ample ventilating shaft. The boys' basement is furnished with five closets, fitted with "The Lotus" combination, automatic, seat action closets. In this room is also a ten section slate urinal. The girls' basement is fitted with twelve of the above closets. There is a lavatory on each floor, located in convenient places. The cost of heating, ventilating, and plumbing was about \$3,000, and is included in the sum given above. The school is provided with 160 volumes of books, besides chairs, settees, desks, etc.—H. R. WILLIAMS.

PARKER SPOFFORD GRAMMAR SCHOOL, BUCKSPORT.

The school lot is 82x160 feet, and is to be graded in the spring. There are a number of large elm trees on the borders of the school grounds. The lot is worth \$1,000. The foundation walls are of stone, laid in cement and surmounted by a granite coping. The walls are of brick, with ornamental face and quoins, laid in red mortar. The arches are finished with granite key stones, and the steps at the entrance are of the same material. The style of architecture is known as the Colonial. There are three rooms on the main floor. The schoolroom is 30x48 feet. The class room is 17x18 ½ feet, and the hall is 17x29 feet. The vestibule is entirely of brick, with cement floor and is 4 ½ feet by 10 feet. Over the hall and class-room is a room 17x20 feet, to be used as an office and supply room.

In the basement are found the toilet rooms and the coat and cloak rooms. The girls' dressing-room has three closets and a lavatory. The size of this room is 17x23 feet. The boys' dressing-room has a lavatory with two closets and a urinal. The boys' dressing-room is 17x21 feet.

The basement under the main schoolroom contains the heating apparatus consisting of two hot air furnaces. The floors of the basement rooms are of concrete. The rooms are provided with ample ventilating flues, equal in size to the hot air flues. All windows have a double run of sash and are weighted. The floors and standing finish are of North Carolina pine. The walls are wainscoted five feet high, and finished with a dust molding at the floor, and molding at the top. The walls and ceilings are plastered rough, finished and tinted in shades of cream and light buff. The school and class-rooms are provided with slate blackboards, and are also furnished with ninety-seven single seats, and are of modern construction. The rooms are also provided with teachers' desks, chairs, settees and globes. The plumbing throughout is first-class in every respect. The main room and class-room are lighted from the rear and left hand. The ceilings are fourteen feet high, and the window ledges are three feet above the floor. The building is lighted throughout with electricity. The total cost of the building is a trifle over \$7,000. The cost of the heating and ventilating apparatus, \$400. The

cost of sanitary arrangements and plumbing, \$300. The cost of seats and desks, \$300.—PARKER SPOFFORD.

The building described above was erected and paid for by Hon. Parker Spofford of Bucksport, at a cost of \$7,000. The town has voted to pay him an annuity on this sum during his lifetime. It is hoped that this noble and inspiring example of public spirit will find many imitators in Maine. Certainly one could erect no more enduring monument to his memory, and at the same time confer a greater blessing upon the youth of his own community.—STATE SUPERINTENDENT.

SCHOOL BUILDING, UPPER FRENCHVILLE.

The lot is 180 feet on the front by 240 feet deep. It is highest in the center, sloping gradually in all directions. The grounds are enclosed with a substantial board fence. The school building is located 100 feet from the front of the lot, and in the center from right to left.

The boys' outbuilding is in the rear right hand corner of the lot, and the girls' in the rear left. The outbuildings are so located as to be isolated. There is a broad, gravel, circular roadway extending from the front corners of the lot to the front entrance of the school building. In the center of the half circle in front is a large and well arranged rockery, in which plants and shrubbery have been set. The entire lot is graded and converted into a handsome lawn. There are suitable walks extending from the school building to the outhouses.

The school building is 28 feet wide by 38 feet long. The foundation is of stone laid in cement, and extends 4 feet, 9 inches below the ground, and 3 feet, 6 inches above the ground. The schoolroom is 26x30 feet. The dressing-room is 6x20 feet. The wood room is 6 feet square. The walls are 12 feet high. The windows are at the rear and left of the pupils when seated. A portion of the windows in the center at the left only extend from the top of the blackboard to the ceiling. The windows are so arranged that the rear one on the side is 1 foot from the rear wall, and all the windows extend to within six inches of the ceiling. The window ledges are on a plane with the children's eyes when seated. The building is constructed of



PARKER SPOFFORD GRAMMAR SCHOOL BUILDING.

the best material the market affords. The floors and standing finish are of hard wood and finished in oil. There is heavy building paper between the shingles and the boarding on the walls, and between the studding and the interior finish. The same material is placed between the floors. The walls and ceiling are of steel.

The chimney extends five feet below the ground, and has a flue 30 inches square, in which is a smoke flue 8 inches in diameter. A cold air shaft 30 inches square extends from the rear outside wall, under the building to a point immediately beneath the stove, where there is an opening admitting the air to the schoolroom. The stove is surrounded with an iron jacket, fastened to the floor and extending six inches above the top of the stove, thus permitting the air to be warmed in its passage into the room.

The schoolroom is provided with slate blackboards, 44 single adjustable desks of a modern pattern, settees, chairs, teacher's desk, stand for globes and apparatus, 2 globes, a full set of maps, 2 large charts, a bookcase containing 150 volumes of books, 6 carefully selected pictures, curtains with spring rollers, a flag and a belfry and large bell. The portico is 6x10 feet.

The entire cost of all the items mentioned above except the lot was \$1,500.

PEJEPSCOT SCHOOL, TOPSHAM.

The lot is 100x106 feet, and is graded and fenced, and is worth \$200. The foundation walls are constructed of three feet of stone and four feet of brick. The building is 30 feet 9 inches wide by 66 feet 3 inches long. There are two schoolrooms, each 24 feet 6 inches by 29 feet 7 inches, and 11 feet high. The main corridor is 15 feet wide and 29 feet long. The vestibule is 8 feet by 10 feet. There is a teachers' cloak room in the hall, 4 feet 11 inches by 5 feet 3 inches. There are two waterclosets leading from the rear of the hall 5 feet 6 inches by 7 feet, with a passage to each watercloset 3 feet 3 inches wide. The building is of wood and the vaults are of brick and cement.

The basement is the same size as the building, and has a cement floor. The building is provided with a Kelsey hot air furnace, No. 24, which cost \$200. The walls and ceilings are

plastered. There are two dressing rooms for the girls, each 4 feet 11 inches by 8 feet 9 inches; two boys' coat rooms, each 4 feet 11 by 8 feet 1 inch. The floors and wainscoting are of hard pine. The wainscoting is three feet high in the schoolrooms, and eight feet high in the halls. The schoolrooms are provided with slate blackboards. The rooms are also furnished with quartered oak desks for teachers, and single improved folding desks for pupils. The school also has a flag and flag pole. Each schoolroom has a closet for books, supplies and apparatus. The schools are also furnished with maps, charts, settees and window shades on the rear and left side in each room. Total cost of building, not including lot, \$2,400.—EUGENE THOMAS.

FAIRBANKS SCHOOL, FARMINGTON.

The lot contains one acre, is well graded, and a number of shade trees have been planted. Its value is \$200. The foundation wall is constructed of field stone, laid in cement, at a cost of \$245, including excavation. The basement is used for hot air furnace and storage for fuel. The heating apparatus complete cost \$145. The school building is constructed of wood, and is 32x44 feet in size. The schoolroom is 28x32 feet. The recitation room is 15x28 feet. The library room, 5½x8. This room is also used as an office. The portico is 14x20 feet. There are two dressing rooms in the hallway. The walls are 12 feet high, with ash dado 3½ feet high. The schoolroom is provided with modern single desks, and will accommodate 60 pupils. The school is equipped with maps, charts, globes, settees, chairs, and teacher's desk. The waterclosets are connected with the schoolhouse by covered walks, one for the boys, and the other for the girls, and so arranged that no offensive odors enter the building. The school is also provided with a flag pole and flag. The cost of the building, exclusive of the lot, was \$2,500. The work was well done and the material is of the best quality.—J. W. FAIRBANKS.

GRAMMAR SCHOOL BUILDING, VINALHAVEN.

The four room building was erected in the fall of 1896, and cost \$4,123. The heating apparatus cost \$784. The lot, foundation, grading, seats, fences, cistern and slate roof cost \$1,734.39, making the total cost \$6,641.39.

One single room school building was erected during the fall of 1896, and two during the fall of 1897. The cost of each of these buildings, including lot, seats, outbuildings and foundation was \$950.00.—T. M. COOMBS.

WORK DONE BY THE SCHOOL IMPROVEMENT LEAGUES.

Various social and industrial changes which have taken place during the past third of a century have resulted in impairing the local interest in the local school. Certain statutory provisions have aided, in some sections of the State, in producing this unfortunate result. In the early days our people were not only willing to make sacrifices that their children might receive the best educational advantages, but the members of the community were anxious to work together to provide additional and improved school facilities for all the youth of the neighborhood.

A careful study of this subject has led to the conclusion that in this particular direction lies our most serious weakness, and one which in the future is liable to work increasing injury to our schools. After a study of the problem for three years, the plan described below was devised for enlisting the intelligent support and cordial co-operation of the parents in providing better physical surroundings, books for the children, teacher and citizens, and supplying works of art for the schoolroom. The plan decided upon was embodied in the document given below and copies of the same were forwarded to the teachers and school officials of the State. A special effort was made to have the teachers feel that if anything were done in this matter the initiatory steps must be taken by them. Like any departure in this day of almost innumerable organizations, the League at first received but little attention, and its growth was so slow as to suggest that probably the right chord had not been struck and the proper means had not been used. But after a few months a considerable number of our thoughtful, energetic, progressive, enthusiastic teachers took up the work, and the results accomplished during the past year have been almost phenomenal. The credit of the success of the movement must be given to the teachers, the children, the school officials and the citizens.



CLASSROOM, PARKER SPOFFORD GRAMMAR SCHOOL BUILDING.

The teachers seem to have made a thorough study of the scheme outlined, presented it with hearty commendations to the children and school officials, and through the children to their parents. Superintendents in reporting upon this phase of school work almost invariably use the expression that the work of the Leagues cannot be too highly commended, provided it is in charge of a capable teacher, who believes in it and is willing to put her thought and effort into it. They are equally clear upon the point that the League is of no service, if it is under the management of a teacher who is inefficient, or who is teaching for the dollars she receives rather than for the good she can do. No words of praise can be too strong in commending the intelligence and industry of the teachers who have carried the work to such a triumphant success.

There are enrolled in the Leagues of the State at the present time 9,530 members. The following brief statistical statement will convey a somewhat definite idea of the work done by the Leagues.

It appears from the returns that the members have made repairs on the fences of 33 school yards; that from 221 yards they have removed the grass, bushes, weeds, rocks and other refuse matter so often found on these areas. They have also removed 11 stone walls, and replaced them with suitable fences. They have planted 176 trees, and graded 44 school lawns. They have also planted 46 flower beds, erected 34 swings, 8 trapeze bars, 12 teeters, and have seeded down 23 school grounds. It is interesting to note that they have provided 13 window gardens, purchased 58 flags, cleaned 38 school buildings and painted, papered and otherwise decorated 156 schoolrooms. They have also purchased 436 portraits, 11,000 Perry pictures and 1,390 photogravures, engravings, carbon photos or photographs. It is especially encouraging to note that through the efforts of these Leagues 2,240 volumes have been added to the libraries of these schools, and that they have also purchased 12 globes, 46 dictionaries, 21 dictionary holders, 36 other reference books and 23 maps. They have also provided 11 blackboards, 40 bookcases, 9 organs, 13 casts, and 31 clocks. They have purchased and hung 183 curtains and have supplied the schools with 46 lamps, 14 waste baskets, 21 wash basins, and they have on hand at the present time, in cash, \$260.10.

It furnishes a curious study in the favorites of children to know that there are more Leagues named for Longfellow than for any other noted man or woman. Washington stands a close second, with Lincoln not far behind. Emerson, Whittier, Lowell, Bryant, Dewey, Garfield and Frances Willard make up the list from which the most of the Leagues have taken their names.

When one stops to consider the story told by these items and figures, he cannot help but feel that the day cannot be far distant when our children will have playgrounds which will be attractive, school buildings which will be a credit to the communities in which they are located, schoolrooms in which it will be pleasant and helpful to sit and study, school appliances which will assist materially in better classroom work, and more than all, better than all, and above all, a spirit on the part of the teachers, children and parents which must result in a better acquaintance, a heartier sympathy, a more resolute determination to do better work, and a more general desire that the schools be more to, and do more for the children than they have been or are doing. This record is one of which we should all be proud. It is a credit to the schools in which the work has been done, to the teachers who have had it in charge, and to the State for which it has been done. It is felt that no words of praise can be too strong to express the commendation these efforts should receive.

The following quotations, from reports made by teachers and school officials, may help to give still more definite ideas of the esteem in which the Leagues are held: "The League has brought the parents in sympathy with the school." "My children are doing better work because they have become interested in improving the playgrounds and schoolroom." "The parents do not criticize the schools to the extent they did, since they have joined the League." "Our League has done more to improve our school than anything that has happened for many years." "My children are doing better work in their studies since they have joined the League." "The parents and children are thoroughly interested in improving school surroundings." "My children take a great interest in keeping the school yard and schoolroom clean and attractive." "I am surprised to find how

much easier it is to manage my school since the children have joined the League, and commenced to do something to put our school lot and buildings in better condition." "Everybody in this neighborhood believes in the School League." "The children take greater pride in keeping themselves in presentable condition since they joined the League." "I am surprised to see how much delight the children take in working for the school and providing material for doing better work." "The children seem to feel that they have done something for the school, and therefore, they have a personal ownership in it." "The League brings us all together and helps each one to help all the others." "I wish you could see the change in the spirit of this school since the League was organized." "My children are greatly interested in studying the pictures and reading the books they have purchased." "I think one of the strongest points in the League is in the fact that the work must be done by those who are in the school or whose children are in the school." "The parents in this neighborhood visit the school frequently and express great satisfaction with the changes we have made and the material we have purchased." "Everybody seems to be willing to take hold and help in the good work of improving our school." "The books and pictures are doing a great work for our children." "I cannot be too thankful that School Leagues have been organized; they have been a great blessing to our children." "One of the parents in this neighborhood, who is very poor, was so affected when telling me of the help the books purchased by the League had been to her children that she could hardly express her gratitude." "The League does more to bring us all together and helps us all to work together than anything which we have ever tried." "I wish you could see how attractive our school grounds and building have been made by the work of our members." "Many of our children never saw a picture of real merit until they had seen those purchased by the League." "The books and pictures provided by the League have a great influence over our children in making them more thoughtful, studious, courteous, and more desirous of doing better work and conducting themselves as becomes young ladies and young gentlemen." "The League has been a blessing to this school." "We meet once a week to study the life and works of Longfellow." "I find

that the children become greatly interested in the person for whom the League is named, and they seem anxious to know all about his boyhood, manhood, work and writings." "The children do much better work in their regular studies since they became interested in the work of the League."

Many reports have come to the department which indicate that the clubs, unions, and other literary, scientific and philanthropic associations of the State are assisting materially in making this work successful. The following extracts from some of the reports will be of interest: "I have only 11 pupils, but three of the mothers have united with us. With myself there are now fifteen members. I think at least four more of the mothers will join us. My pupils are from 5 to 13 years of age." Another teacher converts her schoolroom into a city, the aisles being the streets which are named for the noted men of our country. The desks are the houses, and the floor under the desk the lawn. There is a commissioner for each street, who writes out a report, stating the condition of each house and lawn. The commissioners are frequently changed, so each child can have his turn." "We have made a very dirty schoolroom clean, and have brightened the walls with pictures and flags. I believe it will be a great help in improving the morals of the school." "Our League has committees to look after the different branches of work they propose to do." "We held a public meeting the last day and charged admission; 35 parents were present." "This is a community of some 35 or 40 inhabitants, and during the year by entertainments and subscription we raised \$22.00 and purchased the school libraries A. and B. This year we propose to raise money to purchase an Unabridged Dictionary." "Our schoolhouse is one of the oldest in town; the grandparents of quite a number of the children had attended school in this building. The committee has recently replaced the old benches with modern desks and they also allowed us \$2.00 for cleaning the house. The mothers in the neighborhood made a bee and did the cleaning, taking the \$2.00 to buy paint for the woodwork, and then by a unanimous vote assessed themselves twenty-five cents each to purchase paper and curtains for the schoolroom. At another bee the paper and curtains were hung. Shelves were provided for plants and a water pail and basin were also purchased. Pictures

were presented by the teacher, and every family in the neighborhood sent a picture for the walls." "The children try to see how neat they can keep their respective divisions in the outhouse, and have papered them with cuts and pictures. The men not to be outdone made a bee and are grading the lawn and planting shade trees. The girls raised not only money enough for a flag, but have quite a sum left for a library. Every resident of the neighborhood subscribed something, the old folks saying they would be glad to see the stars and stripes floating over the old brown schoolhouse." "The influence of this work on the school is of the best. In preceding terms I was much annoyed by a lack of interest in keeping the schoolroom tidy. All this has been changed since the League was organized, and each one seems to strive to help in this direction." "The bare walls which greeted us the first morning of the term have been brightened by flags made by teacher and pupils, drawings, sewing cards, mottoes, Perry pictures, and larger pictures of Gladstone and Dewey." "Not only has the schoolroom been made attractive, but the morning quotations from Longfellow with stories concerning the poems from which they are taken are giving a liking for good literature." "A list of books was prepared with the prices of each annexed; this list was made public through the pupils and citizens were invited to present us with the books named." "We have a committee on neatness, subdivided into sections which have the care of the schoolroom, grounds, outhouses, etc. By making the young people feel that this movement is theirs, and by giving them all something to do, their interest is at once enlisted."

"I forwarded the circular you sent me to the ladies' club in ———. They took the matter up in earnest, and purchased several pictures for the village schools at Christmas. They also hired a teacher to give lessons in drawing. They have other plans to interest the children, and the people in general in the League." "My children have truly accomplished wonders since the League was organized. I have not been so enthusiastic over anything since I was a child." "We have an old brick building so near the corner of the road that it can be reached with a whip as you ride by. During the winter vacation, we painted the inside of the house in two colors, put up curtains, and made some

repairs, including painting and slate blackboards. In the spring we planted some flower beds, and set out running vines to cover the outside of the building. One of our citizens offered to give a piece of land for a school yard, if we would fence it. A good lady, who heard of the offer, provided the materials for the fence, and the school yard has been considerably enlarged. The pupils furnished the posts, and did the work of erecting the fence. They then removed the rocks, bushes and weeds during recesses, noons, and before and after school. They have also graded the grounds, by sinking a number of rocks and a stone wall, and they have also trimmed the trees standing on the ground given. The pupils took hold of this work with a willing spirit, and while we were carrying forward this work, we put up two swings and a trapeze bar." "Our League has interested the people in the neighborhood in the schools. It has induced them to provide books and pictures for the schoolrooms, and the children are greatly interested in studying the life and works of Longfellow—we named our school for our Maine poet." "The fathers and mothers of this town are very proud of the fact that we lead in the number of Leagues organized in any one town, and this interest has led them to be helpful to both teachers and children." "Our schoolrooms are cleaner and our yards and playgrounds in better condition. Many trees and flowers have been planted, and our schoolrooms are decorated with pictures and other works of art. The books purchased by the Leagues have found their way into the homes, and the fathers and mothers have been greatly benefited thereby. All this work has brought the parents in touch with the school, and has created an enthusiasm among the children that is working wonders in our town. It ought to have the support of every father and mother." "We have raised money for a flag, have purchased a picture of Washington and framed it, have provided a covering for our table, bought an \$8.00 globe, and we hope before the end of the term to purchase one of the school libraries." "We meet the last half hour of every other Friday. We have had extracts from Whittier, and sketches of his life recited." "We have purchased eighteen volumes for our library, and have had twelve more books given by the members." "One of my chief aims is to inspire the children to neatness, and I find the work of the League interests them in their personal

appearance and the condition of the schoolroom." "We are raising money for a thirty volume library by selling certificates." "Our League has interested us in having school grounds, not pastures, school sitting-rooms and not summer kitchens, and school libraries instead of badly worn text-books." "Our League has succeeded in having our schoolhouse thoroughly repaired, and new seats furnished." "With the funds raised by the League we procured material and made a flag 4x8 feet. The pole was furnished by one of the families in the neighborhood, and put in place by our superintendent. On June 3d, we had a glorious flag day, and the stars and stripes now wave over our little schoolhouse." "Two small boys came to school one morning with a beautiful tree for our school yard. The girls, not to be outdone, brought pink and white rose bushes. With three flower beds in flourishing condition, our school yard would do credit to any family. All the shrubs are thriving and the maple tree, in spite of abuse by uninterested neighbors, is holding its own." "Our children have framed the pictures which the Leagues purchased, and our schoolroom is much more attractive than formerly." "The teachers and pupils all bring their dinners, and we use the noon hour for doing the work on our school grounds and schoolroom." "We are at the present time raising money to buy an encyclopædia and dictionary." "We found that the school grounds had been much neglected; there were rocks, stumps and all sorts of rubbish lying about, and the wood was scattered all over the yard. We piled the wood in the woodshed, removed rocks and stumps, except one, around which we planted sweet peas, and raked and wheeled away other rubbish. We leveled the earth with which the house was banked, and sowed flower seeds and made two round beds in front of the house in which we have several kinds of flowers growing." "The school building is on a hill. The road in front is several feet lower than the school ground, so we sloped the bank and have a sunflower hedge growing there." "We have vines growing on the east and south sides of the school building." "One of our Leagues has moved the entire wood pile to one edge of the lot that they might have a better yard. They have a flower garden planted on the place where it was piled. They have used the money received for dues to buy pictures. Each League

holds one or more public meetings during each term, and nearly all the parents attend these gatherings, so they feel that the time has been profitably spent, and we can all say that it has been pleasantly spent."

"The League work was most encouraging during last year, and with experience and better organization, I am looking for even better results this year. In my school, we purchased last year a library of 100 volumes, an organ, several pictures, a cast and a flag. Some of the other schools supplied themselves with smaller libraries. One purchased a flag, another, window shades, another raised money for tinting the walls, and in all the schools, much assistance was given in grading and beautifying the yards, and caring for school books and premises. I feel that the work is only in its beginning. I hope this year to bring the parents more into sympathy with the League, and propose to have a meeting later with this object in view. I have endeavored to make the work a serious one and to give it elements of permanency. The best of it is, the boys and girls are proud of the League as their movement, and on this account it goes itself. I am anxious to have the League of sufficient strength in our county to have a convention in connection with one of our County Teachers' Conventions."

Below is given a sketch printed by one of the schools of the State in which a League was organized last year. "Our school lot was ten rods square, but the city has just purchased a lot immediately adjoining it on the back, of one and one-eighth acres. The building is located 45 feet from the road and 25 feet from the north side. A lawn has been made in front of the schoolhouse, with a croquet ground at one end and a group of flower beds at the other, which were filled with plants brought by the pupils. We had a walk made of the red beach gravel and a curbing of red granite built around the old well which had fallen into disuse, but which was a source of danger. We are planning to have an old-fashioned sweep made this summer. The expense of grading was quite large, because we had many rocks to haul and fill in the swampy places. The larger boys and girls helped greatly in doing the lighter work, such as picking up the small rocks, and raking. We have bought a library of general literature, and in addition to this we have Johnson's

Encyclopædia and several reference books on history, physics and botany. We have a wire netting along the inside of our walk, where we plant sweet peas. It is truly a pretty sight when they are in blossom.

The following financial statement of this League is of special interest to other schools :

1897.		Dr.	
Nov. 4,	To benefit supper and concert.....	\$45	15
1898.			
Jan. 14,	To collection by pupils.....	12	35
Feb. 11,	To entertainment	60	00
May 6,	To private gift.....	5	00
June 18,	To grant from school board.....	25	00
	Total	<u>\$147</u>	50
1897.		Cr.	
Nov. 16,	By Riverside Lit're Series (69 vols.)..	\$24	32
1898.			
March 7,	By Johnson's Encyclopædia.....	56	00
Jan. 14,	By photographs of American authors..	10	50
May 10,	By lawn seed and shrubs.....	9	00
May,	By labor on grounds.....	43	75
	Total.....	<u>\$143</u>	57

"The League is very popular with pupils, parents and citizens generally. Our membership includes pupils in the high school and all others who are willing to join. We have procured a bookcase and 60 volumes for our library. We have also furnished curtains and framed two pictures. We have about \$20.00 in the treasury." "We voted to spend our money in purchasing a library which we have just received. We have twenty-three volumes which we are sure to enjoy. One of our pupils has executed a fine crayon portrait of Mr. Longfellow, and a few other good pictures have been hung on our walls, and the general appearance of our rooms is improved in many ways since we commenced the League work." "When I returned to my school August 28, I found the room in perfect order. The ceiling had been whitewashed, the walls tinted a light blue, the

woodwork painted, the desks varnished, and the windows cleaned. There were new shades for the windows and several new pictures. These changes had been wrought by the work done by the League." "The last day of our spring term, we had twenty-three visitors. One of the citizens said at the close of the exercises, 'I have had a good time; but you cannot have good things without paying for them, and it seems to me that the walls of the schoolroom look too dingy for the pictures you have hung upon them.' He said he would give seventy-five cents toward making improvements. He prepared a subscription paper, and different amounts were subscribed until \$15.00 were pledged. The ladies in the neighborhood furnish plants for the schoolroom, and the children bring flowers daily."

A large number of the papers of the State have published reports of the work done by the Leagues. These notices have been helpful in explaining the purposes of the organization, and interesting the parents in what the children are trying to do. The *School World*, of Farmington, has been the organ of the Leagues since they were first instituted. Its reports of the work done, its plans for organization, and its discriminating comments have been among the vital forces in making the Leagues the power they have become.



SCHOOL IMPROVEMENT LEAGUE OF MAINE.

LIBRARY AND ART EXCHANGE—ITS MISSION: BETTER PHYSICAL SURROUNDINGS; BEST BOOKS FOR ALL; ART IN THE SCHOOL-ROOM.

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 dol-

lars 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 for 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, then 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.



VINALHAVEN GRAMMAR SCHOOL BUILDING.

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 a review 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 any given 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

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

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.

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 building, 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?

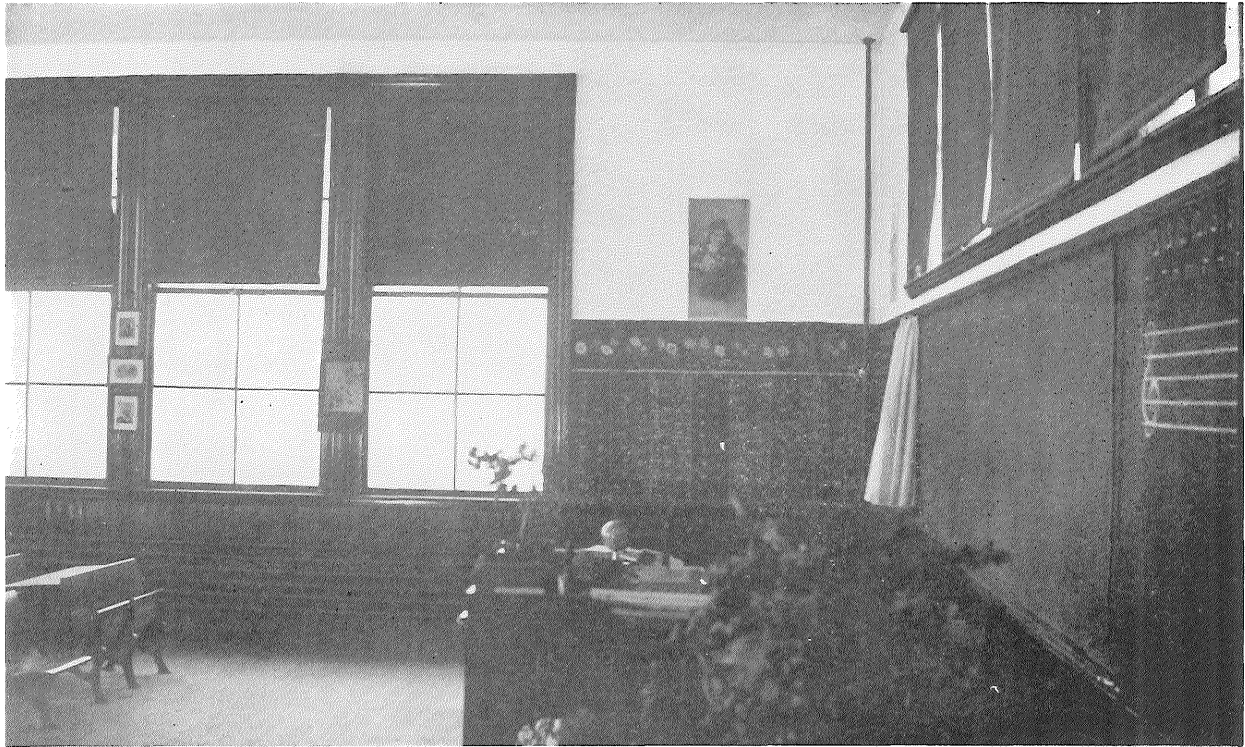
LIST OF BOOKS.

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; Captain January, Richards.

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



CLASSROOM, VINALHAVEN GRAMMAR SCHOOL BUILDING.

in the Levant, Butterworth; Ivanhoe, Scott; Last Days of Pompeii, Bulwer; Swiss Family Robinson, Wyss; Autocrat of the Breakfast Table, Holmes; Nautilus, Richards.

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; Marguerite and Hildegarde's Home, Richards.

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; Five Minute Stories, Richards.

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; Queen Hildegarde, Richards.

SEVENTH LIST.

Ten Great Events in History, Jhonnot; 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 Statesman, 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, Gayley.

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 Arcadia, 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; Life of Columbus, Irving; 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' Cyclopeda 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 Munroe; 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; Hereward, the last of the Saxons, Kingsley; The Camp of Refuge; Quo Vadis, Sienkiewicz; 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, 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 & Shepherd, 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.

LIST 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, Douglass; 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 Impudence, 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.

Casts: 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 Charger, 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; Charles Nayer, 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 decoration. Strong, manila paper should be placed on the back of the picture and glued to the frame, for the purpose of excluding the 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 soon 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.

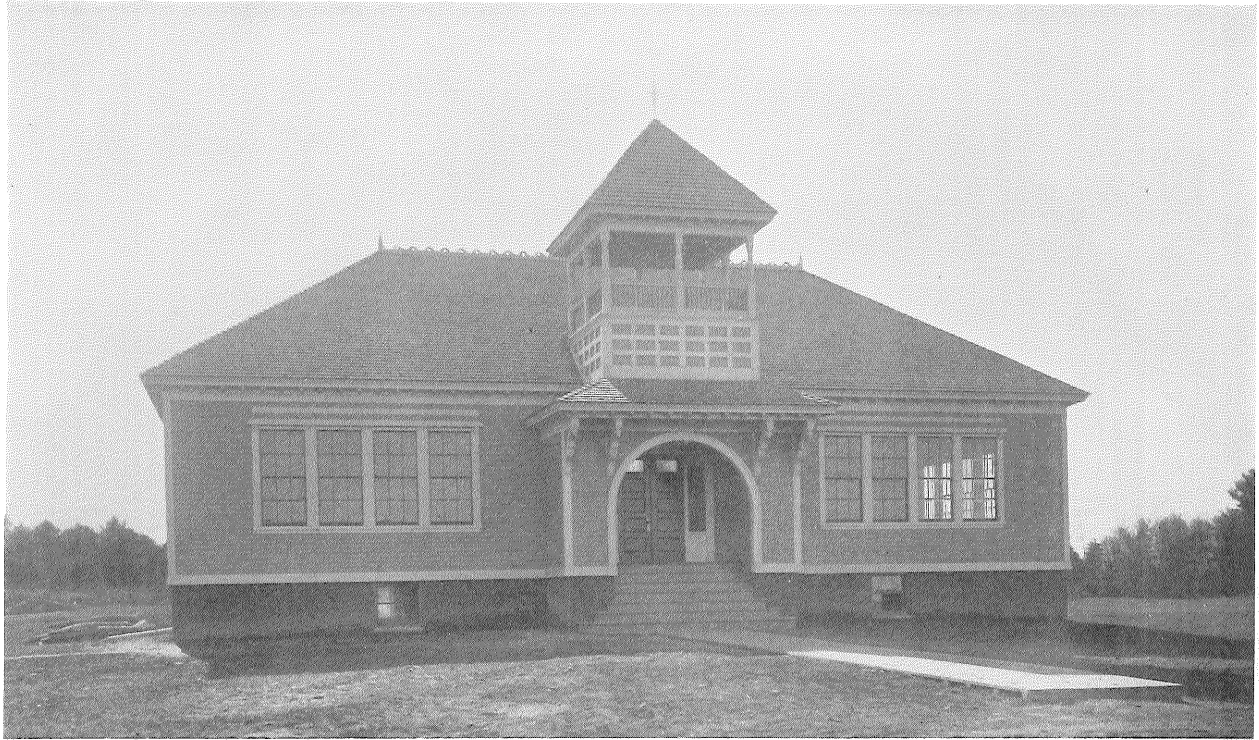
HISTORY OF SCHOOL LEGISLATION, 1876-1900.

In the State School Report for the year 1876, may be found a comprehensive history of education in Maine from the earliest authentic records to and including the school year 1875-6. The present seems an opportune time to continue the admirable history prepared by Superintendent W. J. Corthell, and bring the sketch down to the close of the present year.

The public school system of Maine in 1876 consisted of three distinct classes of schools, viz.: the common schools, the free high schools, and the normal schools. This section of the report will include the changes which have been wrought by legislative action, and such additional agencies as have been established under legislative provisions, for the improvement of the system as a whole.

COMMON SCHOOLS.

The common schools were established for the purpose of providing an elementary education for all the children of the State. Their maintenance was obligatory upon all cities, towns and plantations. Every municipality was required to raise for the support of schools a sum not less than eighty cents per capita, and received from the State annually its proportion of the school fund and mill tax. The management of all schools save in twenty of the 500 towns and plantations in the State was that of the district system. Every town was divided into school districts wholly independent of each other, and subject only in minor items to the authority of the town or the town school board. They varied widely in the number of children and amount of taxable property within their limits. Each was required to build and keep in repair its own schoolhouse, and drew from the town school funds for the support of its school a sum in proportion to the number of children of school-age, resident in the district. Each was officered by a district agent, who employed such teachers as he pleased, provided only that after employment they could pass an examination before the town



PEJEPSCOT SCHOOL BUILDING.

school board. The agent had full control of the expenditure of the funds apportioned to the district. If the district, assembled in annual meeting, failed to direct him regarding the time of holding school terms, he acted his own pleasure in the matter. But when he had set his school in operation, his authority over it ceased. It then passed under the supervision of the town school committee or supervisor.

It was claimed by many of our citizens who had made careful studies of our school conditions that there were certain inherent forms of weakness and injustice in this system of school management, and that there was need of substituting something more efficient and equitable in its place. This feeling found expression in a law enacted some years prior to 1876, providing for its abolition in any town by vote at the annual meeting or at any meeting called for that purpose. Under this authority, the system was abolished in twenty towns. The State superintendents for many years sought to promote and facilitate such voluntary abolition until public opinion had taken on sufficient strength to warrant the change by legislative fiat. They sought by legislative acts to diminish the powers of the district, and increase those of the town, and to loosen its hold upon public esteem and local prejudice, make local abolition easier, and prepare the way for the general law which should wipe out the entire system. Some of the more important of those acts are as follows: In 1876, the town was made specifically responsible to the State for the faithful expenditure of all school monies, by requiring municipal officers to make sworn detailed reports of all sums disbursed for school purposes. This responsibility necessarily carried with it authority to scrutinize the action of school agents, and report to the Governor and Council when in their judgment they should suspend the payment of such school monies to towns in which school funds were not faithfully expended. In 1877, an act was passed forbidding town treasurers to pay out school money except upon the written orders of the municipal officers, and prohibiting the issue of such orders except upon the presentation of properly avouched bills of items. This act was intended not only to stop a wasteful practice, and one giving opportunities for dishonesty, but to further hedge in the power of the district agent. In 1880, the municipal officers, with

the school committee or supervisor, were constituted a joint board, and given authority to suspend schools in districts where the number of children was too few for their profitable maintenance; to direct the attendance of those children upon the schools of adjoining districts, and to pay over to such adjoining districts the pro rata share of school money which such children would draw from the town. They were, furthermore, authorized to procure the transportation of children who lived at such distance as to make conveyance necessary. This was the most radical attack yet made upon the district system. Hitherto the school district could not be restricted in its action even by vote of the town, and could be changed in limits or abolished only by a process which rendered such change or abolition practically impossible.

While these acts were working out their intended effects, certain laws were enacted to improve the existing condition of the schools and at the same time to anticipate the conditions and needs which would come into existence with the change from the district to the town system. In 1881, women were made eligible to membership in school committees, and the office of supervisor of schools was created. In 1883, the school week and month were definitely defined and fixed. In 1887, a general truant and compulsory attendance law was enacted. In 1889, the method of supplying school text-books was radically changed by a law requiring all towns to furnish them at public expense.

In 1892, in more than 150 towns the school district had given place to the town system by the voluntary action of the voters of those towns. Public opinion had by this time reached that stage which seemed to warrant the friends of the town system in insisting upon radical legislative action. In 1893, after a strenuous contest, the legislature passed an act abolishing all school districts in the State, except a few which had been specially chartered by previous legislatures. As will be elsewhere noted, some of the provisions of this act have received subsequent slight amendment, but no serious attempt has been made to repeal its provisions as a whole.

The friends of the town system insisted that the inefficiency of the rural schools was largely due to the fact that it was impossible to provide suitable instruction because of a lack of sys-

tem in the conduct and management of these schools. With the inauguration of the township system, a course of study was provided, which has already been accepted as the basis of instruction in a large per cent of the country schools, and is vindicating its usefulness by furnishing the children an opportunity to pursue the branches prescribed by the statutes, and receive instruction in them according to methods which experience and study have proved to be most helpful.

In 1897, the legislature passed a law providing for the schooling of children in unorganized towns; but it was found that the statute was defective. In 1899, a practically new law was passed, which has proved more satisfactory. Under its provisions, school privileges are being afforded to the children of thirty-six of the unorganized townships for twenty weeks of the year. There are many more communities that should take advantage of this law, but it has been found impossible to interest the people in the matter sufficiently to avail themselves of its provisions.

The legislature of 1899 so amended the compulsory school law that all children between their seventh and sixteenth birthdays must attend some public or approved private school for the full time for which the public schools are in session in the town in which the children live. A failure to enforce this law on the part of school officials and truant officers incurs severe penalties.

FREE HIGH SCHOOLS.

The free high school system of Maine was established to furnish instruction in secondary school studies, at public expense. Under the provisions of the law of 1873, establishing the system, any town raising and expending funds for the maintenance of a school or schools giving free instruction in academic studies to the children found competent therefor would be reimbursed for the expenditure so made to the extent of one-half the amount paid for teachers' wages and board, provided that to no town should be paid a sum exceeding \$500.00.

When towns failed to make provision for the support of high schools, the districts might maintain such schools, and receive State aid. When supported by towns, they were under the sole control of the town's school committee. When supported by

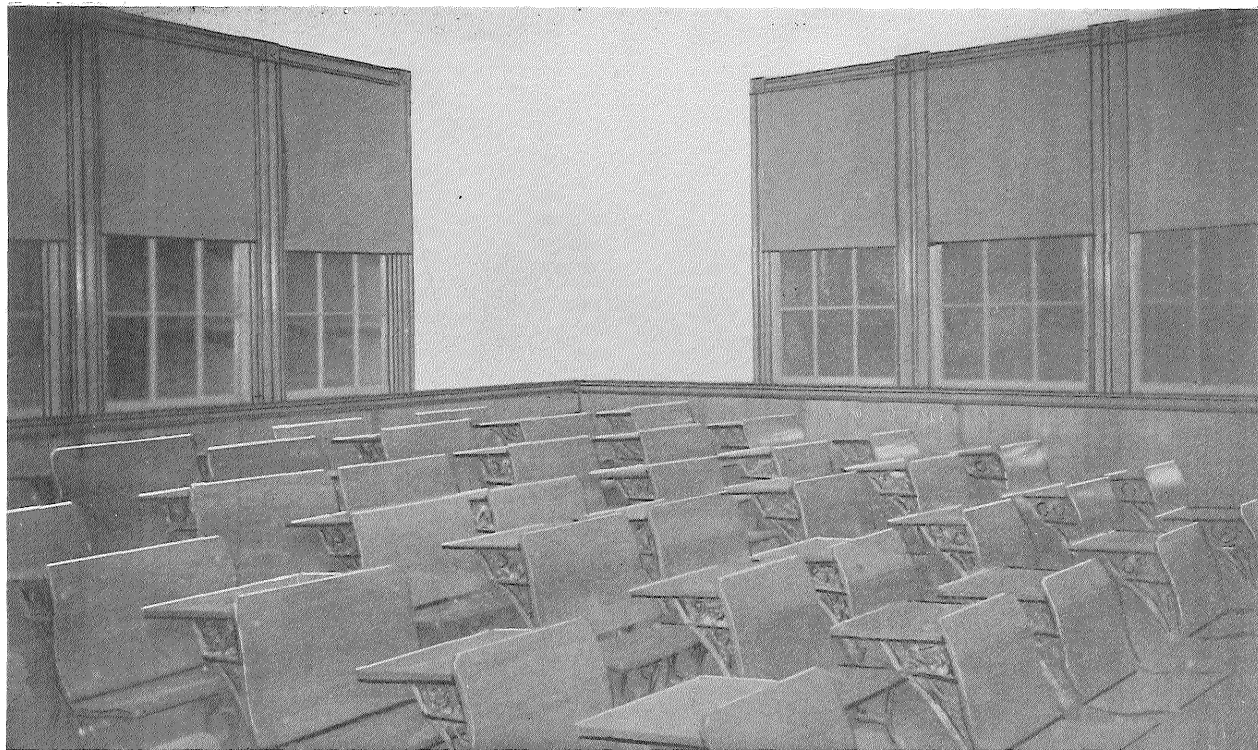
districts, they were under the joint control of a board consisting of the town's school committee and the agent or agents of the districts maintaining them.

In 1875, such schools were organized in 157 of the 421 towns. In 1879, the legislature passed an act suspending for one year, the operation of the law under which these schools were maintained. In 1880, the legislature provided that instruction in the ancient and modern languages should not be given in any school which was aided by the State, except in such schools as formed a part of a graded system. The maximum amount of State aid annually payable, was in 1880, reduced to \$250. Penalties were also provided for any attempt to defraud the State under this law. Subsequent amendments were made in 1887, 1889, 1893 and 1897, providing that towns may contract for the free tuition of pupils in the high schools of other towns, or in academies, allowing the organization of free high school precincts for the purpose of maintaining schools under the same provisions as applied to the school districts before their abolition, and making more strict the examination of candidates for admission to these schools and defining the course of study to be pursued in them. Since 1880 the growth of the system has been such that the number of towns in which free high schools are maintained has increased from 157 in 1875 to 256 in 1898. No further considerable increase under the present optional character of the system is to be expected.

NORMAL SCHOOLS.

There were two normal schools in the State in 1875, one being located at Castine, and the other at Farmington. They were then, as now, under the general management of a board of trustees consisting of the Governor and State superintendent, as members *ex-officio*, and five other persons appointed by the Governor and his Council. For their support the legislature of that year made an appropriation of \$15,500.

In 1878, the legislature provided for the establishing of a third normal school at Gorham, and made an appropriation of \$22,500 for the support of the three schools. For the use of the new school, the town and citizens of Gorham presented the State with a school building furnished and ready for occupancy, and the trustees of the Gorham Seminary gave a dormitory with its



CLASSROOM, PEJEPSCOT SCHOOL BUILDING.

furnishings, and library. These, together with the lands connected therewith, constituted a gift valued at \$40,000. This school began its work January 29, 1879. The first course of study covered but one year instead of two, as in the other schools. The work was to be largely professional in its character, and the examinations for admission covered a wide range of subjects. A class of eighty-five was admitted, and 45 were granted diplomas at the end of the year.

The legislature of 1878 also provided for the establishing of a Training School among the French speaking people of North-eastern Maine. The legislature authorized the trustees of the State normal schools "to establish and maintain for a term of not less than six months in each year two schools in the Madawaska territory, so called, for the purpose of training persons to teach in the common schools of said territory." The first half year was taught at Fort Kent, and the second term at Van Buren. The same teachers were in charge of both schools, thus giving it a consistent continuity, although its sessions were held in two places. At Fort Kent, it was housed in the village school building; at Van Buren, in a partially finished building, furnished with rough seats and study tables. At the former place the attendance was forty-nine, at the latter, thirty-four. Such were the humble beginnings of an institution whose work and influence were destined greatly to exceed the hopes of those who were instrumental in founding it.

The school building which was at Farmington in 1875 has given place to an entirely new and much larger structure, thoroughly modern in arrangement, furnishings, ventilation and sewerage, and of an architecture that in attractiveness leaves little to be desired.

The building at Castine has been enlarged by an extension of the main building to the rear, furnishing space for a large model schoolroom in the lower story and for library, teachers' rooms and large classroom in the upper portion of the addition. The grounds have been graded and beautified by laying out walks, and planting trees. Effective systems of sewerage, heating and ventilation have been provided. Extensive repairs and improvements have also been made in the main assembly room and classrooms, including steel ceilings, tinted walls, slate blackboards, etc.

At Gorham, the originally extensive grounds have been graded and adorned with shrubbery and trees, a system of sewerage has been established, and the largest and best arranged and furnished dormitory in New England has been erected to take the place of the one which was destroyed by fire in 1894. Repairs and improvements have been made in the assembly and classrooms, including steel ceilings, slate blackboards, physical apparatus, etc.

The lot on which the dormitory is built was given to the State by Mr. Dana Estes of Boston, of the firm of Lauriat & Estes. This generous gift of Mr. Estes made it possible to erect the building on one of the finest sites in the village.

At Fort Kent, where the Madawaska Training School was permanently located in 1887, there are a two-story school building, and a two-story dormitory, costing \$20,500. The former contains on the first floor, a main schoolroom 40x50 feet, finished in native spruce, with tinted walls, and provided with modern furniture. Connected with this room are three commodious recitation rooms. On the second floor is a hall of the same dimensions as the main schoolroom, with seating capacity for 300 persons. It has a stage 18x26 feet, connecting with two convenient dressing-rooms. In the rear of the hall is an unfinished room which it is hoped will eventually be used for a manual training department. The building is well lighted, heated and ventilated. The dormitory will accommodate 100 students. It is so managed that pupils may board themselves, or be boarded at minimum cost. Both buildings are heated by furnaces and are supplied with pure water on each floor, and have also a complete system of sewerage, connecting with bathrooms, laundries, lavatories, waterclosets and kitchen.

The course of instruction in the normal schools as originally established, covered two years, with the exception of the school at Gorham, which at first had a course of one year, but at the end of the first year, the course in this school was changed to the plan adopted by the other schools. In 1881, the trustees were authorized to provide for a three year course, and an additional year of advanced study was added to the course at Farmington. Comparatively small classes availed themselves of the privilege thus afforded.

In 1895, the legislature authorized the trustees to extend the course of study over three or four years, and in accordance with the authority so conferred, there was an advanced course of one year in all the schools. Beginning with the school year 1898-9, the standard of admission to the schools was raised to include examinations in simple equations in algebra, physiology and hygiene and the common school branches. In 1899, the trustees provided for the admission, without examination, of persons holding State certificates, graduates of colleges and graduates of secondary schools having a four years' course, which fit students for Maine colleges. They further made provision that candidates for admission might take their examinations at the times and places appointed for the examination of candidates for State certificates.

TEACHERS' INSTITUTES AND SUMMER SCHOOLS.

There are certain general agencies which belong to every well organized public school system. Teachers' institutes and summer schools come under this classification. The work of the former is more general and popular in character and purpose than that of the latter. The summer school is more systematic in the order of its work, because it is of longer duration than the institute. It gives instruction in principles and methods of teaching, and in the more general subjects of instruction found in the schools, such as music, drawing, nature study, physical culture, English and the common school branches. The sessions usually extend through two weeks of the summer vacation. When this movement becomes a permanent agency in the school system, the instruction can be so planned as to require a series of annual sessions to complete it. It then may be made to correlate with the work of the normal schools in such a manner as to give those who have taken a complete course special privileges in entering the normal schools.

When the legislature of 1875 assembled, there was on the statute books a law enabling the State superintendent of schools to hold in each county one or more teachers' institutes of five days each, for which purpose the sum of \$4,000 was annually appropriated. This law had been in effect six years. During the first three years of its operation a system of county super-

vision existed in Maine, the county supervisors acting as local agents of the State superintendent and assisting in the work of organizing and conducting these meetings. In 1872, the law providing for county supervision was repealed, and in 1875 the law establishing institutes.

From 1875 to 1881, no provision was made by which the State superintendent could come in professional contact with the teachers. In 1877, the State superintendent called to his assistance the principals of the two normal schools, and with their aid held a series of one-day conventions in all the counties of the State. The interest manifested in these meetings gave evidence of the need that something be done in this direction. In some counties the teachers organized county associations, but they were of short life and not especially efficient.

In 1881, the legislature appropriated \$800 to enable the State superintendent to hold for two days each, one or more meetings or conventions in each county. During the fall of 1881, twenty-one such meetings were held, and were attended by about 1,200 teachers and school officials. Teachers' associations were organized in connection with these meetings, and with few exceptions they are in existence at the present time.

In 1885, after four years of experimental work, these County Associations were made a permanent part of the State educational machinery by an act of the legislature providing for their maintenance by the State and management by the State superintendent of schools. Under this act, teachers were authorized to close their schools for two days in each year for the purpose of attending these meetings, without forfeiture of wages. The law has been made more efficient by increasing the amount annually appropriated for the support of these associations. The attendance has constantly grown, and public interest in them has come to be such that the largest assembly rooms are required to accommodate the attendance at most of the sessions.

The teachers' summer school in Maine had its origin in the work of the county associations. In 1891, the Piscataquis County Association, at its annual meeting, took steps looking toward holding its next annual meeting in the summer instead of the fall, and for a period of one week instead of for two days. Specialists were secured to give instruction in vocal music, draw-

ing, physical culture, pedagogy, arithmetic, history and geography. The school was in session for one week. More than a hundred teachers were enrolled, and the wisdom of the movement was fully vindicated. The work of this school was so satisfactory that before its close arrangements were made for holding, during the ensuing summer, another session at the same place and with the same instructors. The second meeting was even more successful than the first, and for the following year, arrangements were made for a term to extend through two weeks. In 1894, two other schools of one week each, were held, the first being at the Chautauqua Campground, at Fryeburg, and the other at the Methodist Campground, at Northport. The attendance at Foxcroft for the third year aggregated nearly 200. The work it did and the favor it received resulted in making an earnest effort to secure legislative provision for establishing these schools at different localities throughout the State.

The legislature of 1895 passed a resolve giving the State superintendent authority to establish and maintain annually not less than three summer schools, and made an appropriation for their support for the years 1895 and 1896. Like appropriations for the same purpose were made by the legislatures of 1897 and 1899. From the beginning the work done has been systematic and consecutive, embracing such instruction as is fitted to qualify teachers to direct rightly the physical, intellectual and moral education of their pupils. The course extends through four annual sessions of two weeks each. To hold teachers to continuous attendance, certificates are granted to all who attend two-thirds of any session. To teachers attending four annual sessions, diplomas are awarded. The schools are not permanently located, but are established at places where it is found that the largest number are disposed to avail themselves of their privileges. But three sessions have as yet been held at any given point with the exception of Foxcroft. The change of the location after three years has for its purpose the bringing of teachers into wider relations with their fellows than they would naturally be brought into otherwise. It has also the purpose to make these schools a permanent part of our public school system, and it is hoped that their work can be so arranged as to be brought into close relation both with the county institutes and the normal

schools. These three agencies have already assumed important places in our system, the two former being feeders for the latter. The young teacher often receives at the institute or summer school the impulse which carries her into our higher institutions of learning. Even teachers of extended experience have been stimulated to fit themselves better for their work because of attendance upon some of these meetings. During the past five years summer schools have been held in Foxcroft, Northport, Fryeburg, Orono, Newcastle, Machias, Saco, Turner, Houlton, Pittsfield, Ellsworth, Lincoln and Norway. The attendance has been quite as large as could be profitably handled, and has averaged about one thousand teachers each year.

LOCAL AND STATE SUPERVISION.

In 1875, the local supervision of schools was under the direction of the school district agent and the town's school committee, or the supervisor of schools. The agent selected the teacher, but had no power to ascertain either her general or special fitness for the work. The supervisor or superintending school committee examined, certificated and inspected the work done by the teachers, but had no choice in their selection. A provision of the law at this time allowed the town at any annual meeting to dismiss from office either the committee or supervisor. If there were a committee of three, it could be dismissed by the election of a supervisor in its stead. If a supervisor were in office, he could be dismissed by the election of another to his place, or by the election of a school committee of three. Under these conditions there could be carried out no well considered policy for the improvement of the schools. This law remained in force until 1893.

In 1893, when the district system was finally abolished, provision was also made for more efficient local supervision. The law provided for a permanent school committee of three, five or seven members holding office for such terms that only a minority of the board could be elected at any annual meeting. The law also provided that a supervisor of schools should be elected who should be the executive officer of the board, and whose duties were defined. Provision was also made

for delegating to him certain powers by the committee. The committee had the custody and care of all school property.

In 1897 an act of the legislature was passed providing that the school committee should consist of three members, and that it should annually elect a superintendent of schools who should not be a member thereof. No changes were made in the division of powers and duties between committee and superintendent. The same legislature took still more important action in providing for the union of towns for the purpose of employing a superintendent of schools, who should devote his entire time to the work of superintendence. It provided that one-half the amount expended for such superintendent's salary shall be paid by the State, that the person so employed shall have received such education and training as will fit him to direct the teaching in the schools under his charge, and in evidence thereof, he must hold a State certificate. It further provided that the school committees of the towns comprised in the union shall be agents of those towns, shall form a joint committee, meet annually and shall choose by ballot a superintendent, the committee of each town having a vote proportional to the town's share of the superintendent's salary; shall determine the amount of service to be performed by him in each town, fix his salary and apportion the amount thereof to be paid by each of the several towns. Whenever the chairman and secretary of the joint committee shall make certificate under oath to the State superintendent that the towns have raised a sum not less than \$500 for the support of a superintendent, which sum shall be over and above that required to be raised in each of the towns for the support of common schools, that the superintendent has been employed for a year, and that the full amount appropriated for superintendence has been expended therefor, the State will pay to each of the towns forming a union a sum equal to one-half the amount so expended; but the amount so paid shall not exceed \$250 to any one town nor \$750 to all the towns forming the union.

This statute recognizes the fact now acted upon in all industrial enterprises that vigilant, intelligent, constant and systematic supervision is the essential factor in efficient management. It is hardly to be expected that a large number of towns will immediately take advantage of this law. The value of school supervision is as yet imperfectly appreciated in our State.

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State supervision in Maine has existed since 1868. Previous to that time the State superintendency existed in name, but had no local habitation. The State superintendent was an educational itinerant, visiting a few of the schools, lecturing at such places as audiences could be assembled, having some definite duties in connection with the normal schools, and being required to write an annual report. All school returns from towns were made to the Secretary of State, and the facts reported in them were tabulated in his office.

In 1875, under the statute of 1868, the Governor and his Council were authorized to appoint for a term of three years a State Superintendent of Common Schools, who should have his office at the seat of government, where he should receive and preserve school reports, returns of school committees and all such school books, apparatus, and appliances as could be procured without expense to the State. His duties were to advise and direct town committees in the discharge of their duties, to obtain information in relation to schools and disseminate such information by means of public addresses and articles for the press, to take measures for the holding of a State Educational Convention each year, and the holding of county educational meetings, to prescribe the studies to be taught in common schools, to make an annual report to the Governor and Council, with his recommendations of means and measures to promote the improvement of the common schools, to prepare and distribute all school blanks for returns required by law, and to ascertain and report to the State treasurer on the first day of July, annually, the number of persons in each town between the ages of four and twenty-one years of age. Subsequent acts of the legislature have materially enlarged the duties and powers of the State superintendent.

In 1889, laws were enacted requiring him to compile and have printed in pamphlet form biennially the amended school laws of the State and to distribute these pamphlets to the school and municipal officers of the several towns and to prepare and issue annually circulars of information and advice to school officers relating to new school enactments.

In 1897 he was authorized and directed to furnish school officers of each town with proper blank books for keeping itemized records of school appropriations and expenditures. At this ses-

sion of the legislature his title was changed from State Superintendent of Common Schools to State Superintendent of Public Schools.

The most important statute enlarging his duties and authority was enacted in 1895, authorizing him to hold State examinations of teachers and to issue State certificates. The examination of teachers to ascertain their fitness for their work is one of the most vital functions of supervision, because excellence of instruction must depend upon the fitness of the instructor. The essential end of examinations is to determine the present fitness of the candidate. The second end is to stimulate the applicant to efforts for better fitness in the future. Such examinations should not be so taxing in their character that but few can pass them successfully, and yet should be sufficiently exacting to prevent those who are deficient in essential items from securing a State license. The certificates granted must not only give authority to teach, but must show the excellencies and defects of the teacher, must be so graded that the holder will be induced to seek a higher grade of certificate, and must be granted for varying periods according to the ranks attained. Examinations should also exhibit the character, temper, disposition and power of the teacher as shown in classroom work. Credit should be given not only for knowledge of facts but capacity and skill in work. In granting certificates under the provisions of the statute of 1895, all these items have been taken into consideration. The details of the plan adopted have been fully set forth in the last three annual reports of this department. Four annual examinations have been held since the enactment of the statute; nearly 1,000 candidates have satisfactorily passed the examinations and have been awarded certificates ranging in grade from primary to high schools, and in period from one year to life.

Since the establishment of the State superintendency in 1868, five gentlemen have been appointed to the office. Hon. Warren Johnson was superintendent of schools in 1875. He resigned his position in the fall of 1876 to accept the superintendency of the schools of Newton, Mass. Mr. Johnson was a man of marked personality and ability. He was a clear thinker, a vigorous writer and a forceful speaker. His insight was keen, his foresight large. He was aggressive and a born reformer. He suc-

ceeded in modifying and improving the public school system in many important respects. The school mill tax statute, the free high school law, the act fixing the responsibility of towns for the faithful expenditure of school monies, the law placing the normal schools under the control of a board of trustees, and the giving of towns authority to abolish school districts are to be credited to his administration.

Hon. W. J. Corthell succeeded Mr. Johnson in 1876, and served the State but little more than two years, resigning in December, 1878, to accept the position of principal of the newly established Gorham Normal School, which position he still fills, and in which he has won a national reputation, as an instructor. Mr. Corthell had been the successful principal of Hartland and Calais Academies, had served as superintendent of schools of Calais, had been one of the most efficient of the county supervisors under Mr. Johnson, had had large experience as an instructor in teachers' institutes, and had served in both branches of the legislature. He is an exceptionally eloquent and impressive speaker, a profound and sound thinker, a polished writer, was thoroughly acquainted with the condition and needs of the schools of the State, and possessed of a large influence among the public men of our commonwealth. He brought to his office a preparation full of promise and prophecy of great results for good. His term of service was too short for these to be fully realized. His administration was marked by the establishment of the Gorham Normal School, the Madawaska Training School, and by the enactment of the law stopping the more than careless practice of paying over in lump sums to school agents, without giving vouchers for expenditure, the school monies apportioned to their districts.

On Mr. Corthell's resignation, Hon. N. A. Luce was appointed his successor and entered upon the duties of the office December 31, 1878. Within a week thereafter the political character of the State government was changed. He was, however, left undisturbed in his position until the middle of April, when he was removed and was succeeded by Hon. Edward Morris. Mr. Morris had been for some years a teacher in the schools of Biddeford. He was well known among the educators of the State, and was a person of prominence and influence in the political

party then in possession of the State government. He was unfortunate in the outset of his administration in being restricted in his efforts because of the policy of the legislature whose session had just closed. The appropriations for his salary and that of his clerk and for his traveling expenses had been reduced to inadequate amounts, and it was understood that he was to confine himself almost exclusively to the routine duties of his office. He was unfortunate again in that within six months of his appointment it was practically certain that his tenure of office would be short because of the failure of his party to hold control of the State government beyond the following January. Under these circumstances, it was practically impossible to exert any considerable educational influence and affect the school system to any appreciable extent. Before his removal, however, in February, 1880, he had introduced into the legislature and made certain the passage of an important statute which is still a part of the school laws. This statute provides for the suspension of small schools and the transportation, at public expense, of pupils living at such distance from the school as to make conveyance necessary.

In February, 1880, Mr. Morris was removed, and his immediate predecessor, Mr. Luce, was appointed in his place. Mr. Luce had received his education in the common schools and academies of the State and Colby College, had had considerable teaching experience in the common schools, and for six years was principal of Freedom Academy, had been one of the most efficient of the county supervisors under Mr. Johnson, had had extended experience in institute work, and had served five years as clerk to the State superintendent. His administration continued through fifteen years, and during his incumbency, women were made eligible to membership on school committees, the legal school week and month were established, county teachers' associations were supported by the State, the compulsory school attendance law was enacted, the furnishing of free school books made compulsory, the school district system abolished, and the experiment of holding summer schools for teachers given a trial. Mr. Luce was gifted with unusual tact, a logical mind and great clearness of expression. He was not offensively assertive or unwisely aggressive. He had the largest possible knowledge of

details, the soundest estimate of men, and the sanest judgment of what could and what could not be done. His study was not to make radical changes, but to drop gradually what had proved unfit or inefficient and add what it was believed would be helpful. His reports were characterized by accuracy of statement, cogency of argument, and clear formulation of approved educational methods.

The present incumbent was appointed State superintendent in January, 1895, and will continue to discharge the duties devolving upon him to the best of his ability until his successor is appointed.

ACADEMIES.

In the State constitution is a provision making it the duty of the legislature "to encourage and suitably endow, from time to time, as the circumstances of the people may authorize all academies, colleges and seminaries in the State." Under this section of the constitution, academies were established in such localities as would seem to serve best the educational interests of the people. Most of them when established, received small grants from the State, generally in the form of grants of publiclands, which served to aid in the erection of buildings, and in some few cases as the foundation of productive endowments. Up to nearly 1860, these institutions flourished. They offered opportunities to the ambitious and knowledge seeking young men and women of the State to fit for college or for teaching at comparatively small expense for travel, tuition and board. At the period above named, causes became operative which seriously reduced the attendance upon these institutions, and thus materially reduced their means of support. A custom had grown up of having during the fall months, high schools supported by tuition in almost every considerable town in the State. Then came the civil war which called thousands of the young men in the colleges, academies and seminaries from their studies. In consequence of these two conditions, many of the smaller academies closed their doors permanently or had only one session each year. After the close of the war, there was some return of prosperity to these schools, but for certain other reasons they never reached their old time efficiency. With the establishing of the free high school system provision was made for the surrender by these academies of their property



FAIRBANKS SCHOOL BUILDING, FARMINGTON.

to towns for high school purposes. In most of the cities and larger villages the transfer was made, and these institutions ceased to exist as private schools. Of those in the rural towns, some passed entirely out of existence, and their buildings were used for other purposes, or suffered to fall into decay. Some continued to live because of the support given them by the communities in which they were located.

In 1891, the legislature entered upon a new policy regarding the academies existing in the State. Previous to that time and after the inauguration of the free high school system, some of these academies had come to the legislature, seeking aid. In some half dozen instances aid in the form of an annual appropriation had been granted for longer or shorter periods, conditioned upon the right of the Governor and State superintendent to visit and inspect the schools to which aid was given. It was provided in each of the separate resolves granting aid that the institution should maintain at least two terms in the year, that the course of instruction should be that of secondary schools of high grade, and that its work should be at all times open to the inspection of the State superintendent. Since 1891, the number of academies and kindred schools receiving State aid has increased until there are at present forty-two such grants.

In 1897, the legislature brought all institutions receiving State aid under State supervision by the enactment of a law that they should annually report to the State superintendent under penalty of forfeiture of aid, if not so reporting "the total and average attendance, receipts and expenditures, number of instructors, number and length of terms, with attendance for each, and answering such other questions as he shall determine. and the same shall be published in his annual report." By this law, these institutions are made quasi public schools by being made to assume one of the responsibilities of public schools.

CONCLUSION.

In any historical sketch of the public school systems of Maine, certain facts stand out with special prominence: The changes wrought in the system during the past twenty-five years have exceeded in magnitude and importance those made during all the previous history of the State, and these changes have

been evolutionary in their character, and therefore, have been gradual in their development. The result of this evolution is a system of agencies so coördinated as to form a general system needing only minor modifications to render it vitally efficient in organization and in operation. The work now to be done in order to improve the public schools of Maine is to impart largest energy and force of action to all the agencies in our present system, by so stimulating and molding public opinion that it shall act as a constantly compelling force, urging all having to do with the work of the schools to put into this work the best that is in them.

UNION OF TOWNS FOR THE PURPOSE OF EMPLOYING SUPERINTENDENT OF SCHOOLS.

The legislature at the session of 1897 passed a law authorizing towns to unite for the purpose of employing a superintendent of schools who shall devote his entire time to the work of superintendence. This law is explained in detail in the accompanying circular and it is hoped this explanation will be carefully read by all persons who have an interest in the improvement of our public schools.

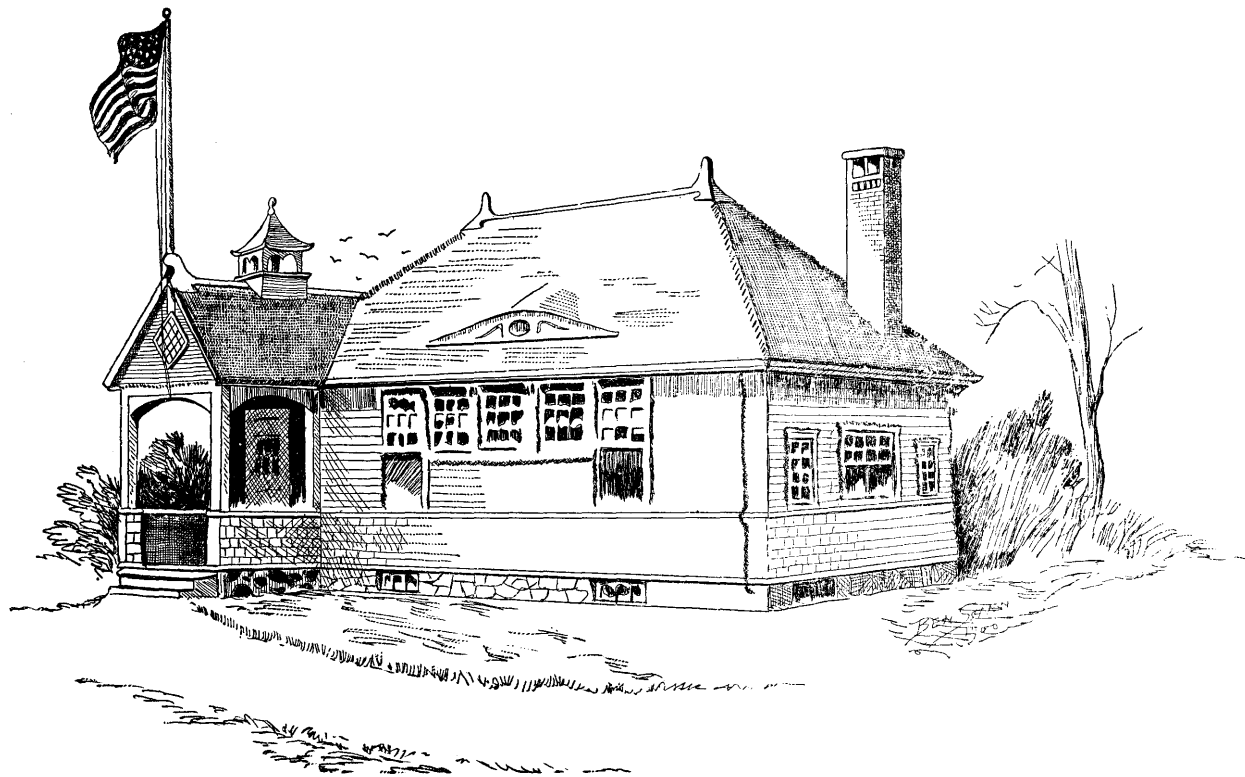
The distinguishing feature of successful industrial enterprises of the present time is that the work is carried on under the direction of trained superintendents. Business men have learned that it is for their financial interest to have their workmen perform their labors under the direction of experts. It has been demonstrated that the money devoted to this service makes the entire investment more remunerative. What has thus been found true of industrial and business enterprises is equally, if not in larger measure, true of school systems.

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

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

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

The answer to the first criticism on the law is given in so complete a form in the circular referred to above, that it seems unnecessary to repeat it at this point. The second objection is made by a class of people who can be convinced only by that kind of logic which results in depositing money in their own pockets or those of their friends and, therefore, it is useless to discuss the question. The third criticism answers itself. Every person who has an unselfish interest in the schools is interested in their being



FRENCHVILLE SCHOOL BUILDING.

supplied with the best teachers that can be obtained for the money which can be invested in the service. The tendency always has been to give local teachers the preference, other things being equal. No change of administration will ever make any change in this particular. The introduction of a trained superintendent will not result in the exclusion of any teacher who is a resident of the town in which she teaches, if she is fairly well fitted for her position. The desire naturally felt by every official to win the approval of the people for whom he labors, will be a sufficient pressure to prevent any injustice in this direction, but will, on the other hand, lead him to give quite as much weight to the claims of local candidates as should be conceded to them. The charge that it tends to monopoly and centralization is always made by persons who have no sufficient argument to present against a movement. The law in no way savors of monopoly except that it reduces the number of officials and calls for a higher grade of preparation for and efficiency in the work. *No powers are given the superintendent under this law which are not given the superintendents of the several towns under the general law. The towns decide by vote whether or not they will unite in the employment of a superintendent. They elect the committees who have in charge the employment of the superintendent, and who may delegate to him as many or as few powers as they see fit. And the law in no way abridges the privileges of the towns that enter upon this arrangement.* The only changes it makes in the administration of the schools, are that it reduces the number of persons who act as superintendents by about four-fifths, and increases the amount paid to the individual superintendent in about the same proportion. THE DUTIES AND POWERS OF THE COMMITTEES AND SUPERINTENDENTS UNDER THIS LAW ARE THE SAME AS UNDER THE GENERAL LAW. The objection urged that big salaries will be paid to a few persons is answered by the fact that it is left with each group of towns to make its own selection of superintendent, and to decide upon the amount he shall be paid, and the State furnishes one-half the sum expended, under certain conditions and limitations which are fully explained in the circular referred to above. It is still farther urged that some person living in a town knows more about the wants and conditions of

the schools of the town than can any outsider. This may in some cases be true. But any person who will make an efficient superintendent for one town, will make a still more useful official for a group of towns, if he can devote his entire time to the work. Any person who is fitted to hold one of these positions can get a better idea of local conditions and needs in a few weeks' study of his schools, and can be in a better position to meet these matters than any one can possibly be who devotes the most of his time to some regular work and occasionally devotes a half-hour to the schools.

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

CIRCULAR.

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

The school committees of the towns comprising the union shall form a joint committee, and shall be the agents of the towns comprising the union. The joint committee shall meet annually on a day and at a place agreed upon by the chairman of the committees of the several towns comprising the union, and shall organize by the choice of a chairman and secretary. They shall choose by ballot a superintendent of schools, in which choice the committee of each town shall have a vote proportional to the

town's share of the expenditure for the superintendent's salary. They shall determine the amount of service to be performed by the superintendent in each town, fix his salary and apportion the amount thereof to be paid by the several towns, which amount shall be certified to the treasurers of said towns, respectively. The amount to be paid by each town shall be determined by dividing the entire sum expended for superintendence among the towns comprising the union in the proportion of the service performed in each town.

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

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

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

The above is the most important single statute, relating to the maintenance of public schools, that has been passed by any Maine legislature for fifty years. It is hoped that the people will make a careful study of its provisions, and will avail themselves of the assistance offered by the State. The following extract from the report of this department for 1896 will show the necessity of expert superintendence, and will also explain its benefits and methods of operation :

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

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

“The amount expended annually for the superintendence of schools in the State of Maine is about \$60,000. This is a sum large enough to give to each town about \$120 for this purpose. The State offers to supplement this amount with an equal sum if a number of towns join in employing a superintendent of schools. The contribution made by the State added to the amount raised by the town would give a sum large enough to enable the towns to secure a competent person to perform these duties.

“Perhaps the plan of procedure can be made clearer by using the following illustration. Suppose the towns of Turner, Livermore, Leeds and Greene unite and employ a superintendent.

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

THE VIEWS OF A SUPERINTENDENT.

In the majority of towns the superintendent is elected without any regard to the preparation or qualification he may have for the work. In many instances, superintendents are put in charge of teachers who know more about teaching than they do, and are required to hold examinations that they themselves could not pass. Add to this the fact that they are paid very small salaries (an average of \$44.00 per year in Washington county,) and that they must engage in other business and regard supervision of schools as an incidental matter, and it becomes apparent that competent supervision is too often the exception rather than the rule.

Superintendents should know as much of teaching as the teachers under them, and should be able instinctively to distinguish good teachers by their manners, dress, speech, disposition, and character. The best work of a superintendent is his skill in selecting teachers. This can only be done successfully by following the knowledge that comes to him through study, by long experience, by careful observation, and by conscientious conviction.

"Teaching is a matter of both disposition and knowledge. The former cannot be examined, but it ought to be recognized;

careful supervision will aid in developing it. Skill in doing this is an essential characteristic in a good supervising officer, especially in connection with rural schools. If the cry is raised (and it is) that there is not enough money to pay for professional supervision, the reply is that it would be wiser to have fewer teachers in order that those employed might be better qualified. A supervisor who is an expert can so arrange and organize the system that a less number of teachers can do the work, and do it better, because each one is thoroughly competent. A good superintendent earns many times his salary; a poor superintendent is too dear at any price." (Pennsylvania State Report, 1895.)

"Underpaid supervision is often unskilled and inefficient, and against this we raise our decided protest. Such supervision is of no value whatever to the schools—a penny wise policy that economizes in the wrong place. A supervisor should have no other business than to care for the schools. He should not be a merchant, nor a lawyer, nor a doctor, nor a clergyman, nor a farmer, nor an active teacher, nor anything but a superintendent of schools—that and nothing more.

"With a given sum of money for school purposes, to devote a part of it to skilled supervision will bring more children under enrollment, better teachers in the community, better instruction in the schools, and more satisfaction to the people, than if all the money were spent in paying the salaries of teachers." (Report of the Committee of Twelve, 1895.)

"If it is desirable to insist upon a certain degree of qualification for a school teacher in the humblest district of the State (this proposition has passed beyond the realm of discussion,) it would seem that there is no question but that the superior officer clothed by statute with such extended powers as a school superintendent, ought to be a person possessing some fixed qualification for the performance of the duties of his office. The schools of the State will never reach that degree of efficiency which the State has a right to demand, and which is expected from the generous provision made for their support by the people, until this evil is corrected. Some standard of qualification should be insisted upon, and the power of removal in case of the election of a person not possessing these qualifications

should be vested in the State Superintendent." (New York State Report, 1895.)

Enough has been quoted to indicate the opinion of competent judges.

The one thing most needed in our rural schools, is efficient supervision, and they will never be greatly improved until this is supplied.

The whole matter may be summed up by stating that we should apply the same business principles to the management of our public schools that we do to other important matters. The superintendent of public schools should be educated and trained for that particular work, as much so as the lawyer, doctor or clergyman.

As the State has made ample provision for aiding towns in defraying the expenses of experienced supervision, there is no good reason why they should not avail themselves of it and profit by the same.

When I began to look up this subject, I sent to each superintendent in the county a circular letter asking the following questions:

Name? Age? Of what schools are you a graduate? Have you taught? Have you had normal training? How long have you been superintendent? What is your salary? What is your regular vocation? How much time do you devote to school work outside that occupied in visiting? How often do you visit each school? How long do you remain at each of your regular visits? Do you conduct the exercises when visiting or allow the teacher to do the work? Do you arrange the work for the teachers or allow them to do so for themselves? Who does the grading? What educational journal do you take? How many schools in your towns?

My first call brought me thirty answers, my second five, which I will endeavor to tabulate and criticise.

The ages range from twenty-one to seventy-four, the average being forty-three. Very few persons at the age of twenty-one can possibly have had the training and experience to fit them to properly superintend public schools, while those at the advanced age of seventy-four are usually physically unfit for the work, and unless they have been very active workers in this field, are not up to date, so the extremes should be avoided.

I find that twenty-seven or sixty-five per cent. are not graduates of any school; five are graduates either of a high school or an academy; six are graduates of normal schools; three of medical colleges; one of Colby; one of Lehigh University; one of a theological school; and one of Lenox College.

Leaving out the graduates in medicine which, of course, does little toward fitting a person for school supervision, we have but three college men and two of these are serving for the first time this year and have not given special attention to school work. With all due reverence and respect for those able, intelligent, broad-minded men, who have succeeded in life after a superficial fit in an ordinary district school we must maintain that few persons are actually qualified to properly superintend schools, who have no better preparation than this. Even if they had mastered the studies taught in their own schools, surely those of the present day should be better and more advanced, which leaves them entirely unprepared in a certain amount of the work. Notwithstanding their indefatigable industry, they have had their families to support from earnings gained in other pursuits and consequently have had little time to give to schools. We believe if these men could answer for themselves they would testify that they are not qualified for the work.

The high school graduate has a better fit, but this is by no means sufficient. Of the six normal school graduates, two are physicians, one an ex-teacher, one at home, one a teacher, and one superintendent, so that four of these are out of line.

Of the three college men, one is a physician and has a large practice, still he gives a great deal of time to school work; another is an analytical chemist, and the third names no particular business. With the exception of the first it is evident that these gentlemen have given no especial attention to school work.

As to the vocations of our superintendents: Twelve are farmers; five are teachers; three, doctors; two, clergymen; two, lumbermen; one, housekeeper; one, laborer; one, retired; one, superintendent; one, student; one, chemist; one, painter; one, ex-teacher; one, salesman; one, at home. It is an old saying that variety is the spice of life and if this be true our schools should surely be well spiced.

With the exception of the superintendent and five teachers these people are chiefly dependent on some other business for a

livelihood, and must give that business their chief thought and attention. Of the five teachers, three are graduates of no school and consequently are not suitable for teachers, to say nothing of superintendents. Nine are serving their first year, eleven, their second, the others have served from three to eight years. Short service is always objectionable unless the incumbent is inefficient. Nine receive two dollars per day; the others have a salary of \$44.00 per year an average, and one, no salary. This surely comes under the head of underpaid supervision, which is never of much value to the schools.

Nearly all visit the schools twice each term, one visit being made at the first of the term, the second near the close. In this way you have no chance whatever to improve the work, for at the first visit you can only give instructions, while at the second, if they have not been carried out, the school is nearly done and there is no chance for improvement—many of the teachers are employed for but one term. By making one visit at the commencement and another near the close, you can be of no practical benefit to the schools. It is necessary to watch the work from week to week and know whether it is being properly done.

The time spent in school at each visit varies from half an hour to an entire day, the average being one hour and twenty minutes or two hours and forty minutes for each term. It is needless to add that more time than this is absolutely necessary, in order to make the service of much value. Unless the superintendent knows the standing of every class and every pupil, how much ground they have covered and how well they have done the work, he is deficient in his knowledge of the school.

It is a matter of common observation that the efficiency and thoroughness of every school worker depends materially upon the time and thought given to the work outside school hours. On this subject the answers were very indefinite, so much so, that it was impossible to estimate the time. However, such answers as the following are very significant; 'not much,' 'very little,' 'none,' 'don't know,' 'two days in a year,' 'what I can,' etc.

Some are more explicit, one stating that he spends an hour per day which is very creditable. The only conclusion we can arrive at on this point is: That not enough time is spent in preparation to enable them to do good work.

Superintendent Gowan of New Hampshire once said to a class leaving the training school: "Now, girls, if you ever go to school in the morning without knowing just what you are to do that day, just lock the house and go home. The children gain physically by playing all day out of doors, and that is much better than being bored in school by a teacher who has no definite idea of what she is driving at."

The same principle will apply to superintendents. If you visit a school without having a clear conception of what is to be accomplished at that visit you may as well stay away. Nothing is gained by haphazard management in school work.

The grading and arrangement of the work is left almost entirely in the hands of the teachers. This might do very well if the same teacher was in charge from year to year, but, when a new teacher is employed every term, it must be ruinous. One of the principal duties of a superintendent should surely be to lay out the work for the teachers and instruct them how he wishes to have it done. His should be the master mind and direct the course in which the ship shall sail. If he does not do this he is only a superintendent in name, a mere figure head.

I find that twenty-four take no educational journal, the others from one to three. A superintendent or teacher without an educational journal stands in the same relation to the educational world as a business man without a newspaper, stands to the business world. They know nothing outside their own narrow sphere.

To sum up the information gained from these statistics, we would conclude that several of the town superintendents are doing good work, as good, or even better, than can reasonably be expected of them, but that the work of the large majority is inefficient. Now do not misunderstand me to say that they are responsible for this; they do not seek this office, they do not claim to have prepared themselves for it, but accept it because it is pressed upon them, and they can only be expected to do the best they can under the circumstances. Those of you who attend our town meetings, will, I think, bear me out in this statement, that there is much less attention given to the election of members of the school committee or superintendent, than to that of tax collector.—E. H. BENNET, Lubec.

THE OPINION OF A LAYMAN.

The most of our superintendents are men who have been trained to almost every known calling—except superintendence. Can a blacksmith go into a harness shop an hour or two once in a while and make a good harness, to say nothing of giving helpful instruction to the regular workmen? Can the average book-keeper put a few hours now and then upon Agnew's "Principles and Practice of Surgery," then step out and instruct experienced surgeons upon trepanning and tracheotomy? Even a Li Hung Chang would not generally make a great success of architecture as a side issue, nor would a Lyman Abbott always be successful at running a Wyoming cattle ranch. In like manner we should not expect the greatest excellence in school superintendence from the odd moments of an indifferent surveyor or even an eloquent preacher of the gospel. Indeed men "do not gather grapes of thorns, or figs of thistles." *In that field only wherein a man sows his efforts and energy may he expect to reap the highest effectiveness and the best results.*

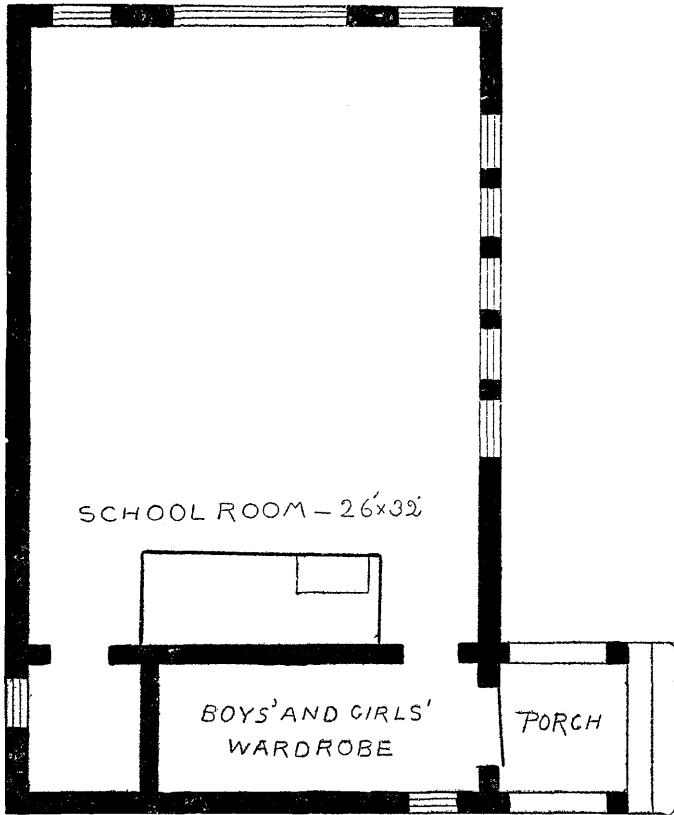
This is an age of specialization. One who wishes to travel very far in any domain of human endeavor must be content to walk a narrowed path. One man has not the necessary force and versatility to become a great mechanic, general, electrician, poet, physician, theologian, financier, chemist and astronomer. Division of labor has advanced with the ages until we find the highest specialization hand in hand with the highest civilization.

Nowadays a man specializes and becomes what is termed a scholar; he specializes farther and becomes a linguist, still farther and is a student of some particular language, farther yet and is perhaps an English grammarian or a critic of German poetry. If one man could live ten thousand years, he might reasonably attempt to attain to general greatness; but it is actually given to any one person to walk an extreme distance, the greatest distance, in only one direction. The placing of every department of human effort in the hands of specialists has produced results almost magical. Dewey, a specialist, breaks the pride of Spain and gives his country an eastern empire. Kipling, a specialist, thrills his race with "The Reccessional." Marconi, a specialist, astonishes the world with wireless teleg-

raphy. Specialization works wonders in other directions, why should it do otherwise in the art of managing schools? Certainly there is, there can be, no valid argument against it. We admit the need of the trained teacher; then how much more of a necessity is the trained superintendent, with more human beings under his influence, larger financial interests under his control, the very organization and system of the schools dependent upon him?

But if our superintendents are wanting in ability to perform their duties properly, small is the wonder. The average Maine town thinks it can not afford to pay a salary sufficient to employ a professional superintendent. To benefit just such towns as these, the medium-size and smaller towns of the State, is the object of this law admitting joint supervision. Two or more towns combine their superintendence money, this amount is then supplemented by an equal sum paid by the State, and an amount sufficient to employ a competent professional superintendent is thus easily obtained. In the case of the single small town, the amount paid for school supervision is very meager, usually from four hundred dollars a year, down—yes, very far down. The work must therefore be done by someone who gets his living in some other vocation, and who uses the school work only as a convenient means of getting a little pocket money, trusting too often to smiles, policy and favoritism to carry him through a task in which he would be swamped if compelled to rely upon his fitness for the place. Let it be understood that we are not impugning the motives or disparaging the *general* ability of most of our superintendents. The ineffectiveness of much of their work is simply the inevitable result of our system and the popular lack of appreciation of the importance of skillful supervision. Many faithful school officials now give more time and strength to school duties than their salaries warrant; and many, too, are far more successful—almost by instinct, rather than professional education—than could reasonably be expected.

Small pay for supervision is a fatal error. It is always supreme folly to attempt economy by keeping low the salary of the manager of vast interests. Small salaries will hire small men, who will do for small positions. Places of great responsibility require great men, and the services of such men always command large money.



FLOOR PLAN, FRENCHVILLE SCHOOL BUILDING.

Another evil of the dominant system is the shortness of the stay most superintendents make in office, and the fleeting character of the interest they must consequently feel in their labors. By endeavoring to do his duty the strongest man is sometimes unpopular, and is elbowed out by some useless but well liked individual who sees in the position "a good thing." If superintendence means anything, such frequent changes in it mean frequent changes in much of the school management, and consequently disconnected and desultory work.

Lastly, as so many use the position of superintendent only until something better presents, or until they can get a living strictly in their own business, they are not sufficiently anxious about retaining their positions to perform their duties conscientiously. To many such, the blood of relationship proves thicker than the milk of human justice, and cousins and nieces and nephews are employed too numerous for the good of the public.

So much for the imperfections of the present system. How can such a weak, haphazard method of school guidance long obtain among an intelligent and progressive people, right in the face of another system, immeasurably superior, which stands at our gates and supplicates us for admission?

Turning now to the advantages of town partnership in school management, we see, first, and more important than all else, that *it will bring with it trained superintendence*. In the case of a combination of towns there can be employed one who is, by nature, education and experience, fitted for the work in hand, and who can, will and must devote to it all his time and interest; one who will take a professional pride in his work and a personal interest in building up a group of schools; one who hopes to do his duty so well as to warrant his retention in a good position or his promotion to a higher; one who has generally not spent his best years in work foreign to schools, but who has turned the forces of a whole life into this chosen channel.

Another consideration is, that, in a given territory, during a given time, the total number of school superintendents employed would be far less than under the present system, for the two obvious reasons that the number of superintendence divisions would be less and the tenure of office would be longer. On general principles, whatever keeps people attending to their own

affairs, without the yearnings and strivings for office, is a good thing.

Another great advantage of this company supervision is that half the expense of supervision is saved the towns by the State. The cities and the wealthier towns in this way contribute toward the expense of good superintendence for the smaller and poorer ones; and surely these smaller towns will not be unwise enough to refuse to profit by such a golden opportunity. Thus in most cases, expert and effective superintendence will cost hardly more than the indifferent and poor superintendence that now prevails. Why feed husks to our schools when they may as cheaply have corn?

Yet another consideration will readily suggest itself. A superintendent under the proposed plan will have larger responsibilities than under the present. Strong minds and characters are fond of work and the new system would therefore attract into its service men of greater caliber than the old could possibly do.

Lastly the union of towns would have a broadening, as opposed to a provincializing, effect upon their people. Sometimes the officials employed would be strangers, from greater centers of education and culture, and their new ideas and unconscious influence should be elevating and valuable.

But we must remember that nothing can promise so well that it will not encounter honest opposition. One dislikes the idea of joint supervision because of fear that strangers may supplant "home talent" in school offices. This may often be the case, but only when strangers can give the better service. In this case, would not the schools be fortunate? Besides, if any individuals qualify themselves properly, they in turn can find employment in school management, either at home or elsewhere.

But we must remember that better supervision is not altogether a question of better training on the part of superintendents: It is also a result of an actual increase of hours and energy put into the work. Under the law the superintendent of a combination of towns is to give *all* his time to his school duties; and none need be told that ten or twelve hours a day will accomplish more in school oversight than a daily average of only an hour.

One cautious man believes the new law centralizes power too much. In reply, his official name and his care to retain his

position would cause an officer to do his best ; and, as long as an officer is directly or indirectly accountable to the people at so short intervals as once a year, there is scarcely a danger of autocracy. But it should be borne in mind that a superintendent can have only those powers that are delegated to him by the joint committee. If they fear a certain amount of authority is too great to give a superintendent, they will simply give him less. When, in his own town, years ago, the "town plan" was substituted for that heterogeneous plan, the "district system," the writer knew a well informed and most estimable old gentleman who bewailed the change almost with horror as a dangerous centralization of power. But years of actual test proved the change a blessing.

Others are concerned lest a stranger should turn the "cold shoulder" on local teachers. Under present conditions, local teachers are rightly preferred to strange. Under the new system they would be favored likewise ; for no superintendent would have the hardihood to draw down upon himself the indignation of the towns employing him by showing an unjust preference for "outside teachers."

Most of the objections that can be urged against joint supervision can well be met. We do not claim it has every advantage, but we do claim it is far in advance of anything in that line yet attempted among the average and smaller towns of Maine.

Nearly two years before the law now upon the statute books was passed, the writer had the honor, in his annual report as superintendent of Fort Fairfield schools, to advocate joint supervision for the schools of the Aroostook valley ; and events have since transpired which should tender the advocacy of that system even more strenuous. Without being perfection, the law as it stands is good, and its operation would cause by far the greatest advance step our rural schools have made for more than a generation.

What, then, do we as individuals feel to be our duty in this matter? Clearly it is to induce our people to benefit by the provisions of the law. How can such a consummation be affected? By using every means to that end. In private conversation, advocate the system ; in school reports, advocate the system, in teachers' conventions, advocate the system. Try to avoid

jealousies, and to promote necessary harmony, among towns. A few words now and then in the local paper would be a powerful aid, calling the attention of the public to this matter. The irrepensible town meeting orator, even, might be of some service if he would lend his energies to so good a cause. All interested in schools—and who dare not be interested?—should champion the law in question. In season and out of season, let us advocate its provisions; let us bring it into effect wherever applicable, not as the ultimate good but as an immense stride in the right direction; let us improve it when experience has shown its defects; and thus let us earn the gratitude of educators now and of our children and our children's children hereafter.—C. C. HARVEY, Fort Fairfield.

FURTHER TESTIMONY.

Our town united with Stonington in 1898, and employed T. M. Coombs, superintendent of public schools. He performed the duties of the office so satisfactorily, that the town of Deer Isle got permission to join with us, this year.

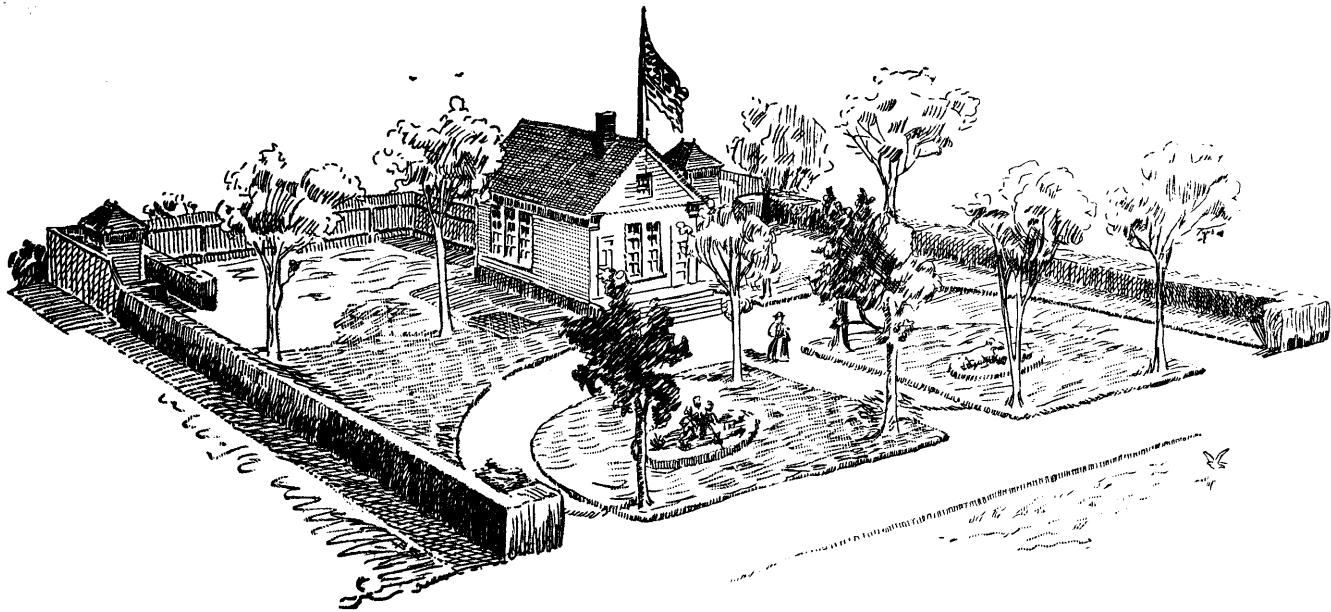
Modern methods of teaching are introduced in all the classes, successfully.

The superintendent is authorized to employ all teachers, and held responsible for school work; therefore he is respected and obeyed accordingly.

The joint town supervision is a success with us.—FREDERICK WALLS, Vinalhaven.

I think that it would be of great advantage to small towns to so unite. In country towns there are but few men who are qualified by experience, education and training to fit them to successfully manage schools, and such as are so qualified, have positions which pay very much more than the town would be willing to pay a superintendent.

Ten or twelve schools is not enough to engage all of a man's time in supervision, and he must necessarily have some other business or employment. A man with other business is liable to be so engrossed with other affairs, that he gives the schools merely his spare time, and his work in the schools becomes uncertain and unsatisfactory.



A TWENTIETH CENTURY RURAL SCHOOL BUILDING AND GROUNDS.

A superintendent should have such education and training as will fit him to direct the teachers under his charge. To get a man of such qualifications he must be paid a reasonable salary, and no town with a dozen schools or less can alone afford to engage such a person. By uniting they can employ as good men as are employed in the cities.

Country towns need experienced superintendents. Many of the schools are small, and it is customary to hire young and inexperienced teachers. These teachers should be instructed how to teach, if time is to be saved to the children. The superintendent should be an expert, know how to teach teachers, and instruct the beginners in teaching.

Under our old system, the young teacher is allowed to blunder along until he learns by experience, or leaves teaching for some other employment.

Superintendents that are elected by our old systems are not required to have any special qualifications, and in many instances men are put in charge of teachers who know more about teaching than they do, and are required to hold examinations that they could not pass. Add to this the fact, that superintendents are generally paid very small salaries, and engage in other business, and regard supervision of schools as an incidental matter, it becomes apparent that good supervision is too often the exception rather than the rule.

I think that by towns uniting and carefully selecting men to look after the schools, a great improvement can be made.—
C. R. TUPPER, Boothbay Harbor.

This town is employing a superintendent of schools under the joint town supervision system. Seeing the advancement of the schools of adjoining towns under this system, induced us to adopt the same method and we united with Stonington and Vinalhaven, employing Mr. T. M. Coombs as superintendent. Our schools have been graded and the advancement of the scholars is very satisfactory.—P. S. KNOWLTON, Deer Isle.

We do not claim that our common school system has reached an ideal standard; neither do we pretend that it will rise, under the new system to be Utopian. We find all our advance steps have been improvements, seldom have we discarded the new to

return to the old. If the newer method has been put aside it is because something better than that or the old has taken its place. American energy never "progresses backward." Until we are sure of improvement we stick to the old method.

The most faulty feature of our school system has long been the method of supervision—or rather super-neglect; for if any phase of our town affairs has persistently and successfully been evaded, it is this.

Under the old method, the schools in three joining towns were parcelled out to nine "superintendents" to be visited by them singly, such visits covering from one-half to two hours, the only benefit being the detraction of the scholars' attention from their studies, and giving the superintendent a chance to draw his pay. The utter impossibility of any one being able to familiarize himself with the work or needs of a school, by such hasty oversight is apparent to the most casual observer.

But under the new system which many of the towns are adopting, given a man fitted for his work, a position and a salary worth striving to retain, a constant and watchful care and oversight, and a personal ambition to make his work successful and appreciated; all these and many other things clearly apparent from the supervisor's standpoint clearly tend to the success of the system.

Our teachers are or should be better prepared for their work than they were twenty or thirty years ago, and being under the constant and watchful oversight of the superintendent who is liable to drop in upon the school at the most inopportune moment and knowing that any imperfect or doubtful work will be criticised or discarded prompts them to give their most faithful and efficient service.

The scholars also seem to catch the inspiration of the system **and strive** to make their best impression on the superintendent, who is a man more apt to be from some town other than ours, and often a stranger. By frequent visits, he detects the perfections or imperfections of the various teachers' methods; and while he encourages the one and seeks to introduce it into other schools, he checks the other and watches for evidence of its cropping out elsewhere. While under the old system, merits or demerits of the teacher were not discovered till the last visit of

the term, then it was too late to take advantage of the former in the other schools during that term; it was also too late to check the injury being done by the latter during the whole of that term.

This is a most hasty survey of the work of the new system in the short time allotted me, but to the careful observer, many other excellent features will manifest themselves which give promise to give it success, if it can have the hearty coöperation of pupils, teachers, parents and superintendent.—C. E. SMITH.

There are some things which are not purely an experiment, though they have never been tried, or, as in the present case, with us, tried so little time that best results cannot be expected, at least by men of understanding. There are certain fundamental principles that we know are right. The experience of man for ages has proven them to be so. They are like the law of gravitation, always sure. And whenever and wherever these principles are applied, if good results are not obtained, the fault must be looked for in or with the men who are entrusted with their application and not with the principles themselves, and now this system of school superintendence rests on some of these principles and when the right men are employed as superintendents, good results must be had. It is perhaps not necessary to say what these principles are. Every informed man knows that some of the distinguishing features of present day success are that experts are given the control and superintendence of things, and that men give their entire time and even entire life to the doing of one thing. And any man who should try to prove to these informed men that best results in our schools can only be had when directed by men who know what schools ought to be, or that only those who give their entire time to any thing, know best what it ought to be, would only be laughed at for trying to prove what no man with brains ever disputed. And now as a town, we have been trying this new system but two terms, the third has just begun. It is impossible to go into detailed results after so short a time. If many and great changes had been made in this little time, it would argue one of two things, either the town was but half civilized or the man far from level headed. And Boothbay is and was considerably more than half civilized,

so evolution, not revolution, is the normal and healthy course to pursue. Mr. Tuttle, as far as I can learn, is doing good work; all he needs is sufficient time and powers from the committee to make our schools the best that we can have. But any man who expects this in a day is not wise.—REV. A. E. RUSSELL.

I have been requested to give my opinions as regards the value of towns uniting for the purpose of employing a superintendent of schools. In reply I will say that I consider it the most important advance in education yet undertaken in Maine. The town system and free text-books have been steps in the right direction, but active, intelligent, interested supervision will do more for the teachers and pupils than either of the others. The country is making rapid advances in art, science and invention; our modes of travel, living, and administering the government are becoming more complex, and demand better education on the part of the people. Intelligent citizenship means more to the average citizen than it did fifty years ago; the simple act of voting for our chief State executive is more difficult than it once was. To meet this requirement for a better preparation for citizenship, the schools of our State must give the young people a better start toward an education than they have been doing.

Much toward this can be done by having our schools in charge of a competent superintendent who is paid a salary sufficient to enable him to keep in touch with the educational improvements in our section of the country and to bring to his teachers suggestions of what should be taught and how. By visiting the schools often and at unexpected times, he can determine the character of the work being done and many times correct serious mistakes on the part of teachers, especially the young teachers. Under the old system, the work in many schools was not properly graded and many pupils were doing work altogether beyond their powers. Of course the town superintendent could correct this, but I think he seldom did. I think the teachers will strive to keep themselves better prepared when they know they must teach before one who has an intimate acquaintance with the subject taught. The selection of the best text-books is an important part of the superintendent's work. He can do this better than most town superintendents who may not know the value of books from the teacher's standpoint. The union super-

intendent would naturally wish to retain those workmen who did good work and keep them in the same position as long as their work improved. Quite likely there are many other things that might be said of the value of towns uniting but these few are all I have thought of.—A. P. GREENLEAF.

In regard to the value of towns joining for the purpose of employing a superintendent of schools, I can say I think it is a great benefit to both teachers and scholars, for they each work with more earnestness, and try to accomplish as much work as those of adjoining towns are doing. Then again it is designed to give us a man thoroughly fitted for this line of work, and receiving a salary sufficient for his support, he can give this work his whole thought, energy and time, and thus bring to his teachers and pupils most valuable suggestions and helps in their work. While on the other hand, or adopting the other method, the superintendent chosen is usually a business man or farmer who cannot put his mind on school work, for he has other business to attend to, and who if he had time, could not get up an interest, for he is not up to date in this line of work. So I heartily recommend towns joining for the purpose of employing a superintendent.—WILLIAM CAMERON, Southport, Maine.

The question has been asked a great many times. Do you think a "union of towns" for the purpose of hiring a superintendent of schools will pay? And what are your reasons for advocating the plan, and will you give us your opinions on the benefits derived from such a union? Well, I think the subject is one of the most important to be considered, in connection with the whole educational department in our State. We need to have a larger range of interest in our schools and a wider scope of influence brought to bear on parents and teachers. We need a general upraising and awakening to this all-important and stirring question. We need to look at the facts from different standpoints. We, as parents, should look after the financial interests of our schools. We should look after each scholar's separate welfare. And how can we do this? We as fathers and mothers have all we can do to look out for food and clothing for our children in order to have them attend school properly fed and clothed, and now who can

we get to manage the rest, that is, to procure proper schoolrooms and books, teachers, etc. I will say, hire some one to do this for us. If we can find a man whose whole heart is in the work and who loves to do good, and watch the expanding minds of the rising generation, (for our hope of State and Nation lies in the hearts of our boys and girls) hire him and pay him well for it, give him two, three or four towns to look after, and let him devote his whole time to the task—for task he will find it. He has a great responsibility resting on him. He has got to know how to grade those schools. He must buy suitable books and buy to the best advantage for the town. He has got to see that every scholar in the town is attending school, and if not there, he is the man to hunt him up and enforce the school laws of the State, and to place him where he belongs. This is great gain, because the unruly scholar knows when the superintendent goes after him he has got to go and stay there. Then if a man has his whole time to devote to schools, he can call often on the different ones and advise the teachers in regard to the best methods of reaching the child mind and making suggestions which will be made use of to very great advantage. Then he can ascertain by frequent visits to the different schools, the merits and fitness of teachers, and of the growth in knowledge of the several classes under his care, and if he finds a delinquent teacher he is supposed to talk with him or her and advise better methods, but if he finds things no better as the weeks pass on, he is supposed to make the necessary changes. When we have a superintendent in charge of the schools in two or three towns, he can buy school books and all other school supplies at a large discount on the retail price. This will amount to one quarter of the salary paid to our superintendent—nearly in one year, and in two or three years, if we continue to unite with other towns will be a large amount. Some will say, Oh, yes! I know it is a little saving, but not enough to make up for the extra salary we pay the new superintendent. But you see there is another side to the question, the man who has other business to attend to will visit the school and stay only a few minutes, while the man hired to do the work will stay longer and devote his whole time to the special wants of each particular school. Put the right man in the right place of superintendent of two or three

towns and our State has done the best thing for its schools and will make the most out of its money spent for school purposes.—(MRS.) ANNIE A. REED.

Last year, this town and the town of Vinalhaven joined for the employment of a superintendent of schools, and employed T. M. Coombs as superintendent. At the beginning of last year, our schools were in a very poor condition, but under this system the grade of our schools has been very much improved. The superintendent has the employing of all teachers; therefore favoritism is not considered, but the best teachers are employed.

This year, the town of Deer Isle joined with us and the district now comprises the three towns, Stonington, Deer Isle and Vinalhaven. We are well satisfied that the joint town supervision was a move in the right direction with us.—JOHN L. GOSS, Stonington.

This town has employed a superintendent of schools by joining with other towns for the past two years and we are satisfied that it is very much of an improvement over local supervision. We are employing a superintendent who is devoting his entire time to school work at less expense than when we were employing a person who was engaged in some other business the most of his time, and I am satisfied that the joint town supervision will prove profitable to our public school system.—A. B. WOOSTER, Vinalhaven.

I have served on the board of selectmen in this town for the past eight years up to last spring, and have been in the way of knowing something about the working of the old methods of looking after our schools. We were obliged to select from some of our doctors, lawyers, or some of our best business men to serve as supervisor of schools, and as would naturally be expected, these men as a rule have all the business they can attend to of their own. Last spring we adopted the plan recommended by you for towns to unite, and hire an expert superintendent of schools. This we did by uniting with the towns of Boothbay and Southport. This plan has now been in operation two terms, and I think has worked very successfully. Under the old system, the superintendent as a matter of form, would visit the schools twice in a term of eleven weeks, usually the first and last weeks, and the scholars would

know just when to expect him. Under the new plan, the scholars have to be prepared every day during the term, as the superintendent is giving his whole time and attention to the schools, not only to the scholars but to the teachers as well, many times giving them advice which helps the school very much. As one of the business men of this town, I heartily recommend the new system.—C. J. MARR, Boothbay Harbor.

In conjunction with the towns of Stonington and Deer Isle, Vinalhaven has employed a superintendent of schools under the union system of joint supervision during the years of 1898 and 1899, and I am pleased to say that so far as my observation has extended the results have been most satisfactory. This plan enables us to employ a competent person who thoroughly understands school work, and who, by devoting his entire time to this work, accomplishes, I believe, much more than was possible under the old system and at less expense in the aggregate. I can see no reason why this plan is not a move in the right direction.—E. H. LYFORD, Vinalhaven.

This town has joined with other towns the past two years for the employment of a superintendent of schools, and the advancement made has proved it to be more profitable than former local supervision. This system enables us to employ a competent superintendent who is devoting his whole time to schools and methods of teaching without any extra taxation for his services.—D. M. MATTHEWS, Stonington.

I think it is best for the towns to unite, providing they have not a greater number of schools than the superintendent can handle and keep in touch with. To be sure it costs the towns more to unite and pay a superintendent \$1,000 a year salary, but they are getting a greater amount of labor, to repay them for the extra cost, for they get a man who devotes his whole time to school work. I think this fact alone would demonstrate in a few years the policy of so uniting. There is no man that can follow two or more vocations, and devote very much time and thought to any one of them, without neglecting the others. This is true with town superintendents. The town cannot afford to pay a superintendent a salary that would enable him to devote his whole time to school work, consequently he has to do other

work in order to live, and just the time that he would be of most use to the schools he is at work for someone else, the supervision of the schools is left to the teacher, the greater part of the time, and in many instances the teacher is a college student, earning money to help him through college, and as he does not care about building up a reputation as teacher, gets along as easy as possible.

The town superintendent does not get pay enough to make him uneasy about losing his position, and so does not study, to any extent, the methods of other towns and cities, and they travel along in the same old rut for years.

There are a number of people who say they think it is better to hire a superintendent in town, as they can save about \$100 by so doing, and that they cannot see any great change in the schools since the employment of the superintendent by the union of towns. They expect to see a radical change immediately after the new man takes charge, but is such a change best for our schools? I say it is not, and I would not want to employ a man that would cause such a change to take place. If we are to have improvement in our schools, it will be of slow growth, it should be a process of evolution and in order to bring this about, we should learn not alone by the experience of the past, but should study the improvement made in school work in other towns and the larger cities, and try and keep up with them, and in order to do this, we should employ as superintendents, men who have been in the schoolroom all their lives, and have taken note of all the advancement made in education, both in this and other states of the Union.

As men of this description command high wages, it would be impossible for one town alone to hire them. And so I think that where two or three towns adjoin each other, and have not more than twenty-five or thirty schools, it is better for them to unite and employ a superintendent.

If he devotes his whole time to the schools, he will do more and better work for the same money than a town superintendent could do, for he could visit them a greater number of times during the term, and by visiting the different schools, he could be helpful to the teachers, "tell them wherein they were making mistakes, and show them the methods used by the best teachers in the towns."

Get the teachers to meet and discuss the different topics that come under school work, and thus create a desire to improve their education, and by doing this, they will raise the standard of our schools.—CHARLES CHAPMAN, Boothbay.

This town has employed a superintendent of schools under the joint supervision for the years 1898 and 1899, and the advancement of schools has been very satisfactory. A uniform system has been established in the rural as well as in graded schools, and the work carried along on even footing, the same work being done in the same classes in all schools. I consider the district supervision very profitable to our public school system, as it enables towns to employ a competent person to be at the head of its schools and at the same time not to be overtaxed for his employment. He can devote his whole time to school work; thus keeping in touch with the best methods and advancing the same to his teachers.—T. P. GALES, Stonington.

This town is employing a superintendent of schools under the joint town system, and I am satisfied we are receiving more efficient supervision and the improvement in our school system is superior to our former local system of supervision.—E. E. GREENLAW, Deer Isle.

In regard to the union of towns for a superintendent of schools, I think it is a move upward in the right way to a higher standard of schools and think will surely, if continued, prove a success. It gives a man fitted for the position who can give whole attention to the schools, which is impossible under the old system.—ALPHONSO DYER.

From my personal observation, the success and efficiency of our schools have been greatly promoted under this system. Heretofore, we have not appropriated such sum of money as would secure the services of a competent superintendent, but during the past year we have had efficient supervision without increasing our expenditures. For these reasons, I approve the action of our school committee in uniting in the employment of a superintendent.—E. P. SPOFFORD, Deer Isle.

SYNOPSIS OF DOCUMENTS.

During the past five years this department has issued a number of educational circulars and pamphlets. Some of them treat of topics of interest to parents, taxpayers and school officers; some are of more special interest to superintendents and teachers.

Because of the number and varied character of these documents, it has been thought best to prepare a synopsis of the more important of them, that those who wish to make use of the information or suggestions given in these papers, may select and order intelligently those desired. Such synopsis will be found in the following pages.

These documents will be sent free of expense to those applying for them.

I. A STUDY OF THE CONDITION OF THE SCHOOLS OF MAINE BY THE LOCAL SUPERINTENDENTS WITH COMMENTS BY THE STATE SUPERINTENDENT.—Pp. 39.

CONTENTS.

1. *Introductory.*
2. *Circular of inquiry.*
3. *Statistics of age of superintendents, vocation, education, teaching experience, average service, professional reading, and examinations of teachers conducted.*
4. *Statistics of condition of school property, outhouses, schoolhouses, and school furnishings.*
5. *Statistics of residence of teachers, connection with superintendents, educational and professional training, experience, and professional reading.*
6. *Statistics of opinions of superintendents regarding State Board of Examiners.*
7. *Lists of educational papers, magazines, and books read by superintendents.*
8. *Answers to questions regarding (1) Ways of assisting teachers—(2) Ways of aiding children—(3) Strongest points*

of teachers and their teaching—(4) Weakest points of teachers and their teaching—(5) Most encouraging things in school—(6) Most discouraging things—(7) Changes in pupils making possible greater benefits from the schools—(8) Ways in which parents might assist in making schools more serviceable—(9) Ways in which churches interest themselves in the schools—(10) Influence of churches as aiding in securing best teachers and inducing pupils to do best work—(11) Influence of politicians as helping or hindering in selection of teachers and management of schools—(12) Other persons and organizations exerting helpful or harmful influences—(13) Changes in school laws tending to increase usefulness of schools.

9. *Summary of statistics.*

10. *Statistical curiosities.*

II. A STUDY OF THE RURAL SCHOOLS OF MAINE,* BY THE STATE SUPERINTENDENT OF PUBLIC SCHOOLS.—Pp. 48.

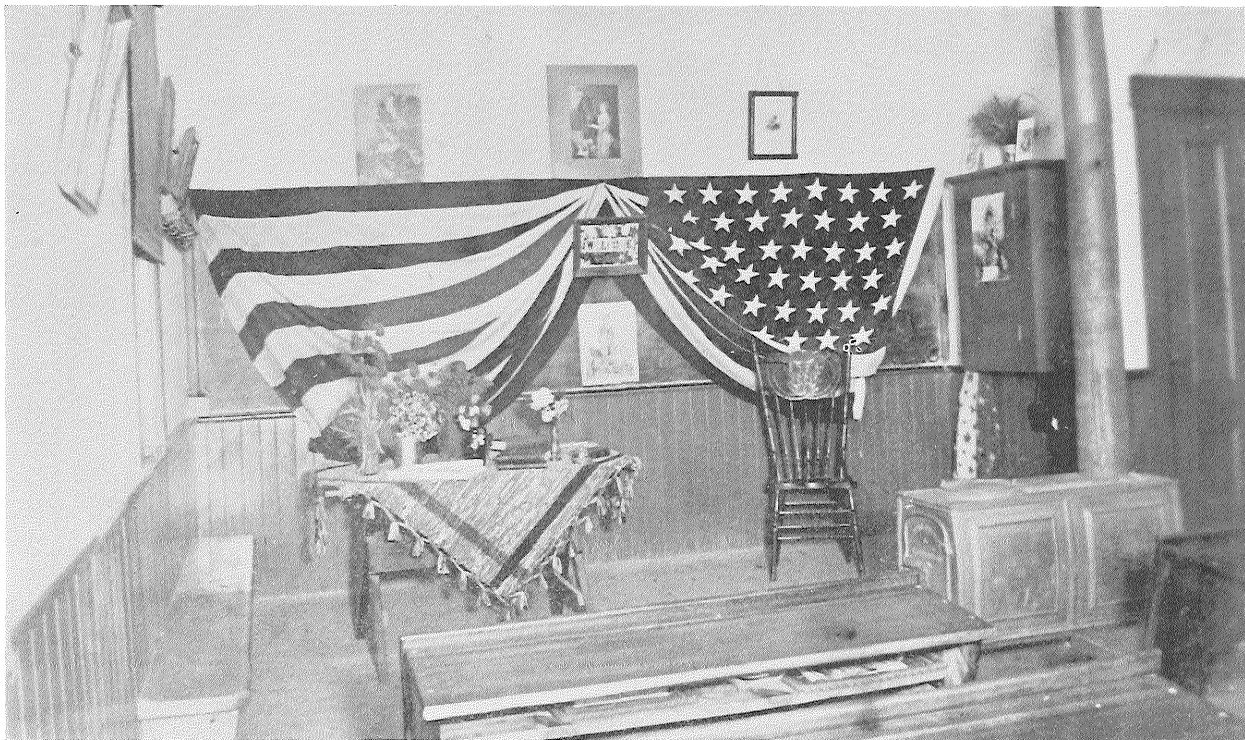
CONTENTS.

1. *General statement:* (1) Number of schools inspected—(2) Character of notes made—(3) Special purpose of inspection—(4) Rank of schools inspected, as "excellent," "good," etc.—(5) Explanation of comments—(6) General comments on state of parental interest, qualifications of teachers, etc.

2. *Teachers:* (1) Class of criticized—(2) Age of—(3) Education of—(4) Kind of schools taught by—(5) Lack of general knowledge possessed by—(6) Lack of power to originate methods—(7) Lack of system in work—(8) What the teacher should know and be—(9) Why incompetents are in the schools—(10) Effects of poor teaching on power of children to know and think—(11) Some serious defects in management and manners, and effects *on children taught.*

3. *Pupils:* (1) Astonishing ignorance of—(2) Kind of work permitted—(3) Defects in manner of reciting—(4) Lack of self-respect and desire to excel—(5) Reverse of picture—(6) Special need of physical training evident—(7) Unwise ambition to be restrained—(8) Need to be taught that mastery is end of study—(9) Courtesy—a special illustration of.

* Only a limited number of this for distribution.



GOODWIN SCHOOL, PALMYRA.

(The above cut reveals what teachers and pupils can do to render school-rooms attractive.)

4. *Arithmetic*: (1) Defective character of work done—(2) Too much assigned for lesson—(3) Too little mental work—(4) Too little time spent on fundamentals—(5) Changes in methods needed—(6) Objects to be sought.

5. *Reading*: (1) Some gross mistakes in pronunciation—(2) Ignorance of use of dictionary—(3) Gross defects in manner of conducting exercises—(4) What is needed.

6. *Language*: (1) Defects in work—little done to enlarge vocabulary—little definite helpful oral and written work—study about, not practice in, language—(2) What successful teaching must be.

7. *Geography*: (1) What was found done—(2) What should be done.

8. *History*: (1) Teaching mostly memorizing of unimportant dates and events—(2) Human element in neglected—(3) How it should be known and taught.

9. *Spelling and penmanship*: Work fairly good.

10. *Supplementary work*: (1) Lack of books and material for—(2) What is needed.

11. *General items*: (1) Lack of instruction in book-keeping, music, drawing, etc.—(2) What ought to be. ..

12. *Summary of criticisms made*.

13. *Yards*: (1) Size of—(2) Character and appearance of—(3) What they should be—(4) How changes may be wrought.

14. *Schoolhouses*: (1) Evidence of recent repairs—(2) Character and furnishing of—(3) Criticisms on location, lighting, etc.—(4) Evidences of vandalism—(5) Improvements, how made.

15. *Rooms*: (1) Some evidences of effort to make attractive—(2) Revolting condition of some—(3) A hope and the grounds for it.

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4. *Third grade:* Same subjects as preceding and geography and history begun.

5. *Fourth grade:* Same subjects as in preceding.

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XIII. LEAFLETS AND CARDS.

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C. DESK CARD FOR TEACHERS: Two quotations for daily study and thought.

D. DESK CARD FOR PUPILS:—*Eight rules of action to be constantly observed*—backed by request for observance signed by superintendent and teacher.

TEACHERS' INSTITUTES.

The wisdom which comes from experience is of peculiar value to teachers. The enthusiasm which comes from contact, conference, study, and measuring work with others is one of the means of developing the spirit which is so necessary in doing classroom work. It is in recognition of these facts that teachers' associations have come to be almost universally accepted as essential factors in any well organized educational system. They meet a need that can be met by no other agency. No teacher, however thoroughly equipped for her work by professional training and experience, fails to meet with problems in instruction and discipline. No teacher continues long in her work whose love for it does not sometimes grow cold, whose enthusiasm does not sometimes suffer loss of energy, and who does not sometimes need the help which only the personality of a worthy co-laborer can give. These associations are fitted to give help in hard places, and to furnish the stimulus necessary in holding one to his best efforts. During the past year over sixty of these institutes have been held, and the attendance has been so large that it has been difficult to find assembly rooms to accommodate the audiences.

The exercises have consisted of specially prepared papers, of talks or addresses by speakers selected because of their right to speak authoritatively upon the subjects they discuss, of one or more class exercises illustrative of methods of teaching, and of a query box. The topics considered comprise the professional, scholastic and literary training and duties of teachers; the duties of parents to teachers and pupils and the manner of manifesting interest in and giving encouragement to the work of the school; what the school should be and what it should do in imparting knowledge and developing power; courses of study; patriotism and citizenship; child study; school grounds and buildings, etc.

The manner in which this work has been done was never more satisfactory than during the past year. The local teachers have acquitted themselves in the parts assigned, with great credit, and

have given evidence of thoughtful and intelligent preparation of the papers read or discussions given.

SUMMER SCHOOLS.

The summer school is intended to serve two general purposes: To help the teacher to use the best methods of instruction and discipline, and to stimulate an enthusiasm in her work because of love for it. It is, as indicated in its name, a short school attempting to give elementary knowledge of pedagogical principles, and class instruction in special branches, such as vocal music, drawing, literature, physical culture, and it aims to do this work in such a manner as to create a better interest on the part of teachers in their work, to give them right conceptions of its nature and importance, to lead them to form high ideals of their duties, and to inspire them with a professional devotion to the labors which they have undertaken. Six of these schools have been held during the present year. The places selected for the meetings were Ellsworth, Fryeburg, Lincoln, Newcastle, Norway, and Pittsfield. At Ellsworth, Lincoln and Norway, they were held for the first time this year, and at the other places they have been held one or more years previously.

The subjects of instruction included English literature, music, plants and birds, physical culture, reading, voice culture, and primary and grammar school methods.

About one thousand teachers were enrolled. The great majority of these were in attendance for the entire two weeks, and were granted certificates for so doing. Nearly fifty of these had attended three other schools for their full sessions, and received the diplomas to which they are entitled.

These schools have now been maintained under special appropriations for five years. Every year the number, interest in work and constancy of attendance have furnished new and more abundant evidence that these schools are meeting the need, in recognition of which they were established. Never before were these evidences more marked and abundant than during the past year. It is believed that the necessity for them and their utility as agencies for the improvement of the schools fully warrant the putting of them on the same permanent basis as the institutes now occupy.

EXAMINATION FOR STATE CERTIFICATES.

The fourth annual State examination of candidates for State certificates was held Friday, August 25, 1899. The subjoined circular contains full information regarding the nature and scope of the examination, character of the certificates granted, and the advantages accruing to the teachers to whom they are issued.

CIRCULAR.

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 15.

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 15 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.

The Advantages accruing from the possession of the State Certificate are several and important. *First*, the holder is not required to take an annual local examination for a local certificate. The law expressly provides that the State certificate "*shall* be accepted by school committees and superintendents in lieu of the personal examination" otherwise required. *Second*, these certificates are coming to be held by school boards, not only as evidences of the technical fitness of the possessors, but of that quite as essential fitness found in ambition to excel, in well grounded self-reliance, and in personal pride in, and love for their work. No teacher who does not possess these important general qualifications will take the pains to procure a State Certificate. *Third*, the certificate in itself is the most reliable testimonial which the possessor can present when applying for a new position. On its face it shows the rank of its holder in scholarship as found by fair and impartial tests, and in professional qualifications as judged by at least two competent persons having personal knowledge thereof. On its back it bears a complete statement of the holder's scholastic training, special and general reading, teaching experience, preferences for special lines of work, and names of those who are her sponsors and stand ready to recommend her. It furnishes, in short, just the evidences of an applicant's fitness which intelligent school boards wish to have. *Fourth*, in most cases, the examination and certificate gained will serve as a stimulus and a guide to completer preparation. Few teachers are equally qualified in all subjects of instruction, or are not lacking in some essential general qualification which it is within their power to attain. The examination and certificate disclose and emphasize these defects in fitness, and few will rest satisfied till they have made efforts for their correction.

All actual or prospective teachers desiring to take this examination must register, on or before August 15, by forwarding to this Department Complete Preliminary Examination reports, blanks for which will be sent on application.

This circular was mailed to the newspapers, teachers and superintendents, and was also distributed at the summer schools. There were over 400 candidates who registered by sending in their preliminary examination papers. After examination of the

locations represented, the following named places were decided upon as the points at which examinations should be held.

Ashland (High School,) Augusta (State House,) Bangor (High School,) Belfast (High School,) Boothbay Harbor (High School,) Bridgton (High School,) Brooklin (High School,) Canton (High School,) Deer Isle (High School,) East Corinth (Academy,) Ellsworth (High School,) Farmington (High School,) Freeport (High School,) Fort Kent (Training School,) Foxcroft (Academy,) Gorham (High School,) Harrington (High School,) Houlton (Ricker Institute,) Lincoln (Academy,) Machias (High School,) Newcastle (Academy,) North Anson (Academy,) Old Town (Brunswick Street Grammar School,) Otisfield (Spurr's Corner School,) Pittsfield (Lancey School,) Presque Isle (High School,) Princeton (High School,) Rockland (High School,) Rumford Falls (High School,) Saco (Park School,) Springvale (High School,) South Paris (High School,) The Forks (Public School,) Waterville (High School.)

Candidates for admission to either of the State Normal Schools may take their entrance examinations at any of the above named places, or at the schools which they prefer to attend.

Teachers who have not sent in Preliminary Examination reports, can take the examination and send in such reports later. Conductors of the examination will be prepared to furnish such with necessary blanks.

All appearing for examination should take with them at least twenty half-sheets of writing paper 8x10 inches in size, a properly sharpened pencil, and at least a dozen pins to fasten papers together.

With the above circular there was also sent to all registered candidates another document giving directions and stating the regulations under which the examinations were to be given. It was substantially the same as had been sent to candidates the two previous years, but as it contains information that is necessary to an understanding of the terms and conditions upon which certificates are granted, it is included in this Report.

REGULATIONS.

For examination of Teachers for State Certificates, Friday, August 25, 1899.

I. FOR TEACHERS.

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

PROGRAM.

A. M.

8 to 8:10—Preliminary Directions.

8:10 to 8:50—Reading.

8:50 to 9:40—Arithmetic.

9:40 to 10:25—Grammar.

10:25 to 11:10—History.

11:10 to 12—Physiology.

P. M.

1 to 1:45—Nature Studies.

1:45 to 2:30—Civil Government.

2:30 to 3:15—Theory and Practice.

3:15 to 4—Geography.

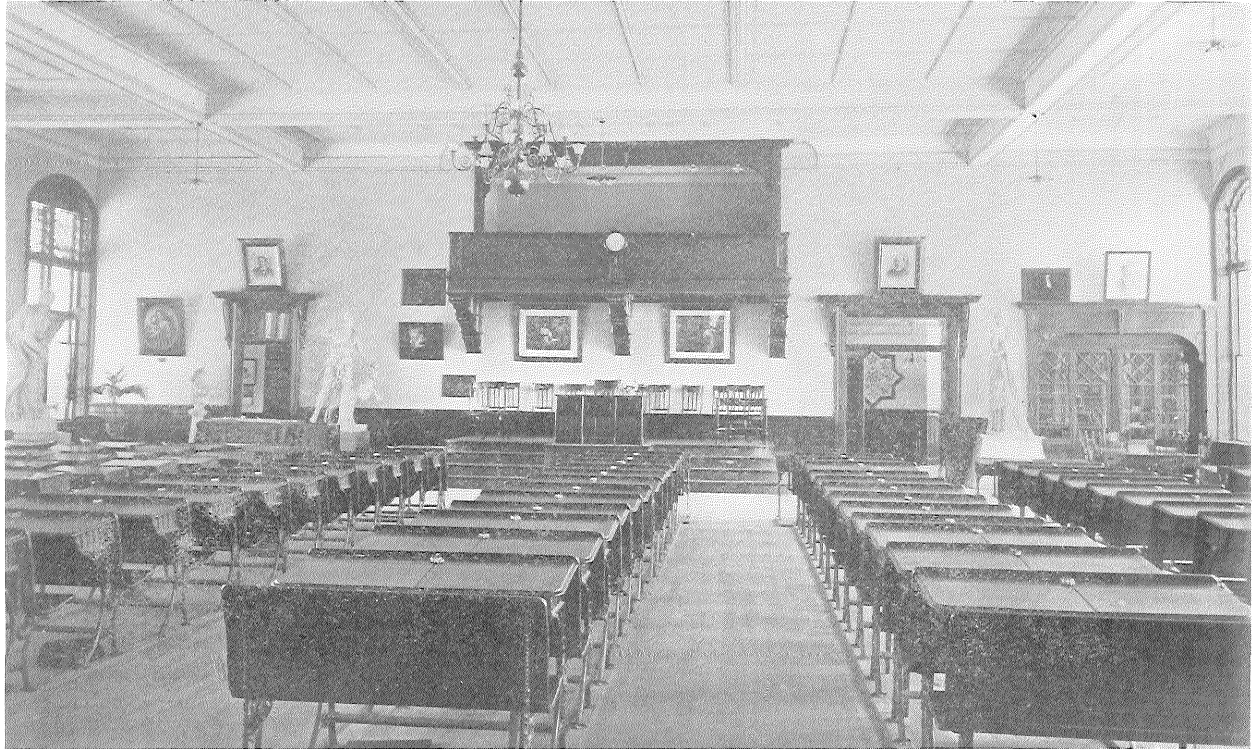
4 to 4:45—School Law.

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. *Write no statements of fact not called for by questions; write every statement called for.*

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



ASSEMBLY ROOM, FARMINGTON STATE NORMAL SCHOOL BUILDING.

The list of questions whose answers are written in the paper, must be pinned thereto, at the upper left hand corner, or the paper will not be considered.

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 first half page of the paper in Reading; in Orthography upon the paper 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 eight and one 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 im-

mediately 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, they will 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.

RESULTS.

The results of the examination are succinctly shown in the following tabulated statement:

Counties.	Number examined.	Number passed.	Number failing to pass.		Grade of certificates granted.				Terms of certificates granted.			
			Defective rank.	Failing to complete examination.	Public school.	Grammar or common school.	Common school.	Primary or common school.	Life.	Five years.	Three years.	One year.
Androscoggin.....	3	3	-	-	-	3	-	-	2	-	1	-
Aroostook.....	68	57	11	1	10	18	18	21	6	11	23	17
Cumberland.....	18	17	1	-	1	5	6	2	5	4	6	2
Franklin.....	2	1	1	1	-	-	1	1	1	-	-	-
Hancock.....	54	46	2	1	7	1	20	13	12	9	12	8
Kennebec.....	13	12	1	1	1	2	7	2	1	5	4	1
Knox.....	11	9	2	1	1	3	3	2	1	4	4	1
Lincoln.....	5	5	-	-	-	-	4	1	1	-	-	2
Oxford.....	24	22	2	1	1	4	4	6	9	5	3	5
Penobscot.....	32	26	6	1	5	4	5	9	8	8	6	5
Piscataquis.....	2	2	-	-	-	-	2	-	-	-	1	1
Sagadahoc.....	2	2	-	-	-	1	1	1	1	1	-	1
Somerset.....	38	25	13	1	12	1	7	8	9	6	9	5
Waldo.....	8	7	1	-	1	-	3	4	-	1	2	2
Washington.....	17	15	2	-	2	-	5	4	3	4	3	5
York.....	8	7	1	-	1	2	4	1	2	-	5	-
Totals.....	305	256	49	6	43	22	89	79	66	63	61	66

As was anticipated, the number of candidates examined was less than in either of the two preceding years. The average number of different teachers employed in our public schools during the past year was 6,500. It is hardly to be expected that more than a minority of these would voluntarily take the trouble and incur the expense incident to an examination. Of this minority, 849 had already taken it, and 724 had been certificated. With a diminished source of supply, the number of candidates must necessarily be smaller. It might have been somewhat different had special effort been made to influence teachers to take the examination. Such effort, however, was not deemed wise. From the beginning it has been the policy of the department to leave the decision with the teachers, without making any effort to influence them in their judgment.

As a selective agency, separating our public teaching force into those possessed of scholarship, training, experience and professional spirit, and those who are wanting in these particulars, the State examination can only prove most helpful so long as it is purely optional. With these facts in view, the number applying as candidates was satisfactory. Still more satisfactory were the results shown as indicative of the character of the teachers examined. That less than three per cent of all taking the complete examination were unable to attain the ranks required to secure a certificate is evidence that those applying were from the list which would include the best of our teachers. This fact is still further emphasized when it is noted that so large a number have received the higher grades of certificates and for the longer terms. The percentage of those securing certificates for one of the two higher grades and the two longest terms is considerably larger than it has been in any of the examinations held in previous years.

The results of the State examination for the four years during which they have been held are in the aggregate beyond anything anticipated at the outset. These aggregate results briefly stated are as follows:

Whole number of teachers examined, including re-examination on account of certificates lapsing by expiration of term	I,154
Number failing to pass	174

Whole number of certificates awarded.	980
Number of one year certificates lapsed and not renewed. .	94
Whole number of certificates issued and in force.	789

SOME THINGS INDICATED.

In the Report of last year's examination, attention was called to certain facts which were creditable to teachers examined, and also to some of the items in which it was thought it would be well for the teachers to make efforts for improvement. Among the former were evidences of effort for self-improvement along the lines of literary culture and professional reading. This year's papers show marked gains in this direction. In former years the papers written have given evidence of a lack of thoroughness and a want of exact knowledge of subjects of instruction. These same deficiencies were found to a limited extent in the papers submitted this year. It is interesting to note that these deficiencies were most marked in the two subjects which were the greatest favorites in the old time school, i. e., arithmetic and English grammar. Hence the query becomes a pertinent one, is it possible that in the attempts which have been made to simplify instruction in these branches has the pendulum of reform swung beyond the limits it should have passed? May there not have been such simplification of instruction as to rob these studies of their strong elements in training?

It is not encouraging to have to make record of the fact that the educational process is not well understood, and that the definite ends which are to be attained are not clearly defined in the minds of some of the candidates. Nor does the value of the different subjects of instruction seem to have received any considerable attention or study. A knowledge of these things is fundamental in preparing one to direct the education of children. Too large a number of the candidates made record of the fact that the chief educational value of history was to train the memory. This statement reveals a deplorable want of proper understanding of pedagogical principles. Fortunately for the schools these examinations are revealing to the teachers themselves somewhat of their deficiencies, and are stimulating them to earnest efforts for improvement.

The results of the last annual State examination are, with the above qualifications, satisfactory as regards the number taking and passing it, and eminently satisfactory as regards the character of those who were candidates.

Many of the cities and towns of the State are giving special emphasis and attractiveness to the State certificates. In not a few, only persons holding these certificates are eligible as candidates for position in the schools. In some, increased salaries are paid those who hold State certificates; and in a large number of cases, preference is given to those who are licensed by the State. It is gratifying to be able to state that the statute has rendered a service far greater than was claimed for it at the time of its passage. It is encouraging to know that it is destined to render increasingly valuable service in the future in providing the schools with skilled instructors. If the school officials of the State knew more largely of its benefits, they would coöperate more generally and more effectively in securing an extension of the aid it is fitted to give.

SCHOOLING OF CHILDREN IN UNORGANIZED TOWNSHIPS.

The statutes of 1899 contain the following provision for the schooling of children in unorganized townships: Whenever in any unorganized township, there shall be two or more children between the ages of four and twenty-one years, and when the inhabitants thereof have complied with the provisions hereinafter stated, then the State superintendent shall provide for the schooling of such children, either by establishing a school or schools in the township, sending the children to adjoining towns or plantations, or both. The statute further makes provision that for the purpose of local management, he may appoint an agent for the said township, who shall make enumeration of the pupils therein, collect a per capita tax equal to twenty-five cents for each inhabitant therein, employ teachers and attend to all the necessary details in connection with the school established; that to defray the expense incurred in the schooling of children in any township, there shall be used the per capita tax collected, the income of the reserve land funds belonging to said township, and so much of the special State appropriation made for the purpose as may be required to give the children schooling for at least twenty weeks in the year.

Under these provisions, schooling has been or is being furnished to the children in thirty-six of the unorganized townships of the State. There are also several others, mainly in the region about Moosehead lake, which it has been found impracticable to reach this year.

Schools have been established in twenty-eight of the thirty-six townships brought under the provision of the State. In the other eight, the children have been schooled in adjoining towns, plantations or townships. In one, a school has been established for the schooling of a part of the children, and part of them have been schooled in an adjoining town. Schooling has been or will be furnished for twenty weeks to the children of each of the thirty-six townships within the school year.

It would be supposed that the people living in these remote settlements would be eager to avail themselves of the privileges furnished at so small an expense. In most cases they have been. In some, the agents, either because of the poverty of the people, or their indifference to the well-being of their children, have found it difficult to collect the necessary per capita tax, the payment of which the statute makes voluntary. In one case, it has proved impossible. On the other hand, in three townships, in which lumbering or manufacturing industries have been established, the proprietors of these enterprises have contributed the entire amount to be collected, and in one instance have also paid half the expenses of the school established. It will be a question to be solved by the next legislature whether any practicable method can be found wheréby the collection of this per capita tax can be made compulsory.

The lack of suitable school accommodations in most of these townships has caused much perplexity. In a few of them, schoolhouses, generally of a very primitive character, were found. They had been built by private individuals to accommodate occasional terms of schools supported at private expense. In one case, a schoolhouse was found, furnished with modern school desks, and with maps, charts and other like appliances. This had been built by a liberal resident of the township, and a school had been maintained in it at his expense. Where no schoolhouse was found, schools have been taught in private houses or other buildings which were fitted up for the purpose. Two schools have held their sessions in the Catholic chapels in the townships, and the use of these was generously granted by the parties having charge of them. In several of the townships, where there are no schoolhouses, steps are being taken to erect school buildings before the beginning of another school year.

In the thirty-six townships brought under the law, there is, as returned by the agents, an aggregate of 677 children between the ages of four and twenty-one years. It is at present impossible to state the number who have attended the schools established, or give anything like accurate and complete information regarding the total expenditures made, and to be made for the year, as the school year will not expire until April 1, 1900. At that time detailed returns will be in the possession of the depart-

ment upon all the items upon which those having charge of common schools must report. When these facts are at hand, a fuller statement will be made of the work done, the needs of the schools, the prospects for the future and the changes which are necessary to place these schools on a profitable basis. At this time it is only possible to state that so far as the school registers have been returned by the agents, they have shown a creditable attendance. As to expenditures, it can be said that the bills already filed for payment and those being incurred for schools now in session are within the limits of the resources provided by the State.

MAINE FEDERATION OF WOMEN'S CLUBS.

The beneficial effects of the movements inaugurated by the Women's Clubs to make our schools more broadly useful are manifest in many vital results. The literary and æsthetic stimulus, and material aid given by these agencies, are helping the children to acquire the power they will need most in an age when the world is calling for men and women who have the equipment which culture, refinement, scholarship and the best associations can give. It is a pleasure to the department to give place to the following circular issued by the Educational Committee of the Federation, at the request of the committee's enterprising chairman, Mrs. Frank B. Clark of Portland. It is hoped our citizens will be willing to aid this organization in carrying forward those departments of its work which will best advance the welfare of the public schools.

The extracts given below recite in detail the lines of work which the Federation is engaged in promoting.

*Circular of Educational Committee of Federation.**1. Traveling Libraries. . .*

The sub-committee on traveling libraries has accomplished its work.

A law has been enacted which not only provides for traveling libraries, but also for lending books from the State Library, and for a State Library Commission.

The Commission, through its circular letter issued before the annual meeting, October 10th, 11th, 12th, acknowledges the instrumentality of the clubs in securing this legislation.

Five dollars will pay for the use of fifty volumes for six months, or two dollars and fifty cents for twenty-five volumes. If any club or individual wishes to give a library to the State, from twenty-five to forty dollars given to the Commission will purchase a library of twenty-five volumes, and from fifty to seventy-five dollars one of fifty volumes.

2. *School Savings Banks...*

Whatever the women's clubs of Maine can do to inculcate thrift and economy among the scholars of the public schools is legitimate work. Wherever the experiment of School Savings Banks has been tried it has brought good results. If bankers and teachers will take the extra care involved, the State as a whole will be the gainer. In the city of Bangor they have proved a great success.

3. *Town and Village Improvement...*

Any one traveling through the State would be able readily to discover the towns and villages where Improvement Clubs have been at work. The reports of such clubs at the annual meetings reveal as much as anything the true animus of the Federation. Thrift, cleanliness and godliness exalteth a nation.

4. *Science...*

The Sciences are very generally given to schools in the State in the form of simple and delightful "Nature Studies." This may be indefinitely increased, and the children be encouraged to bring in from summer vacations treasures of sea and forest, mountain and valley, as texts for practical talks from the teacher. Leaves, flowers, stones, seeds, insects and birds can be turned to account in public schools and private clubs.

5. *Schoolroom Decorations...*

The matter of schoolroom decorations is quite well understood and applied in many places with most excellent results. The constantly increasing facilities for this work make it possible for all schools to do much for the refinement and education of their pupils. We call attention to the work in Portland as a good example.

6. *Music...*

A very important and practical work for the club will be to interest itself in a general revival of music, encouraging regular and proper teaching of part music in the common schools and chorus clubs in towns and neighborhoods.

7. *Speaking in Public Schools...*

One concern of the M. F. W. C. is to do for the State all that lies in its power, through its large influence in the local schools.

It may do much to encourage recitations and declamations from choice literature, as well as debates on vital questions, according to correct parliamentary rules. A little observation among well conducted schools reveals the fact that there is nothing in this direction that the school children of Maine cannot do and do well.

8. *Co-operation of Parents and Teachers with the Educational Work of the Federation...*

The clubs of the Federation have as members many teachers in the public schools and parents whose children are in the schools. It is desirable that they come to understand the work of the Educational Committee and its possibilities, and thus make the *ideal* in education become the real.

The Federation would aim for the highest; so too in the homes and schools a wise effort should be constantly made to guide our Maine boys and girls into some one of our four well equipped colleges.

NORMAL SCHOOLS.

The following tabulation exhibits the statistics of attendance in the State normal schools of Farmington, Castine and Gorham, for the year 1898-9.

COMPARATIVE SUMMARY.

COMPARATIVE SUMMARY.					LARGEST ATTENDANCE.	
School.	Year ending.	Number entering.	Number graduated.	Average attendance per term.	Number.	Term.
Farmington	July 7, 1898..	182	55	198	264	Winter.
Castine	June 8, 1898..	178	34	168	194	Spring.
Gorham.....	June 16, 1898..	95	44	114	157	Winter.
Totals.....	.....	355	133	480	615	
Farmington	June 14, 1899..	73	65	153	189	Winter.
Castine	June 7, 1899..	94	43	170	190	Winter.
Gorham.....	June 16, 1899..	95	43	138	143	Winter.
Totals.....	.....	262	151	461	522	

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.

FARMINGTON, MAINE, June 14, 1899.

To the Trustees of the State Normal Schools:

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

Number entering	73
Number attending first term	113
Number attending second term	189
Number attending third term	157
Number of different pupils	244
Number graduating from regular course	63
Number graduating from advanced course	2

The teachers for the year have been, Geo. C. Purington, A. M, principal; assistants, W. G. Mallett, A. B., Hortense M. Merrill, M. J. West, Ardelle M. Tozier, Nellie A. Skinner, Eliza T. Sewall; critic teacher and principal of model training schools. Lillian I. Lincoln; assistants in model schools, Carolyn A. Stone, Leila A. Barbour, Mabel E. Alden; music teacher, Mrs. M. T. Wade.

I have only words of praise and hearty appreciation of the work of all my teachers. The work of the model teachers has been especially fine. One of them, Miss Stone, has been called to a responsible position in the New Britain Normal School, which shows that they are appreciated abroad as well as at home. Mrs. Wade's work with the music classes has been excellent and has demonstrated the importance of having a special teacher for that work.

The following pupils having satisfactorily completed their work are recommended for graduation.

ADVANCED COURSE.

Alma G. Faught, Centre Sidney; Harold D. King, West Farmington.

REGULAR COURSE.

May E. Adams, Weld; Florence E. Barbour, Brewer; Grace S. Beals, Dexter; Annie V. Brackett, Madison; Hortense B. Bradford, Mechanic Falls; Una E. Brann, Augusta; Cassie A. Brehaut, Winn; A. Blanche Calligan, Bangor; Maud I. Carter, South Paris; Grace L. Choate, Fairfield Center; Sarah A. Collier, Nealey's Corner; Jean Cragin, Farmington; Bertha I. Cushman, Bryant Pond; Luna M. Ferguson, East Troy; Alma L. Flagg, North Nobleboro; Josie H. L. Fowle, Westport; Edith G. Frederic, Madison; Mildred Gay, Farmington; Annie E.

Hall, North Bridgton; Ella A. Hamlin, Temple; Edith D. Huff, Wellington; Ruth L. Jacobson, Lincoln; Grace T. Jenkins, Temple; Edith A. Kalloch, Rockland; Vilah M. Kitchen, Maysville Center; Jessie E. Lawrence, Kingsbury; Grace W. Lily, Woolwich; Florence M. Look, Farmington; Marie K. Maddox, Bar Harbor; Annie L. Manter, West Farmington; Ora B. Manter, Parkman; Minnie M. Marble, Harmony; Rose A. Matthew, Farmington; Iva L. McArdle, South Paris; Maud E. Monroe, Abbot; Mina F. Noble, Blaine; Ruth W. Peabody, Kennebunkport; Lillian T. Peaslee, Richmond; Flora E. Pennell, Skowhegan; Sara A. Pike, Waterville; Josephine G. Poole, Pemaquid Falls; Agnes S. Reed, Harmony; Olive Richardson, Presque Isle; Laura B. Sanborn, Vinalhaven; Georgia M. Snow, Mercer; Florence E. Sparks, Bowdoinham; Flora A. Sterling, Vanceboro; Ada M. Stilson, Augusta; Fannie L. Taylor, Lakeside; Isabelle M. Towle, Belfast; Ethel M. Tucker, Kennebunk; Abbie H. Verrill, Lewiston; Hope M. Whidden, South Presque Isle; Mertie B. Whitehouse, Belgrade; Mary E. Williams, Bath; Grace E. Williamson, New Sharon; Alena L. Young, Rockland; Moses B. Corliss, Milltown; George C. Erskine, Jefferson; Roy F. Gammon, West Farmington; Harold E. Jackman, Sherman Mills; John Knowlen, Presque Isle; Orville C. Voter, New Vineyard.

Some additions to our apparatus and library during the year are greatly appreciated. We still have some important needs.

1. A new chemical laboratory.
2. Additions to our philosophical apparatus.
3. More text-books.
4. New furniture.
5. Another teacher for the model school.

Respectfully submitted,

GEO. C. PURINGTON.

CASTINE, MAINE, June 7, 1899.

To the Trustees of the State Normal Schools:

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

ATTENDANCE.

Number entering the school.....	94
Number attending the fall term.....	143
Number attending the winter term.....	190
Number attending the spring term.....	178
Total enrollment for the year.....	511
Number graduating, regular course.....	40
Number graduating, advanced course.....	3

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, Winifred Austin, A. B., Kate S. Russell, Joel W. Reynolds in the normal school; Mabel F. Simmons, critic teacher, Mary B. Bills in the model school, and Addie W. Dunbar in the grammar school. I recommend the re-election of all the assistant teachers and that the salary of Mary B. Bills be increased fifty dollars.

LIBRARY.

Very little addition has been made to the general library, but the text-books are in much better condition than one year ago.

IMPROVEMENTS.

Our sewer running to the sea, and our system of heating and ventilation, which is nearly perfect, have greatly improved the sanitary conditions of the building, while the steel ceilings have added much to its appearance. The new floors about to be laid, will give us another much needed improvement. We feel that the trustees and the legislature have done much for this school.

We need new desks for the assembly room and I hope, if possible, the trustees will find a way to furnish them. I recommend that the larger teachers' room be fitted with chairs and

tables so that the teachers may study there instead of sitting facing the pupils, and that the other room be made a principal's room.

A few general repairs are needed on the building none of which will be expensive.

THE YEAR'S WORK.

I have the pleasure to report again the utmost harmony among teachers and pupils.

The number attending (511) has been the largest in the history of the school. The catalogue for 1891 shows an attendance of 255, so it will be seen that the numbers have more than doubled since then.

This school has always been noted for the high moral tone of its pupils, and a case of severe discipline is very rare. Nearly all the students who come here are teachers, and many of them have had large experience as such.

One hundred and twenty-two of those who have attended this term (spring) have taught. The health of the pupils during the year has been remarkably good, there having been no case of severe sickness among us. This may be attributed largely to the fine sanitary condition of the building, and to the fact that we have a janitor who knows how to take care of it and is willing to do it.

DIPLOMAS.

I recommend that diplomas be awarded the following persons:

ADVANCED CLASS.

Pearl Danforth, Castine; Maurice L. Gray, Brooksville; Amy C. Witherle, Castine.

REGULAR CLASS.

Annie M. Allenwood, Camden; Rosa M. Blake, Brooksville; Kate T. Bond, Jefferson; Evelyn M. Bowley, Hope; William F. Brown, Lubec; Carrie B. Calligan, Grand Lake Stream; Bertha F. Cline, Hancock; Winifred M. Coombs, Castine; Napoleon B. Corthell, Bar Harbor; Anna J. Damon, Deer Isle; Lillie E. Friend, Sedgwick; Nettie M. Friend, Sedgwick; Sadie L. Fuller, Searsmont; Madge E. Gray, Castine; Almon P. Hatch,



ROBIE HALL, GORHAM STATE NORMAL SCHOOL BUILDING.

Bristol; Susie M. Herrick, Charleston; Una E. Howes, Charleston; Carrie E. Johnston, Holden; Isabell A. Jordan, Waltham; Marcie D. King, Lamoine; Katherine C. Leary, Hampden; Henry J. Luce, Newburgh; Ida B. Mograge, Castine; Charles H. Newcomb, Newburgh; Lucy E. Pendleton, Islesboro; Jeanette B. Rice, Searsport; Annie G. Richards, Brooksville; Lelia M. Richardson, Lamoine; Mary C. Richardson, Castine; Ethel R. Sellers, Deer Isle; Ella H. Small, Cherryfield; Frances K. Spear, Warren; Carrie F. Trundy, Stonington; Ethel E. Varnum, Castine; Daniel E. White, Columbia; Anna C. Witherle, Castine; Leroy L. Woods, Knox; Edgar A. Worcester, Castine; Ida V. Worcester, Castine; Wilbur C. York, Vinalhaven.

Yours truly,

ALBERT F. RICHARDSON.

STATE NORMAL SCHOOL, GORHAM, ME., June 16, 1899

To the Trustees of the State Normal Schools:

GENTLEMEN: I have the honor to submit the report of the State normal school at Gorham for the year ending June 16, 1898.

Number of pupils entering during the year	95
Number of pupils graduating during the year	43
Attendance by terms—	
Fall term	133
Winter term	143
Spring term	137

Number of teachers in regular work of normal school, 6; number of teachers in the work of the practice schools, 3; special teacher, 1, (Music.) Pupils in the practice schools, primary, 53; lower grammar, 49; upper grammar, 61.

TEACHERS.

W. J. Corthell, LL. D., principal; associates, Walter E. Russell, A. B., Viola M. White, Katherine Halliday, Gertrude L. Stone, A. M., M. Grace Fickett, A. B., Charles Hinckley, A. M., music; Grace Walker, critic teacher, upper grammar; Ella

F. Johnson, critic teacher, lower grammar; Nellie S. Cloudman, critic teacher, primary; Peter S. Fogg, janitor.

LIBRARY AND APPARATUS.

Additions have been made to the number of books of reference; in the departments of general history, of literature; and of special department of geography, arithmetic, natural science, natural history and civics. Additions have been made also to the text-books for the use of the practice schools. Some illustrative apparatus has been added for the departments of geometry, drawing and physics.

A portable blackboard, some chairs and settees have been furnished for the general schoolroom.

GRADUATES, JANUARY 24, 1899.

Advanced Course—Langelle, Bessie M., York; Libby, Ruth E., Cash's Corner; Warren, Ella G., Winslow.

Two Years' Course—Anderson, Minetta R., Cumberland Mills; Bean, Lena A., Waterboro; Chadbourne, Alice R., North Waterboro; Chadbourne, Laura M., North Waterboro; Harmon, Etta E., Harrison; Lowell, Bessie M., Cumberland Mills; Pollard, Nettie M., Richmond; Poole, Mabel, Damariscotta; Robinson, Walter S., Forest City; Robinson, Lizzie G., Waterville; Wells, Lizzie G., Wells; Young, Florence L., Calais.

GRADUATED, JUNE 16, 1899.

Advanced Course—Golding, Rhod B., North Perry; Hawkes, Lizzie S., Windham Center; Higgins, Marion S., Phippsburg; Richards, Grace E., Portland; Ridley, Mabel P., Springvale.

Two Years' Course—Allen, Myrtle C., Cumberland Mills; Barnes, Mary F., Tilton, N. H.; Batchelder, Abigail F., Patten; Benson, Harriet E., Tremont; Berry, Nellie M., Denmark; Burnham, M. Elizabeth, Saco; Cummings, Gertrude R., Pleasantdale; Day, Alice P., Gorham; Duley, Susan M., Bath; Fisher, Susan G., Robbinston; Giles, Cora M., East Brownfield; Holmes, Etta A., Waterboro; Johnson, Elena S., Portland; Murphy, Bertha M., Augusta;

Rankin, Bertha M., East Hiram; Rogers, Esther F., Kittery; St. John, Agnes, Woodfords; Stevens, Lizzie A., Bryant's Pond; Sullivan, Nellie L., Portland; Taylor, Annie B., North Fairfield; Towle, Gertrude E., Portland; Varney, Belle J., Windham Center; Wilson, Marion L., Sanford.

The requirement, by the trustees, of better preparation for entering the normal schools, while not decreasing the number entering this school, which has been larger than during any previous year, has given the possibility for better work. The pupils showing more power in taking the peculiar work of the normal school, have acquired a wider and clearer understanding of the professional work. It is suggested that the trustees name certain high schools and academies in the State, a graduation from the four years' classical course in which shall entitle the pupil to enter the normal schools without examination.

The work of the year has been successful, characterized by earnest work, helpful sympathy, and real loyalty on the part of teachers and pupils. I recommend the re-election of each associate teacher, and I very urgently recommend that fifty dollars be added to the yearly pay of Miss Ella Johnson and the same sum to that of Miss M. Grace Fickett. By their earnestness, devotion to duty and their success, each is fully entitled to this increase.

NEEDS.

The *most urgent* need is a teacher of reading, and voice culture. We are each so burdened with work, that no one of the teachers has the time, if he had the ability, to teach the above named subjects. We attempt something in the teaching of reading, but with our present force, the work cannot be at all satisfactory. I suggest that a competent teacher be employed for one term in each normal school during the year. If this cannot be done, or the other normal schools do not need such a teacher, that in this school the work of reading and voice culture be united to the work in music, and a teacher with increase of salary be secured to do the work.

The teachers' room needs refitting throughout. It is hardly consonant with the dignity of the State and the best interest of the school.

There is need of more books, apparatus and furniture, and while grateful for the help received during the year, the teachers hope that the board will be able to help the school as much in the coming year.

THE BOARDING HALL.

Students have had a home in the Frederick Robie Hall during the year. It has proved eminently successful. The statement of the financial department of the hall will be submitted in a separate report. The students seem to be generally contented. They have had better food, and pleasanter rooms and better accommodations than could be obtained in private families in the village. I suggest that the prices of rooms be re-adjusted in such a way as the experience of the year seems to suggest.

Respectfully submitted,

W. J. CORTHELL.

FORT KENT, MAINE, June 22, 1899.

To the Trustees of the State Normal Schools:

GENTLEMEN: The following is a report of the Madawaska Training School for the year ending April 19, 1899.

ATTENDANCE.

The number of pupils attending during the autumn term.	85
The number attending during the winter and spring term	105
The number of different pupils during the year	115

The number graduating, twenty-three; ten ladies and thirteen gentlemen.

The teachers for the year have been Mary P. Nowland, Rose A. Conry, Annie Dionne. They have, I think, done in their work, the best that in them lies.

The school has been successful this year, beyond my hopes—the pupils so quiet, obedient and studious, both in school and out as to win the most cordial approval from both their teachers and the people of the village.

The grounds which were last year graded and seeded down are now very level and green, presenting a fine appearance.

Last autumn, the outside of the boarding-house and some of the rooms were greatly improved by a coat of paint.

The appropriation made by the last legislature, when expended, will benefit us very essentially in both school and boarding-house.

An addition has been made to the library since the last report—by the will of the late Mr. Cyr—of a fine set of encyclopædia.

A few other valuable books have been received as well as a set of Mac Cowes' Historical Charts, a much-wished-for terrestrial globe and some philosophical apparatus.

We still need books for general reference and text-books.

THE GRADUATING CLASS OF 1899.

Maxime J. Albert, Frenchville; Willie J. Audibert, Fort Kent; Victori Bourgoin, Frenchville; Joseph A. Cyr, Madawaska; Alexis R. Cyr, Madawaska; Aimé R. Chassé, Ste Agathe; Zéphérin Daigle, St. Hillaire, N. B.; Méthaïde Gagnon, Frenchville; Thomas Henderson, Allagash; Vital Labbé, Wallagrass; Euphemie Laferrière, Fort Kent; Marie Michaud, Wallagrass; Laura A. Michaud, Frenchville, Luther H. McLean, St. Francis; Denis Nadeau, St. Hilaire, N. B.; Elize Nadeau, Fort Kent; Ella Paradis, Fort Kent; Louise Sinclair, St. Francis; Herbert A. Sweeney, Fort Kent; Catherine Sanfaçon, Grand Isle; Albert J. Thibodeau, Fort Kent; Odélie M. Thibodeau, Grand Isle; Agnes Thibodeau, Grand Isle.

Very respectfully submitted,

MARY P. NOWLAND.

FISCAL STATEMENT.

The resources and expenditures for the normal and training schools for the fiscal year 1899 consist of the regular annual and the special appropriations and expenditures.

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

FISCAL SUMMARIES.

RESOURCES, 1898.

Annual appropriation for normal schools.....	\$31,000 00
Special appropriation for normal schools.....	1,500 00
Special appropriation for insurance.....	1,200 00
Special appropriation for Madawaska Training School	2,000 00
	<hr/>
Total resources	\$35,700 00

EXPENDITURES, 1899.

For salaries	\$27,800 83
fuel	1,041 91
light	109 47
water	257 32
books	879 47
furniture, appliances and supplies.....	417 54
insurance	1,402 50
diplomas and printing same.....	167 50
repairs	1,623 46
paid for land from special appropria- tion Madawaska Training School. \$897 80	
paid for repairs from special appropria- tion Madawaska Training School. 282 32	
paid for books, appliances, etc.....	319 88
amount in hands of State treasurer, Dec. 31, 1899	500 00
	<hr/>
	2,000 00
	<hr/>
Total expenditures	\$35,700 00

COMMON SCHOOLS.

In Appendix II 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, 1899, also the number and condition of the free high schools for the year ending June 1, 1899.

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.*

	1898.	1899.
Whole number of persons between ages of 4 and 21 in State.....	209,713	210,192
Increase	479	
Whole number of different scholars attending school during the year.....	134,405	131,588
Decrease	2,817	
Average registered attendance per term for year	115,516	113,244
Decrease	2,272	
Average daily attendance per term for year	97,616	96,593
Decrease	1,023	

II. *Length of Schools.*

Average length for year.....	27w 2d	27w 2d
Aggregate number of weeks per year....	120,170	116,697
Decrease	3,473	

III. *Teachers.*

Number of male teachers in spring and summer terms	449	445
Decrease	4	

	1898.	1899.
Number of male teachers in fall and winter terms	931	832
Decrease	99	
Number of female teachers in spring and summer terms	4,254	4,107
Decrease	147	
Number of female teachers in fall and winter terms	3,821	3,900
Increase	79	
Number of different teachers employed during the year	6,717	6,447
Decrease	270	
Number continued in same school during year	2,443	2,434
Decrease	9	
Number who had had previous experience	5,701	5,518
Decrease	183	
Number who were graduates of normal schools	894	1,017
Increase	123	
Average wages of male teachers per month, excluding board	\$40.61	\$39.03
Decrease	\$1.58	
Average wages of female teachers per week, excluding board	\$6.58	\$6.80
Increase	\$0.22	
Average cost of teachers' board per week.	\$2.13	\$2.13
Amount paid for teachers' services and board and janitors' services	\$1,046,442	\$1,118,954
Increase	\$72,512	

IV. *Text-books and School Appliances.*

Amount expended for free text-books....	\$87,411	\$76,270
Decrease	\$11,141	
Number of ungraded schools furnished with globes	809	826
Increase	17	
Number furnished with wall maps.....	1,618	1,676
Increase	58	

	1898.	1899.
Number furnished with charts.....	1,573	1,625
Increase	52	

V. *Number and Character of Schools.*

Whole number of schools.....	4,385	4,265
Decrease	120	
Whole number of graded schools.....	1,246	1,276
Increase	30	
Whole number of ungraded schools.....	3,139	2,989
Decrease	150	
Number of ungraded schools having classes in United States history.....	2,720	2,616
Decrease	104	
Number having classes in physiology....	2,407	2,389
Decrease	18	
Number having classes in bookkeeping...	1,249	1,176
Decrease	73	
Number having classes in nature studies..	578	789
Increase	211	
Number having classes in civics.....	523	628
Increase	105	
Number having classes in other than studies required by law.....	948	955
Increase	7	

VI. *Number and condition of Schoolhouses.*

Number of schoolhouses in State.....	4,113	3,996
Decrease	117	
Number reported in good condition.....	3,075	3,122
Increase	47	
Number having flags	1,619	1,808
Increase	189	
Number built during year.....	106	55
Decrease	51	
Cost of same.....	\$220,472	\$53,471
Decrease	\$167,001	
Estimated value of all school property..	\$4,225,401	\$4,222,395
Decrease	\$3,006	

VII. *School Superintendence.*

	1898.	1899.
Number of terms of school not visited as law requires	407	288
Decrease	119	
Amount paid by towns for superin- tendence	\$58,354	\$56,094
Decrease	\$2,260	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries	\$830,339	\$777,130
Decrease	\$53,209	
Amounts available from State treasury.	\$513,066	\$512,418
Decrease	\$648	
Amounts derived from local funds.....	\$30,696	\$31,962
Increase	\$1,266	
Total current resources	\$1,374,101	\$1,321,510
Decrease	\$52,591	
Total current expenditures	\$1,248,093	1,243,330
Decrease	\$4,763	
Net balance unexpended	\$126,008	\$78,180
Decrease	\$47,828	
Amounts expended for new schoolhouses	\$220,472	\$53,471
Decrease	\$167,001	
Amounts expended for free text-books.	\$87,411	\$76,270
Decrease	\$11,141	
Amounts expended for local superin- tendence	\$58,354	\$56,094
Decrease	\$2,260	
Amounts expended for repairs and insurance	\$39,528	\$139,337
Increase	\$99,809	
Total expenditures	\$1,653,858	\$1,568,502
Decrease	\$85,356	
Amounts of school money voted by towns	\$749,661	\$709,725
Decrease	\$39,936	

SUPERINTENDENT'S REPORT.

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	1898.	1899.
Excess above amount required by law (net)	\$225,884	\$190,149
Decrease	\$35,735	
Percentage of valuation assessed by towns .....	.002 7-10	.002 2-10
Decrease .....	.000 5-10	

FREE HIGH SCHOOLS.

The showing made by the statistics of the free high schools is most satisfactory and proves that the law of 1897 is having more and more effect each year in raising the grade of these schools.

The decrease in the number of towns maintaining free high schools is no more than would be expected as the law in relation to raising the standard and requiring examination before entrance comes more generally into effect.

The number of schools maintained during 1899 is twenty-eight less than reported in 1898. The whole number of scholars registered in 1898 was 14,435 and for 1899 the number registered was 13,785, being a decrease of 650 in the aggregate enrollment.

In 1898, the average attendance was 11,067 while in 1899 it was 11,280, an increase of 213. The per cent of average attendance in 1898 was 76 7-10. In 1899 it was 81 8-10. A comparison of these figures shows that while the aggregate enrollment was 650 less in 1899 than in 1898, the average attendance increased 5 1-10 per cent.

The total number of weeks of school was 148 less in 1899 than in 1898, but the average number of weeks per year to each school increased from twenty-five weeks two days in 1898 to twenty-seven weeks two days in 1899, a gain of two weeks to each school.

The large increase in the number of those taking advanced studies, as well as the greatly increased number of those who are fitting for teachers, proves also that the character of our free high schools is gradually improving each year and that these schools are fast becoming what the law, when enacted, intended they should be.

COMPARATIVE STATEMENT.

I. *Number and Length.*

	1898.	1899.
Number of free high schools receiving aid from the State.....	248	220
Decrease	28	
Number supported by towns.....	240	212
Decrease	28	
Number supported by precincts.....	8	8
No change.		
Average number of weeks.....	6,189	6,041
Decrease	148	
Average number of weeks per year to each school	25w 2d	27w 2d
Increase	2 weeks.	

II. *Attendance.*

Number of pupils registered.....	14,435	13,785
Decrease	650	
Average attendance	11,067	11,280
Increase	213	
Per cent of average attendance.....	76 7-10	81 8-10
Increase	5 1-10	
Number of common school teachers who were pupils	537	618
Increase	81	

III. *Scope of Instruction.*

Number of pupils in reading or elocution..	7,371	7,758
Increase	387	
Number in arithmetic.....	5,857	5,725
Decrease	132	
Number in English grammar.....	5,028	4,955
Decrease	73	
Number in United States history.....	2,521	2,342
Decrease	179	
Number in natural sciences.....	5,059	5,909
Increase	850	

	1898.	1899.
Number in higher mathematics.....	7,151	7,417
Increase	266	
Number in bookkeeping	1,392	1,946
Increase	554	
Number in modern languages.....	2,252	2,415
Increase	163	
Number in ancient languages.....	5,177	5,441
Increase	264	

APPENDIX--I.

Special Statistics of Educational Institutions Aided by the State, Directly or as Free High Schools, for Year Ending July 1, 1899.

Name.	NUMBER OF PUPILS WHO STUDIED																								
	English.	Science.	Mathematics.	Ancient languages.	Modern languages.	History other than United States.	Civil Government.	Drawing.	Bookkeeping.	Music.	Physiology.	Logic.	Psychology.	Law.	Political economy.	Engineering.	Pedagogy.	Military science.	Moral Philosophy.	Geography.	United States history.	Arithmetic.	Spelling.	Elocution.	Penmanship.
University of Maine.....	286	223	220	13	163	74	-	212	-	-	-	75	75	30	50	98	-	250	-	-	-	-	-	-	-
Castine Normal School.....	302	207	210	10	4	40	50	60	60	95	80	-	40	84	-	40	250	-	-	-	-	-	-	-	-
Farmington Normal School.....	244	242	208	13	2	63	57	209	60	117	117	-	242	-	-	-	-	-	-	-	-	-	-	-	-
Gorham Normal School.....	160	80	160	36	12	12	40	160	60	160	52	-	84	-	-	-	-	64	117	61	196	-	-	-	-
Madawaska Training School.....	108	48	23	-	108	-	-	25	25	25	108	-	-	-	-	-	23	64	-	160	160	160	-	-	-
Anson Academy.....	65	26	65	25	12	16	-	-	-	-	-	-	-	-	-	-	23	-	-	-	-	-	-	-	-
Bluehill Academy.....	43	70	32	21	4	27	-	-	19	6	-	-	20	15	-	-	-	19	12	12	-	-	-	-	-
Bridgton Academy.....	74	60	70	39	22	21	-	-	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Calais Academy.....	110	56	92	75	6	87	7	-	-	-	-	-	-	-	-	-	-	-	-	-	16	-	-	-	-
Cherryfield Academy.....	84	78	123	53	6	67	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	-	-	-
Corinna Academy.....	40	16	37	17	14	34	8	-	-	40	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-
East Corinth Academy.....	19	45	27	13	3	10	4	-	14	-	22	-	-	-	11	-	-	5	-	-	-	-	-	-	-
Erskine Academy.....	45	42	38	-	-	12	18	20	30	12	-	-	7	-	-	-	-	-	-	14	40	30	30	-	-
Foxcroft Academy.....	62	33	55	24	-	36	10	21	13	11	-	-	-	-	-	-	-	-	-	13	-	51	-	-	-
Freedom Academy.....	39	10	44	20	-	15	-	20	20	10	-	-	-	8	15	-	-	-	-	-	-	-	-	-	-
Gold's Academy.....	58	24	48	39	16	38	-	9	-	10	18	-	5	-	-	-	-	-	-	-	-	-	-	-	-
Hampden Academy.....	101	20	101	31	7	20	-	-	-	-	15	-	1	-	-	-	25	-	-	-	-	-	-	-	-
Hartland Academy.....	25	10	23	11	-	4	16	-	18	-	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hebron Academy.....	120	58	127	113	32	24	7	8	10	25	16	-	15	12	-	-	-	-	-	10	-	-	-	-	-
Lee Normal Academy.....	105	40	60	1	7	6	20	-	25	14	-	-	7	-	-	-	25	-	-	-	-	-	-	-	-
Limerick Academy.....	108	57	108	80	10	60	80	-	40	-	80	-	18	-	-	-	-	-	-	-	-	-	-	-	-
Limington Academy.....	58	14	18	18	18	5	7	-	8	-	18	-	10	-	-	-	-	-	-	-	-	-	-	-	-
Lincoln Academy.....	94	34	43	31	29	28	14	24	21	-	10	-	9	7	-	-	-	-	-	-	-	-	-	-	-
Litchfield Academy.....	32	32	22	20	14	14	-	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maine Central Institute.....	55	78	67	65	28	18	20	-	25	15	22	-	10	-	-	28	-	9	-	6	35	-	-	-	-
Mattanawook Academy.....	50	18	40	12	15	6	-	-	10	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monmouth Academy.....	68	28	60	22	5	13	17	-	11	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monson Academy.....	40	30	15	-	20	7	15	8	1	1	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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	-	-	-	320	-	-	-	-	\$218,300	\$200,900	\$43,700	\$462,900
Castine Normal School.....	10	37	3	130	170	-	-	-	-	-	50,000	1,000	51,000
Farmington Normal School.....	12	-	-	153	153	-	-	-	-	-	70,000	10,000	80,000
Gorham Normal School.....	7	-	160	160	113	-	-	-	-	-	75,000	2,000	77,000
Madawaska Training School . . .	3	-	23	-	71	-	-	-	-	-	21,000	-	21,000
Anson Academy.....	2	-	65	-	47	10	-	-	-	-	4,500	2,500	6,000
Bluehill Academy.....	3	22	39	4	65	8	3	-	-	-	17,000	6,500	23,700
Bridgton Academy.....	4	-	73	-	73	35	5	-	14	24,650	10,000	1,000	35,650
Calais Academy.....	4	-	110	-	110	28	-	-	1	4,469	6,000	300	10,769
Cherryfield Academy.....	3	70	80	117	117	24	4	12	-	4,000	10,000	800	14,800
Corinna Academy.....	2	-	40	20	30	2	-	-	3	500	2,500	1,539	4,539
East Corinth Academy.....	2	20	17	10	37	4	2	1	1	500	2,000	500	3,000
Erskine Academy.....	3	6	36	23	65	-	15	4	-	7,780	3,000	500	11,280
Foxcroft Academy.....	4	-	47	-	47	16	2	2	5	-	4,000	400	4,400
Freedom Academy.....	4	25	30	40	78	3	-	-	3	-	4,000	-	4,000
Gould's Academy.....	5	6	67	-	74	16	-	-	3	1,000	6,000	1,000	8,000
Hampden Academy.....	3	70	31	-	68	12	-	-	1	10,800	2,500	200	12,700
Hartland Academy.....	3	11	9	20	32	11	-	-	-	1,000	3,000	50	4,050
Hebron Academy.....	7	-	135	6	135	34	2	1	16	-	40,000	70,000	110,000
Lee Normal Academy.....	3	-	60	105	51	1	-	-	-	-	2,500	1,500	4,000
Limerick Academy.....	2	30	108	138	110	4	-	10	2	-	3,000	500	3,500
Limington Academy.....	2	25	33	58	52	9	2	2	-	500	2,500	-	3,000
Lincoln Academy.....	4	5	38	51	65	9	3	2	1	11,000	8,000	200	19,200
Litchfield Academy.....	2	-	-	-	36	5	-	-	3	700	2,000	-	2,700
Maine Central Institute.....	2	5	63	25	98	30	6	2	12	9,700	25,000	-	34,700
Mattanawcook Academy.....	2	-	50	50	42	12	4	-	4	2,200	2,000	-	4,200
Monmouth Academy.....	2	-	55	-	47	17	-	-	-	-	1,000	-	1,000

Monson Academy	2	-	35	25	35	15	10	-	6	-	2,500	-	2,500
North Yarmouth Academy	5	6	44	-	50	7	1	2	2	10,000	17,000	2,500	29,500
Oak Grove Seminary	10	59	16	21	74	31	4	7	15	21,000	25,000	2,000	48,000
Paris Hill Academy	4	20	22	-	42	12	3	-	-	2,000	2,500	500	5,000
Parsonsfield Seminary	3	-	48	48	40	6	-	-	3	-	5,000	75	5,075
Patten Academy	2	-	48	4	42	7	-	-	-	6,400	1,300	142	7,842
Pennell Institute	4	20	55	-	68	28	-	5	5	25,000	15,000	15,000	55,000
Ricker Classical Institute	6	10	75	60	158	70	-	-	2	33,000	60,000	-	93,000
Somerset Academy	3	4	51	55	55	10	1	11	5	3,500	3,500	290	7,290
Thornton Academy	9	-	160	160	160	37	10	10	9	72,504	36,360	-	108,864
Washington Academy	3	-	55	-	55	16	6	-	7	-	5,000	27,000	32,000
Westbrook Seminary	8	-	-	-	-	-	-	-	-	25,000	100,000	-	125,000
Wilton Academy	4	-	70	13	83	29	2	-	10	-	15,000	650	15,650
Wiscasset Academy	2	11	28	18	57	4	1	-	-	-	1,000	350	1,350
Total	203	462	2,099	1,514	3,225	560	86	84	135	\$506,893	\$857,760	\$183,896	\$1,548,549

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	-	\$7,654	\$13,304	-	-	\$50,873	\$37,102	\$1,080	\$3,238	\$1,374	\$20,839	\$63,633	-	\$12,760
Castine Normal School	-	-	9,000	-	-	700	-	-	9,700	8,100	400	700	300	200	9,700	-	-
Farmington Normal School...	-	-	9,620	-	135	666	-	-	10,421	8,600	500	821	-	500	10,421	-	-
Gorham Normal School.....	-	-	8,000	-	-	600	-	-	8,600	7,650	500	450	-	-	8,600	-	-
Madawaska Training School..	-	-	1,944	-	14	92	-	-	2,050	1,850	100	-	-	-	2,050	-	-
Anson Academy.	290	\$500	500	-	100	-	-	-	1,390	1,295	30	-	25	40	1,390	-	-
Bluehill Academy.....	657	500	500	-	63	-	-	-	1,710	1,250	135	100	-	225	1,710	-	-
Bridgton Academy.....	1,223	-	500	-	1,500	-	-	-	3,283	2,720	130	20	190	200	3,260	\$23	-
Calais Academy.....	375	2,250	500	\$250	172	-	-	\$118	3,665	2,775	125	118	51	272	3,341	344	-
Cherryfield Academy.....	150	800	800	250	39	-	-	193	2,232	1,359	58	55	219	201	1,892	340	-
Corinna Academy.....	81	-	500	-	-	-	-	-	581	542	16	130	-	80	768	-	189
East Corinth Academy	44	200	500	200	10	-	-	-	954	900	30	-	-	20	950	-	4
Erskine Academy.....	325	174	300	174	240	-	-	-	1,213	1,108	25	30	30	20	1,213	-	-
Foxcroft Academy.....	60	450	500	250	303	6	-	-	1,569	1,268	60	8	3	230	1,569	-	-
Freedom Academy.....	-	-	500	-	417	-	-	-	917	408	9	-	500	917	-	-	-
Gould's Academy.....	50	-	800	-	1,423	-	-	168	2,441	1,979	50	68	-	182	2,279	162	-
Hampden Academy	548	200	500	250	55	-	-	-	1,603	1,467	36	-	61	79	1,643	-	40
Hartland Academy.....	40	75	250	75	-	-	-	-	440	150	15	-	-	-	165	275	-
Hebron Academy.....	3,100	-	-	-	3,452	-	-	1,825	377	7,279	448	100	433	-	8,377	-	-
Lee Normal Academy	55	-	750	-	309	-	-	145	1,259	968	16	48	142	26	1,200	59	-
Limerick Academy	25	500	500	-	-	-	-	-	1,025	700	30	112	72	-	914	111	-
Limington Academy	20	250	300	250	-	-	-	-	820	622	23	22	14	51	732	88	-
Lincoln Academy.....	675	500	-	-	1,500	-	-	160	2,835	2,000	70	-	196	97	2,363	472	-
Litchfield Academy.....	40	-	500	-	343	-	-	162	1,045	764	-	-	5	769	276	-	-
Maine Central Institute	518	710	1,000	250	1,157	-	-	-	3,676	3,150	300	5	10	307	3,772	-	96
Mattanawcook Academy	132	200	500	200	-	-	-	60	1,092	1,200	36	-	106	-	1,342	250	-
Monmouth Academy	-	400	500	250	71	-	-	-	1,221	1,040	22	240	-	-	1,302	-	81

PUBLIC SCHOOLS.

Monson Academy.....	157	250	300	250	15	-	-	-	972	800	30	4	2	-	836	136	-
North Yarmouth Academy....	500	-	300	800	-	-	-	-	1,600	1,600	-	-	-	-	1,600	-	-
Oak Grove Seminary.....	800	-	800	-	1,996	-	-	-	3,596	2,500	300	767	-	-	3,567	29	-
Paris Hill Academy.....	200	240	500	-	-	-	-	-	940	740	15	50	25	10	840	100	-
Parsonsfield Seminary.....	226	100	500	250	293	-	-	-	1,369	1,369	-	-	-	-	1,369	-	-
Patten Academy.....	324	250	500	250	100	-	18	-	1,442	888	137	94	44	417	1,580	-	138
Pennell Institute.....	1,250	250	500	250	100	-	-	-	2,350	1,860	60	75	62	80	2,137	213	-
Ricker Classical Institute....	800	1,740	1,000	250	1,310	-	-	950	6,050	3,750	450	-	276	1,280	5,756	294	-
Somerset Academy.....	210	303	500	-	46	-	-	-	1,059	600	30	-	25	125	780	279	-
Thornton Academy.....	5,653	3,100	-	250	555	-	-	-	9,558	4,860	450	778	752	320	7,160	2,398	-
Washington Academy.....	1,380	-	500	-	646	-	-	-	2,526	1,985	45	29	-	369	2,428	98	-
Westbrook Seminary.....	1,770	-	2,000	-	2,800	200	800	500	8,070	5,100	200	200	1,000	1,500	8,000	70	-
Wilton Academy.....	-	800	900	250	388	-	250	-	2,588	2,093	46	150	100	158	2,547	41	-
Wiscasset Academy.....	-	500	-	250	54	-	-	50	854	805	51	-	-	-	856	-	2
Total	\$31,593	\$15,242	\$67,564	\$5,199	\$27,320	\$15,568	\$1,068	\$4,372	\$167,926	\$127,496	\$5,878	\$8,432	\$6,024	\$27,858	\$175,688	\$5,792	13,554

ANALYSIS OF SPECIAL STATISTICS OF SECOND-
ARY SCHOOLS.

SUMMARY.

I. *Assets—Permanent:*

Amount of endowment	\$506,893
Value of grounds, buildings, etc.	857,760
Value of other property	183,896
Total assets	\$1,548,549

II. *Income—Current:*

From invested funds	\$31,593
From town	15,242
From State (appropriation)	67,564
From State (high school fund)	5,199
For tuition	27,320
For fees	15,568
As gifts	1,068
From all other sources	4,372
Total income—current	\$167,926

III. *Expenditures—Current.*

For teachers' salaries	\$127,496
For janitors' services	5,878
For books, apparatus, etc.	8,432
For repairs	6,024
For all other purposes	27,858
Total expenditures—current	\$175,688

IV. *Number of Pupils who Studied:*

English	3,513
Sciences	2,297
Higher mathematics	2,975
Ancient languages	1,273
Modern languages	744

History (not including United States history)	1,209
Civil government.....	643
Drawing	837
Bookkeeping	680
Music	667
Physiology	828
Logic	90
Psychology	620
Law (common, commercial or school).....	178
Political economy.....	170
Engineering	98
Pedagogy	485
Military science.....	250
Moral philosophy.....	219
Geography	158
United States history.....	288
Arithmetic	268
Spelling	332
Elocution	635
Penmanship	101

V. *Teachers, Attendance, Etc.:*

Number of teachers including president or principal	203
Average number of students pursuing common school studies exclusively.....	462
Average number pursuing academic studies exclusively	2,099
Average number pursuing both academic and common school studies.....	1,514
Total average attendance.....	3,225
Number fitting for college.....	560
Number fitting for technical schools.....	86
Number fitting for other higher institutions..	84
Number fitted to enter next year.....	135



APPENDIX---II.

COMMON SCHOOL STATISTICS,

Compiled from Annual Returns of School Superintendents and Fiscal Returns of Municipal Officers, for the
Year Ending April 1, 1899.

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 schoolhouses in town.	Number in good condition.	Number supplied with flags.	Number of schoolhouses 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	4,369	1,812	1,597	1,653	1,456	.35	2,338	12	12	10	10	1,044	29	29	29	-	-	\$150,000	3	3	61	61	11
Durham	336	190	168	176	152	.48	211	8	8	9	9	263	11	10	9	-	-	4,500	1	5	9	5	4
East Livermore	607	384	329	373	320	.53	415	11	11	9	9	411	8	4	4	-	-	5,000	3	3	10	11	11
Greene	197	122	104	87	74	.45	158	6	6	9	9	159	9	6	4	-	-	1,800	1	1	5	5	5
Leeds	307	178	148	158	124	.44	218	9	9	8	8	251	12	6	7	-	-	3,000	-	1	10	10	2
Lewiston	8,134	2,382	1,984	2,418	1,814	.23	2,886	10	10	13	13	2,150	25	25	18	-	-	237,200	5	9	73	73	2
Lisbon	1,307	766	689	709	568	.48	878	10	10	8	8	624	17	17	13	-	-	30,000	2	3	25	25	6
Livermore	291	146	129	164	135	.45	200	10	10	10	10	183	11	7	4	-	-	2,000	-	2	6	6	6
Mechanic Falls	375	231	207	230	199	.59	278	12	12	10	10	216	4	3	6	-	-	15,175	1	1	7	7	5
Minot	269	145	133	143	131	.50	157	10	10	10	10	210	10	16	11	-	-	2,000	-	-	3	3	1
Poland	403	294	253	284	233	.60	337	10	10	10	10	468	17	16	11	-	-	5,500	4	3	11	11	1
Turner	468	318	288	280	230	.57	337	10	10	10	10	337	10	17	18	-	-	23,000	3	5	17	11	2
Wales	126	84	77	85	72	.59	101	7	7	7	7	105	8	5	5	-	-	1,500	1	1	4	4	3
Webster	371	154	133	168	148	.41	183	10	10	10	10	165	8	7	3	-	-	7,500	1	-	5	6	3
Total	17,560	7,206	6,239	6,928	5,676	.34	8,761	9	4	10	1	6,660	186	164	129	-	-	\$491,175	25	37	251	246	48

PUBLIC SCHOOLS.

ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school superintendence.	Amount of money voted in 1886.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
							Excess above amount required by law.	Less than the amount required by law.									
Auburn.....	64	\$44 66	\$9 09	\$3 00	\$1,600	\$20,500	\$11,500	-	\$4 69	.002 9-10	\$20,500	\$10,573	\$40	\$31,113	\$26,304	\$4,809	
Durham.....	17	32 33	5 90	00	105	1,200	311	-	3 57	.003 7-10	1,364	840	14	2,218	1,916	302	
East Livermore.....	4	44 00	00	75	150	1,800	585	-	2 96	.003 7-10	1,980	1,405	308	3,693	3,913		\$220
Greene.....	4	26 00	00		50	1,000	292	-	5 01	.003 2-10	1,092	481	43	1,616	1,481	135	
Leeds.....	4	18 00	5 82	1 50	96	850	50	-	2 77	.002 6-10	966	781	-	1,747	1,639	108	
Lewiston.....	57	119 00	11 20	3 06	1,700	23,000	3,639	-	2 82	.031 6-10	23,000	19,274	355	42,629	32,578	10,051	
Lisbon.....	30	90 00	7 70	00	250	2,500	4	-	1 91	.001 2-10	3,000	2,874	106	5,980	6,188		208
Livermore.....	2	26 00	2 66	1 70	85	1,250	379	-	4 30	.002 6-10	1,250	680	72	2,002	1,836	166	
Mechanic Falls.....	2	26 00	00		125	2,200	720	-	5 86	.002 4-10	2,290	840	-	3,130	3,044	86	
Minot.....	13	68 80	6 80	2 00	687	1,700	47	-	2 18	.002	837	599	40	1,476	1,520		44
Poland.....	17	23 30	6 80	2 45	172	2,750	73	-	6 82	.003 3-10	2,998	1,010	239	4,247	3,710	537	
Turner.....	20	43 60	8 72		173	1,700	57	-	3 63	.002 3-10	1,859	1,179	-	3,038	2,889	149	
Wales.....	3	26 00	5 41	2 00	42	500	139	-	4 00	.002 4-10	500	349	19	868	781	87	
Webster.....	9	28 00	7 42		75	1,700	939	-	4 58	.003 2-10	1,700	857	9	2,566	2,620		54
Total	277	\$46 22	\$7 61	\$2 25	\$4,706	\$61,637	\$19,475	-	\$3 51	.002 2-10	\$63,336	\$41,742	\$1,245	\$106,323	\$90,419	\$16,430	\$526

APPENDIX.

Mapleton	358	206	160	160	131	.41	317	10	8	208	8	4	7	-	-	2,000	1	2	7	6		
Mars Hill	443	283	221	203	156	.42	295	10	10	256	11	7	-	-	-	4,000	-	1	11	7	1	
Masardis	121	76	65	63	47	.46	80	10	9	55	3	2	-	-	-	1,000	1	1	2	1	1	
Monticello	520	260	202	247	195	.38	347	8	10	242	10	2	1	-	-	3,800	4	4	6	6	2	
New Limerick	244	138	105	154	107	.43	173	11	4	140	6	4	2	-	-	2,000	1	2	4	4	4	
New Sweden	331	154	115	168	105	.33	196	12	16	196	7	5	1	-	-	3,000	2	3	5	1	1	
Oakfield	354	197	149	182	142	.41	243	9	3	189	9	7	-	-	-	2,000	3	3	6	6	6	
Orient	67	50	43	46	41	.62	53	10	8	66	3	2	-	-	-	500	2	2	1	1	1	
Perham	245	120	105	140	97	.41	150	12	15	135	5	5	1	1	400	2,400	-	2	5	3	3	
Presque Isle	1,449	723	567	745	600	.40	814	9	2	820	23	19	10	-	-	30,000	3	3	25	25	7	
Sherman	345	236	138	213	181	.55	290	9	10	228	7	5	7	-	-	3,700	1	4	6	4	4	
Snyrna	125	80	64	96	76	.56	109	10	10	60	4	-	-	-	-	900	1	1	2	2	2	
St. Agatha *	676																					
Van Buren	689	406	318	346	267		448	10	3	359	9	3	2	1	150	900	3	3	14	12	2	
Washburn	466	231	186	284	210	.42	308	10	13	207	11	2	2	-	-	3,500	2	3	7	6	6	
Weston	145	85	54	92	69	.42	99	10	10	120	4	4	1	-	-	1,500	1	2	3	4	4	
Woodland	410	249	186	230	156	.42	367	12	15	270	9	9	1	-	-	3,200	3	3	7	6	6	

* Incorporated in 1899.

APPENDIX.

St. John.....	177	100	71	97	66	.49	101	12	9	1	84	3	3	3	-	-	800	-	-	3	3	3	
Stockholm.....	63	29	22	28	24	.36	57	11	16		27	1	1	-	-	460	-	1	-	-	-	1	
Wade.....	118	81	64	85	59	.51	85	10	10		100	5	4	-	1	1,300	-	2	4	-	6	1	
Wallagrass.....	390	232	184	-	-	.47	232	24	1	-	145	5	4	-	-	800	-	1	-	5	-	1	
Westfield.....	82	47	43	44	34	.46	48	12	4	10	69	3	3	2	-	1,300	-	1	3	-	2		
Westmanland.....	45	31	25	31	22	.52	37	12	16		28	1	1	-	-	425	-	-	1	1	1		
Winterville.....	89	64	51	58	36	.49	77	13	13		39	1	1	-	-	500	-	-	1	1	1	1	
Total.....	22,896	12,712	10,153	11,065	8,781	.42	14,852	11	2	10	4	12,717	441	326	135	9	\$2,281	\$227,060	90	101	390	329	116

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 1888.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over-expended, April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Amity	2	\$31 00	\$6 87	\$2 00	\$30	\$350	\$14	-	\$2 41	.004 8-10	\$350	\$334	\$238	\$922	\$1,018	-	-
Ashland	12	48 00	7 00	-	100	500	46	-	1 35	.002 2-10	500	585	12	1,391	1,261	\$130	\$96
Bancroft	7	-	6 75	1 92	25	350	139	-	2 91	.004 9-10	430	268	227	925	876	49	-
Benedicta	-	-	7 00	2 00	23	253	-	-	1 64	.004	235	418	50	723	717	6	-
Blaine	2	37 00	6 75	2 00	53	628	-	-	1 63	.003 1-10	630	963	-	1,593	1,566	27	-
Bridgewater	1	32 00	7 34	1 95	68	777	20	-	2 08	.002 6-10	924	1,032	122	2,078	1,963	115	-
Caribou	40	29 00	7 75	2 75	400	3,269	-	-	1 77	.002 4-10	5,756	4,542	-	10,298	8,157	2,141	-
Dyer Brook	5	27 00	5 54	1 77	53	300	123	-	2 83	.003 3-10	376	265	115	756	740	16	-
Easton	5	32 50	6 25	1 75	100	800	18	-	1 78	.003 2-10	1,012	1,056	69	2,137	2,078	59	-
Fort Fairfield	30	28 00	7 24	-	400	3,500	-	-	2 46	.002 9-10	4,442	3,822	115	8,379	8,247	132	-
Fort Kent	22	21 00	5 00	-	75	350	-	-	31	.001 7-10	379	2,751	133	3,263	3,240	23	-
Frenchville	22	24 53	5 11	1 11	100	375	-	-	59	.001 8-10	375	3,094	65	3,534	3,526	8	-
Grand Isle	11	22 33	4 93	1 50	25	250	-	-	46	.001 7-10	465	1,291	10	1,766	1,595	171	-
Haynesville	6	30 00	5 60	1 52	16	250	26	-	1 85	.003 1-10	250	329	117	696	691	5	-
Hersey	1	30 00	5 60	1 75	14	150	29	-	1 90	.002 5-10	229	192	30	451	362	89	-
Hodgdon	11	27 67	6 19	1 50	110	1,000	-	-	2 28	.003 6-10	1,076	1,083	57	2,216	2,073	143	-
Houlton	22	-	8 10	2 85	300	6,000	2,788	-	5 00	.002 4-10	6,117	3,248	70	9,435	9,183	252	-
Island Falls	6	53 33	7 37	2 50	50	425	247	-	1 13	.001 5-10	499	852	144	1,495	1,374	121	-
Linestone	12	31 00	7 30	2 00	75	749	4	-	1 97	.003 1-10	754	970	132	1,856	1,836	20	-
Linneus	2	36 00	6 43	2 00	100	800	-	-	2 64	.003 2-10	1,034	907	182	2,123	1,923	200	-
Littleton	2	28 00	5 70	2 00	78	1,400	661	-	4 70	.004 6-10	1,334	698	-	2,032	2,034	-	-
Ludlow	2	30 00	4 30	2 00	26	384	84	-	3 12	.003 2-10	833	720	65	1,168	724	444	-
Madawaska	13	25 00	5 50	1 25	40	325	-	-	4 35	.001 8-10	350	1,658	74	2,082	2,056	26	-
Mapleton	6	28 75	6 44	1 80	95	666	-	-	1 83	.003 4-10	883	847	50	1,780	1,833	-	53

PUBLIC SCHOOLS.

Mars Hill	2	32 00	5 82	1 50	79	670	-	-	1 51	.002 7-10	675	1,049	65	1,789	1,785	4
Masardis	2	37 00	7 62	2 50	17	300	- 100	-	2 46	.003 3-10	300	268	21	589	587	2
Monticello	5	36 00	6 92	2 17	75	906	-	-	1 74	.002 8-10	892	1,275	61	2,228	2,239	-
New Limerick	3	33 75	6 65	-	70	590	136	-	2 44	.003 2-10	960	567	46	1,573	1,258	315
New Sweden	-	29 20	6 22	-	42	570	24	-	1 74	.004 4-10	845	801	67	1,713	1,419	294
Oakfield	-	26 33	6 96	2 00	76	576	-	-	1 62	.005 6-10	884	796	411	2,091	1,459	632
Orient	2	28 00	5 92	2 00	20	250	- 54	-	3 73	.004 9-10	343	155	118	616	523	93
Perham	-	31 50	7 00	2 00	31	350	-	-	1 43	.003 1-10	743	543	204	1,490	1,254	236
Presque Isle	20	29 20	6 55	2 37	468	3,800	1,363	-	2 62	.002 6-10	4,760	3,181	101	8,042	7,404	638
Sherman	5	42 50	7 00	2 13	80	886	159	-	2 57	.004 7-10	1,051	887	183	2,121	2,122	-
Smyrna	3	28 00	7 33	2 04	37	300	58	-	2 40	.002 5-10	317	297	-	614	599	15
St. Agatha																
Van Buren	-	29 84	5 59	1 42	40	935	-	-	1 35	.004 9-10	2,377	1,656	-	4,033	2,407	1,626
Washburn	5	34 00	6 50	1 75	100	900	22	-	1 93	.003 9-10	1,281	1,044	132	2,457	2,117	340
Weston	-	28 33	6 37	2 00	30	350	27	-	2 41	.005 9-10	350	333	56	799	762	37
Woodland	10	33 33	7 00	1 87	83	750	25	-	1 83	.003 9-10	770	1,091	214	2,075	2,021	54

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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 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Allagash	5	\$23 00	\$4 75	\$1 00	\$25	\$80	-	-	\$ 56	.004 2-10	\$198	\$468	-	\$666	\$623	\$43	
Cary	4	30 00	5 75	1 75	20	312	-	-	2 12	.012	323	368	-	781	627	154	
Castle Hill	-	25 00	6 48	2 00	53	429	-	-	2 00	.004 2-10	362	668	890	1,061	1,122	-	
Caswell	1	32 00	6 50	2 00	30	170	-	-	1 95	.004 3-10	379	438	-	817	339	478	
Chapman	1	24 00	6 12	2 00	-	200	\$15	-	1 46	.003 6-10	239	307	51	597	552	45	
Connor	4	28 00	7 00	2 00	30	225	25	-	3 86	.003 5-10	322	683	-	1,005	823	182	
Crystal	6	24 00	5 40	1 75	30	500	262	-	3 10	.006 4-10	559	518	-	1,077	871	206	
Cyr	1	-	5 03	1 25	20	75	-	-	36	.001 6-10	403	543	-	946	612	334	
Eagle Lake	1	26 00	5 00	1 25	13	100	-	-	2 49	.003 4-10	161	489	45	695	612	83	
Garfield	2	42 00	9 50	2 50	5	75	-	6	2 08	.002	76	202	-	278	270	8	
Glenwood	5	29 00	6 08	2 04	10	125	-	-	1 76	.005 3-10	138	300	24	462	455	7	
Hamlin	5	20 00	7 00	2 00	25	150	-	-	2 69	.001 9-10	315	589	24	928	851	77	
Hammond	4	34 00	7 25	2 25	10	100	13	-	2 70	.002 2-10	270	96	44	410	222	188	
Macwahoc	2	-	6 46	2 00	24	175	2	-	2 82	.004	188	138	112	438	362	76	
Merrill	2	-	6 33	1 66	15	232	37	-	1 99	.003 5-10	301	259	40	600	568	32	
Moro	3	-	4 00	1 15	18	172	13	-	1 75	.003 1-10	172	238	198	608	633	-	
Nashville	-	-	5 00	1 75	-	36	9	-	3 00	.002 7-10	107	27	35	169	112	57	
New Canada	1	24 00	5 00	1 25	10	100	-	-	52	.002 6-10	234	530	-	764	700	64	
Oxbow	1	-	7 50	2 50	6	110	-	-	2 11	.002 6-10	136	130	123	389	349	40	
Portage Lake	2	-	6 00	2 00	12	414	35	-	4 31	.003 6-18	459	201	-	660	391	269	
Reed	2	32 53	5 17	2 25	25	300	138	-	2 00	.002 5-10	546	533	-	1,079	772	307	
Silver Ridge	2	-	6 39	2 10	10	212	-	-	3 85	.005 5-10	254	142	102	498	397	101	
St. Francis	2	29 50	6 50	1 50	30	150	56	-	61	.003 9-10	232	539	-	771	682	89	

\$61

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St. John.....	2	-	5 92	1 25	12	100	-	-	56	.002 6-10	110	420	69	599	590	9	
Stockholm.....	1	29 00	-	2 00	4	84	-	-	1 33	-	184	150	-	334	214	120	
Wade.....	1	23 00	5 17	1 70	36	400	274	-	3 39	.007 4-10	315	311	-	626	526	100	
Wallagrass.....	6	18 00	4 63	1 00	23	100	-	-	26	.002 3-10	104	917	-	1,021	968	53	
Westfield.....	5	28 00	6 20	-	19	178	45	-	2 12	.002 3-10	326	204	82	612	466	146	
Westmanland.....	1	-	6 35	-	5	92	17	-	2 54	-	107	120	-	227	209	18	
Winterville.....	1	-	5 00	1 25	7	60	-	-	67	-	90	201	-	291	239	52	
Total.....	383	\$29 92	\$6 25	\$1 83	\$4,121	\$41,450	\$8,234	\$21	\$1 81	.003	\$53,411	\$56,511	\$4,816	\$114,738	\$103,186	\$11,801	\$249

APPENDIX.

Sebago	192	124	108	121	107	.56	143	8	8	192	9	8	-	-	7,500	-	-	8	8		
South Portland.....	1,676	1,074	932	1,063	911	.55	1,098	11	2	816	12	13	8	-	39,000	-	2	26	26		
Standish	420	249	217	246	215	.51	284	11	8	364	13	10	11	-	6,350	1	2	12	11		
Westbrook	2,442	1,116	980	1,139	1,040	.41	1,384	12	12	972	12	11	11	-	90,000	4	4	28	28		
Windham	542	320	275	297	262	.49	396	11	10	395	14	14	12	-	6,000	1	2	13	12		
Yarmouth	634	322	287	360	322	.48	375	11	11	260	8	8	4	1	17,650	-	-	10	10		
Total	28,829	14,927	12,029	14,323	12,243	.42	16,072	9	4	9,867	300	260	180	4	\$2,538	\$699,186	41	53	458	449	169

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 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over-expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Baldwin	-	\$32 00	\$7 00	\$2 21	\$70	\$1,000	\$254	-	\$3 92	.002 6-10	\$1,118	\$606	\$72	\$1,796	\$1,774	\$22	
Bridgton	19	64 44	7 79	2 75	350	3,500	516	-	4 75	.002 5-10	4,846	1,933	96	6,875	5,222	1,653	
Brunswick	-	51 00	8 50	-	400	4,500	-	\$310	2 19	.001 2-10	5,575	4,618	184	10,377	10,073	304	
Cape Elizabeth	4	-	8 00	3 00	50	800	219	-	3 84	.001 3-10	988	509	6	1,593	1,314	189	
Casco	-	27 16	6 54	1 95	75	800	125	-	3 13	.003	934	679	122	1,735	1,708	27	
Cumberland	10	-	8 26	2 66	144	1,190	-	-	2 80	.001 3-10	1,467	1,066	93	2,626	2,320	306	
Falmouth	11	40 00	7 82	2 25	105	2,000	736	-	4 32	.002 1-10	2,022	1,140	43	3,205	3,183	22	
Freeport	17	46 33	6 53	2 75	180	3,000	1,014	-	4 39	.002 3-10	3,194	1,882	-	5,076	4,985	91	
Gorham	7	76 84	8 42	2 75	209	3,516	1,206	-	4 12	.002 4-10	3,978	2,108	10	6,096	5,843	253	
Gray	10	-	6 60	-	87	1,250	36	-	3 05	.002 1-10	1,250	979	67	2,296	2,610	-	
Harpwell	-	32 00	6 75	2 50	145	1,800	387	-	3 47	.002 8-10	1,800	1,280	10	3,090	3,175	-	
Harrison	9	-	6 68	2 00	100	1,200	343	-	4 32	.003 1-10	1,230	622	173	2,025	1,932	93	
Naples	-	32 00	5 45	-	75	1,000	323	-	4 65	.004 1-10	1,008	553	-	1,561	1,373	188	
New Gloucester	-	-	7 38	-	91	1,600	613	-	4 77	.001 6-10	1,613	812	208	2,633	2,626	7	
North Yarmouth	5	-	7 10	2 25	55	800	233	-	4 59	.002 2-10	960	437	233	1,630	1,364	266	
Otisfield	3	-	6 00	2 00	74	1,000	330	-	5 49	.003 9-10	1,059	454	109	1,622	1,560	122	
Portland	165	139 51	11 97	-	2,250	75,927	46,787	-	5 45	.001 8-10	75,927	28,803	-	104,730	104,730	-	
Pownal	3	26 00	6 00	2 00	40	800	230	-	4 70	.002 8-10	877	417	50	1,344	1,086	258	
Raymond	5	32 00	6 10	1 52	80	800	58	-	3 03	.003 7-10	851	665	167	1,686	1,574	112	
Scarboro	15	-	8 60	-	-	1,600	165	-	3 06	.001 7-10	1,436	1,314	-	2,750	3,128	-	
																3 78	

Sebago	3	-	5 00	1 50	80	600	65	-	3 12	.008 8-10	638	528	34	1,200	1,135	65	
South Portland	19	90 00	8 90	-	500	6,000	2,160	-	3 58	.002 7-10	6,000	4,279	129	10,408	8,437	1,971	
Standish	5	32 00	7 54	2 50	110	1,800	327	-	4 28	.003 1-10	1,944	1,046	94	3,084	3,032	52	
Westbrook	33	97 22	10 00	-	650	9,800	4,494	-	4 01	.002 6-10	9,800	6,001	755	16,556	16,503	53	
Windham	15	44 00	7 60	-	187	2,800	1,027	-	5 16	.002 9-10	2,800	1,329	146	4,275	4,192	83	
Yarmouth	12	-	8 21	2 50	100	2,100	426	-	3 31	.001 6-10	2,234	1,545	91	3,870	3,852	18	
Total	370	\$52 03	\$7 41	\$2 30	\$6,207	\$131,183	\$62,064	\$310	\$4 55	.001 8-10	\$135,549	\$65,608	\$2,892	\$204,049	\$198,671	\$6,155	\$777

FRANKLIN 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 schoolhouses in town.	Number in good condition.	Number supplied with flags.	Number of schoolhouses 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.
Avon	137	76	63	63	58	.44	80	8	12	100	6	4	2	-	-	\$2,000	1	1	4	4	3
Carthage	102	57	53	28	25	.41	65	8	1	80	6	4	1	-	-	2,000	1	1	3	1	3
Chesterville	228	149	126	143	124	.55	174	8	1	136	10	3	2	-	-	2,500	-	1	6	3	1
Eustis	153	121	110	83	71	.56	122	9	11	123	4	4	-	-	-	4,000	-	-	4	4	3
Farmington	982	452	393	460	370	.39	604	10	10	521	17	14	7	-	-	24,000	3	-	15	11	11
Freeman	142	95	84	96	75	.56	105	8	12	140	2	2	-	-	-	1,000	-	3	4	6	1
Industry	180	109	95	118	93	.52	126	8	12	140	2	2	2	-	-	1,600	1	1	6	5	1
Jay	797	477	431	429	398	.52	522	10	10	535	13	12	5	1	\$1,953	12,000	6	9	12	2	5
Kingfield	155	91	77	92	76	.49	103	10	11	96	1	1	1	-	-	2,500	1	1	2	2	2
Madrid	110	80	71	101	79	.68	104	8	9	104	4	2	2	-	-	800	-	1	2	4	1
New Sharon	274	159	142	156	132	.50	192	8	8	221	12	3	2	-	-	800	1	4	8	2	3
New Vineyard	156	105	85	97	82	.53	105	8	8	136	2	4	3	-	-	1,800	-	1	5	5	2
Phillips	428	310	282	322	290	.67	364	10	9	337	9	8	9	-	-	13,275	1	3	11	12	7
Ranageley	212	158	138	164	145	.70	187	8	3	165	4	4	3	-	-	3,250	-	2	6	4	5
Salem	47	23	18	20	14	.34	42	10	10	30	1	1	-	-	-	800	-	1	1	1	1
Stroug	191	125	111	115	105	.51	138	10	10	145	8	3	1	-	-	1,800	3	2	2	3	1
Temple	115	71	62	78	68	.56	87	8	9	63	5	4	-	-	-	2,000	1	2	2	2	6
Weld	228	154	129	152	130	.57	168	10	10	190	11	9	-	-	-	5,000	1	2	2	7	1
Wilton	502	267	222	288	217	.43	331	9	8	250	12	10	-	-	-	4,600	2	3	8	9	5

PLANTATIONS.

Coplin.....	24	21	18	17	15	.69	28	9	11		20	1	1	1	-	-	400	-	-	1	1	
Dallas.....	57	36	28	12	9	.32	48	9	2	10	47	2	2	-	-	-	200	-	-	2	2	
Greenvale.....	25	20	16	17	14	.60	20	11	11		22	1	1	1	-	-	300	-	-	1	1	
Lang.....	41	25	21	29	23	.55	31	10	10	3	31	2	2	1	-	-	1,000	-	-	1	2	
Perkins.....	20	10	8	11	8	.40	12	8	12		20	2	1	-	-	-	-	-	-	1	1	
Rangeley.....	25	8	6	15	13	.38	17	8	8		24	1	1	-	-	-	500	-	-	1	1	
Total.....	5,331	3,201	2,789	3,106	2,634	.51	3,775	9	10	1	3,676	155	103	51	1	\$1,953	\$88,125	23	39	119	117	59

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 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over-expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Avon.....	7	\$32 00	\$5 66	\$1 80	\$38	\$500	\$149	-	\$3 65	.003 7-10	\$525	\$334	-	\$859	\$802	\$57	
Carthage.....	-	21 50	5 79	1 67	45	450	132	-	4 41	.004 4-10	445	253	-	703	562	141	
Chesterville.....	-	40 00	6 00	1 75	66	625	9	-	2 74	.002 4-10	625	506	\$87	1,218	1,695	-	\$477
Eustis.....	-	45 00	4 24	2 17	35	600	343	-	3 92	.004 7-10	733	354	201	1,282	1,063	225	
Farmington.....	12	42 00	7 10	2 30	200	3,500	934	-	3 55	.001 7-10	3,628	2,417	50	6,095	5,281	814	
Freeman.....	2	30 00	4 75	1 58	41	372	1	-	2 62	.003 8-10	372	376	50	798	758	40	
Industry.....	-	18 00	5 50	-	38	436	-	-	2 42	.004 4-10	436	432	-	868	822	-	14
Jay.....	21	38 40	6 50	-	119	1,700	467	-	2 13	.001 1-10	1,700	1,847	81	3,628	3,290	338	
Kingfield.....	-	53 00	7 00	2 88	25	481	-	-	3 11	.001 8-10	522	405	89	1,016	963	53	
Madrid.....	-	23 00	6 50	1 60	40	360	7	-	3 27	.004 5-10	376	297	35	708	765	-	57
New Sharon.....	-	25 50	5 52	-	76	1,000	149	-	3 65	.002 5-10	1,149	626	60	1,835	1,704	131	
New Vineyard.....	4	26 00	5 70	2 08	44	550	22	-	3 53	.003 1-10	572	398	-	970	941	29	
Phillips.....	2	45 00	7 25	2 44	200	1,750	635	-	4 09	.003 4-10	1,797	1,086	236	3,119	3,244	-	125
Rangley.....	3	33 00	8 43	2 72	52	800	307	-	2 57	.003 2-10	831	526	50	1,407	1,483	-	76
Salem.....	1	33 00	7 00	2 00	7	185	10	-	3 94	.004 4-10	218	123	2	343	250	93	
Strong.....	5	35 60	6 20	-	44	550	48	-	2 97	.002 2-10	625	496	87	1,208	1,172	36	
Temple.....	3	32 31	5 06	-	20	376	-	-	3 27	.002 8-10	376	274	-	650	518	132	
Weld.....	4	39 00	5 06	1 55	83	736	28	-	3 23	.004	611	590	16	1,217	1,239	-	22
Wilton.....	15	33 22	8 22	-	102	1,298	-	-	2 58	.001 8-10	1,298	1,157	29	2,584	2,663	-	79

PUBLIC SCHOOLS.

PLANTATIONS.																	
Coplin.....	2	-	6 50	2 00	4	85	28	-	3 54	.002 2-10	85	61	16	162	185	-	23
Dallas.....	-	-	5 30	1 75	11	125	-	22	2 19	.003 2-10	538	128	65	731	271	460	
Greenvale.....	-	-	4 20	1 20	-	50	8	-	2 00	.002 6-10	110	50	-	160	105	55	
Lang.....	1	-	6 75	2 00	-	75	33	-	1 83	.003 7-10	106	70	61	237	246	-	
Perkins.....	-	-	4 50	1 50	-	74	-	1	3 70	.004 6-10	225	37	-	262	103	159	
Rangeley.....	2	-	6 50	2 50	23	75	29	-	3 00	.000 9-10	110	64	9	183	183		
Total.....	96	\$33 97	\$6 07	\$1 97	\$1,322	\$16,753	\$3,345	\$23	\$3 14	.002	\$18,013	\$12,912	\$1,324	\$32,249	\$30,368	\$2,763	\$882

Stonington	534	301	257	313	276	.50	327	9	10		290	6	5	5	-	-	7,000	-	1	10	9	2
Sullivan	372	248	201	246	214	.56	277	10	10		174	6	6	2	-	-	6,000	-	1	2	5	4
Surry	276	171	150	180	145	.53	189	8	8		207	8	7	7	-	-	4,200	1	2	8	7	
Swan's Island	255	144	127	152	118	.48	173	11	11		112	3	1	2	-	-	2,500	1	1	3	3	1
Trenton	711	406	358	401	347	.50	484	8	9		427	13	5	13	-	-	10,000	-	5	16	11	2
Trenton	145	83	69	102	78	.51	185	10	10		120	7	1	2	-	-	3,000	-	1	6	4	1
Verona	80	50	37	49	44	.50	61	8	3	14	3	4	2	2	-	-	850	-	-	3	3	
Waltham	68	48	41	50	46	.64	51	11	3	12	4	2	2	2	-	-	1,500	-	-	1	2	1
Winter Harbor	176	85	82	89	80	.46	94	10	10		87	1	1	1	-	-	2,000	-	1	4	3	3
PLANTATIONS.																						
Long Island	69	39	27	46	32	.43	46	9	0	3	59	2	2	-	-	-	750	-	1	2	1	2
No. 7	No return.																					
No. 8	10	10	9	10	9	.90	10	10	10		10	1	1	-	-	-	300	-	-	1	1	
No. 21	20	20	16	20	15	.77	20	10	9		28	1	1	-	-	-	400	-	-	1	1	
No. 33	44	27	21	25	20	.46	29	11	11		22	1	1	-	-	-	500	1	1			
Total	11,751	7,250	6,285	7,259	6,202	.53	8,489	9	2	10	1	7,402	270	225	180	-	\$190,295	19	53	276	251	52

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 1888.	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, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1888.	Balance over-expended April 1, 1888.
							Excess above amount required by law.	Less than the amount required by law.									
Amherst	1	\$45 00	\$6 21	\$1 75	\$20	\$300	-	-	\$2 77	.003 5-10	\$346	\$245	\$75	\$666	\$652	\$14	
Aurora	-	-	5 00	1 50	15	140	-	-	2 04	.003 4-10	332	103	28	369	228	-	141
Bluehill	-	36 00	6 32	1 77	189	2,100	-	-	2 25	.003 7-10	2,322	1,742	150	4,215	4,067	-	148
Brooklin	1	36 00	7 65	2 25	75	840	516	3	2 61	.004 5-10	840	816	14	1,670	1,607	-	63
Brooksville	-	34 00	7 38	2 00	65	1,048	-	-	2 64	.004 5-10	1,159	978	-	2,137	2,070	-	67
Bucksport	20	-	7 38	2 00	200	3,000	663	-	4 75	.002 8-10	3,006	1,538	35	4,579	4,488	-	91
Castine	-	-	6 50	1 80	98	1,100	186	-	2 22	.002 6-10	1,395	693	50	2,138	1,784	-	354
Cranberry Isles	-	-	6 55	2 25	35	450	310	-	4 74	.003 7-10	517	283	-	300	682	-	118
Dedham	2	-	5 52	1 65	34	350	57	-	2 03	.004 5-10	350	221	114	685	657	-	28
Deer Isle	5	38 00	7 50	2 50	219	2,000	302	-	2 63	.005 5-10	2,104	1,936	24	4,040	4,005	-	35
Eastbrook	-	-	5 50	1 50	16	225	28	-	2 81	.005	225	214	-	463	468	-	-
Eden	14	63 85	2 28	1 10	350	3,000	1,443	-	3 23	.000 7-10	3,786	2,142	110	6,038	7,607	-	1569
Ellsworth	44	54 44	7 32	2 50	500	5,000	1,157	-	3 43	.002 5-10	5,050	3,564	28	8,642	8,571	-	71
Franklin	12	40 00	7 50	2 50	91	1,011	-	-	2 04	.003 1-10	1,055	1,204	-	2,259	2,145	-	114
Gouldsboro	-	39 00	7 25	2 25	78	966	-	-	2 76	.003 4-10	966	877	82	1,925	1,968	-	-
Hancock	11	49 50	7 40	2 18	64	963	11	-	3 12	.003 4-10	986	803	3	1,792	1,789	-	3
Isle-au-Haut	2	-	7 41	2 00	20	250	85	-	3 38	.003 6-10	282	179	-	461	425	-	36
Lamoine	2	32 00	7 00	2 15	54	581	-	-	3 21	.003 3-10	614	445	-	1,059	1,051	-	8
Mariaville	2	-	5 15	1 50	17	225	-	-	3 03	.003 6-10	299	182	-	481	440	-	41
Mt. Desert	19	40 75	7 77	2 15	228	2,000	9	-	4 11	.002 3-10	2,000	1,118	-	3,118	2,810	-	308
Orland	8	-	7 28	2 02	140	1,112	-	-	2 88	.004 1-10	1,325	961	135	2,421	2,188	-	233
Otis	1	23 00	6 00	1 75	8	250	59	-	4 24	.010 9-10	569	140	34	743	332	-	411
Penobscot	1	30 50	7 81	2 00	116	1,110	60	-	3 00	.004 2-10	1,195	904	-	2,099	2,028	-	70
Sedgwick	5	-	7 22	2 00	103	850	40	-	2 60	.003 9-10	890	829	52	1,771	1,701	-	71
Sorrento	2	39 00	8 00	2 25	12	250	158	-	7 81	.001 4-10	279	81	-	360	339	-	21

Stonington.....	-	44 00'	8 00'	2 75'	300'	1,233'	193'	-	2 31'	.006 3-10	1,310'	1,351'	-	2,661'	2,592'	63'	
Sullivan	-	45 50'	9 00'	3 50'	100'	1,016'	5'	-	2 73'	.003 3-10	1,054'	961'	46'	2,061'	2,044'	17'	
Surry	5	33 00'	6 00'	2 00'	83'	790'	91'	-	2 87'	.004 2-10	849'	698'	-	1,547'	1,495'	52'	
Swan's Island	2	41 00'	8 50'	2 85'	79'	505'	-	-	1 98'	.003 8-10	602'	651'	-	1,253'	1,093'	160'	
Tremont ...	12	45 00'	7 35'	3 00'	280'	1,832'	203'	-	2 57'	.003 3-10	1,834'	1,806'	-	3,640'	3,626'	14'	
Trenton	1	40 00'	6 00'	2 50'	32'	520'	98'	-	3 58'	.003 9-10	552'	324'	-	876'	885'	-	9
Verona	-	-	5 50'	1 50'	10'	260'	2'	-	3 25'	.004	255'	209'	-	464'	457'	7'	
Waltham.....	3	30 00'	7 50'	1 89'	5'	200'	6'	-	2 94'	.002 5-10	423'	162'	-	585'	450'	135'	
Winter Harbor	2	40 00'	10 00'	3 00'	25'	402'	2'	-	2 28'	.001 5-10	404'	396'	-	800'	743'	57'	
PLANTATIONS.																	
Long Island.....	-	37 00'	7 12'	2 60'	4'	250'	144'	-	3 62'	.009 3-10	250'	152'	-	402'	407'	-	5
No. 7.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 8.....	1	-	4 00'	-	-	28'	3'	-	2 80'	.002 3-10	28'	20'	32'	80'	82'	-	2
No. 21.....	-	-	4 53'	1 35'	2'	75'	25'	-	3 75'	.003 4-10	122'	52'	13'	187'	139'	48'	
No. 33.....	1	28 00'	-	2 00'	5'	80'	-	\$10	1 81'	.002 9-10	111'	103'	-	214'	161'	53'	
Total	177	\$39 36'	\$7 00'	\$2 14'	\$3,672'	\$36,312'	\$6,774'	\$10	\$3 09'	.002 4-10	\$39,593'	\$29,083'	\$1,025'	\$69,701'	\$68,276'	\$3,058'	1633

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 1888.	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, 1888, to April 1, 1899.	Amount available from State treasury from April 1, 1888, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance unexpended April 1, 1899.	Balance over- or under-expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.										
Albion	-	\$33 00	\$5 00	\$1 53	\$58	\$836	-	\$2	\$4 24	.002 2-10	\$906	\$536	\$23	\$1,465	\$1,307	\$158		
Augusta	-	-	9 33	-	400	8,422	-	-	2 66	.001	11,446	7,642	483	19,571	19,571	-		
Belgrade	-	29 00	6 37	1 70	90	1,300	428	-	4 57	.003 1-10	3,318	695	22	2,035	1,994	41		
Benton	-	-	-	-	74	925	25	-	3 14	.002 2-10	1,133	722	-	1,857	1,780	77		
Chelsea	9	-	5 90	1 70	53	800	50	-	3 06	.003 3-10	800	646	-	1,446	1,403	43		
China	10	31 00	6 15	-	120	1,423	285	-	3 84	.002 5-10	1,590	914	64	2,568	2,477	91		
Clinton	-	24 00	7 48	1 75	158	1,500	286	-	3 61	.002 4-10	1,500	1,015	46	2,561	2,641	-	\$80	
Farmingdale	-	-	7 86	2 62	72	700	43	-	3 43	.001 2-10	824	531	-	1,355	1,268	87		
Fayette	-	28 00	6 43	3 00	58	575	56	-	3 78	.002 7-10	610	341	-	951	768	183		
Gardiner	24	83 33	10 00	3 00	400	6,665	2,272	-	4 39	.001 8-10	6,027	4,179	111	10,317	9,730	587		
Hallowell	10	-	9 00	3 50	250	2,550	5	-	3 31	.001 6-10	2,550	1,833	449	4,832	4,832	-		
Litchfield	9	25 00	6 25	1 75	75	1,200	299	-	4 06	.003 2-10	1,396	747	12	2,155	2,011	144		
Manchester	5	-	7 50	2 50	33	500	10	-	3 67	.001 9-10	482	420	156	1,058	897	161		
Monmouth	-	20 00	6 20	2 00	91	1,200	110	-	4 19	.001 7-10	1,402	747	-	2,149	1,877	272		
Mt. Vernon	1	31 33	5 56	2 00	75	940	188	-	4 92	.002 8-10	1,156	501	49	1,706	1,330	376		
Oakland	-	-	-	-	175	1,700	65	-	3 42	.001 8-10	1,909	1,241	146	3,296	3,101	195		
Pittston	-	24 00	5 08	3 00	100	1,200	85	-	3 66	.002 3-10	1,244	850	23	2,117	2,035	82		
Randolph	5	-	8 00	3 00	53	1,000	-	\$25	3 66	.003	1,211	690	42	1,951	1,704	247		
Readfield	3	-	7 66	2 25	53	941	22	-	3 94	.001 8-10	1,205	641	23	1,869	1,591	278		
Rome	-	25 50	5 50	-	43	400	-	-	3 10	.004 6-10	409	327	-	736	759	-	23	
Sidney	4	26 00	6 13	-	117	1,200	133	-	4 28	.002 5-10	1,309	705	12	2,026	2,026	-		
Vassalboro	-	30 00	6 40	-	181	2,242	800	-	4 45	.002 4-10	1,902	1,515	-	3,417	3,534	-		

PUBLIC SCHOOLS.

Vienna	2	20 00	4 72	1 53	35	500	104	-	4 80	.004 2-10	520	268	-	788	704	84	971
Waterville	39	-	10 68	-	1,200	8,500	2,814	-	2 71	.001 5-10	10,512	6,817	27	17,356	18,327	-	
Wayne	10	26 00	6 43	2 00	55	620	-	-	3 17	.002 6-10	664	481	20	1,165	1,117	48	
West Gardiner	-	28 00	6 00	1 75	60	700	18	-	3 63	.002 3-10	860	440	28	1,328	1,257	71	
Windsor	4	-	7 37	-	65	682	-	-	2 90	.002 6-10	1,014	612	-	1,626	1,389	237	
Winslow	23	30 40	7 36	-	128	2,300	849	-	3 28	.001 8-10	2,583	1,705	-	4,288	3,911	377	
Winthrop	14	-	8 00	-	200	1,800	111	-	2 18	.001 4-10	1,800	1,329	208	3,337	3,327	10	
Unity Pl.....	-	-	4 00	1 00	4	50	-	-	4 17	.003	63	32	-	95	89	6	
Total	172	\$30 27	\$6 88	\$2 11	\$4,432	\$53,371	\$9,060	\$25	\$3 35	.001 7-10	\$60,353	\$39,122	\$1,946	\$101,421	\$98,777	\$3,855		1211

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 1888.	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, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
							Excess above amount required by law.	Less than the amount required by law.									
Appleton	14	\$36 50	\$6 00	\$1 78	\$79	\$866	\$2	-	\$2 73	.003 2-10	\$1,181	\$784	-	\$1,965	\$1,778	\$187	
Camden	14	76 84	8 22	8 25	260	3,300	1,315	-	4 60	.001 7-10	3,726	1,686	\$416	5,822	5,822	-	
Cushing	4	-	6 25	2 04	60	555	-	5	2 89	.004 5-10	597	481	-	1,078	1,008	70	
Friendship	2	-	6 00	2 50	75	702	-	-	2 77	.003 1-10	727	621	-	1,348	1,479	-	\$131
Hope	4	22 00	6 46	1 79	35	513	-	-	3 18	.002 4-10	513	393	15	921	932	-	11
Hurricane Isle	3	51 00	12 75	3 75	12	500	287	-	5 55	.012 1-10	897	204	-	1,101	673	428	
North Haven	5	34 17	6 00	2 50	50	650	208	-	3 90	.003	670	398	-	1,068	1,037	31	
Rockland	31	-	9 71	4 25	1,082	11,000	4,461	-	5 13	.002 1-10	11,000	5,336	2,300	18,636	14,706	3,930	
Rockport	16	63 00	7 60	2 50	257	2,000	280	-	3 21	.001 8-10	2,199	1,646	2	3,847	3,746	101	
South Thomaston	-	50 00	7 00	-	100	1,227	-	-	2 96	.003 3-10	1,227	1,044	-	2,271	2,150	121	
St. George	9	40 00	7 50	-	190	1,993	-	-	2 28	.004 4-10	2,066	2,211	-	4,277	4,231	46	
Thomaston	5	32 00	7 64	-	250	3,000	593	-	4 10	.002 3-10	2,171	1,825	36	4,032	5,553	-	1521
Union	14	80 00	5 50	-	135	1,149	-	-	2 90	.002 1-10	1,149	973	73	2,195	1,999	196	
Vinalhaven	22	36 00	9 90	3 00	450	3,000	906	-	3 39	.004 8-10	4,638	2,224	-	6,862	5,590	1,272	
Warren	10	22 00	6 60	-	292	1,630	-	-	2 55	.002	1,729	1,607	-	3,722	3,602	120	
Washington	19	37 50	6 30	1 50	95	986	2	-	3 50	.003 4-10	1,159	987	56	2,198	1,611	587	
Criehaven Pl	-	-	-	-	-	103	75	-	8 00	.009 7-10	103	29	-	132	125	7	
Matineus Isle Pl	4	44 00	8 00	3 00	8	200	43	-	4 16	.005 5-10	315	93	-	408	345	63	
Total	176	\$44 70	\$7 41	\$2 62	\$3,430	\$38,374	\$8,177	-	\$3 73	.004 6-10	\$36,067	\$22,536	\$3,280	\$61,883	\$56,387	\$7,159	1663

APPENDIX.

LINCOLN 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 schoolhouses in town.		Number in good condition.		Number supplied with flags.		Number of schoolhouses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of male teachers employed in spring and summer terms.		Number of male teachers employed in fall and winter terms.		Number of female teachers employed in spring and summer terms.		Number of female teachers employed in fall and winter terms.		Number of teachers graduates of normal schools.		
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.			
Alna.....	123	106	94	112	92	75	112	7	7	118	6	6	6	6	3	1	\$220	\$3,400	-	-	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	1	
Boothbay.....	590	358	316	381	341	55	412	9	10	364	12	10	6	6	3	-	-	6,500	-	4	1	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	
Boothbay Harbor.....	628	395	367	398	360	58	430	11	11	330	5	5	5	5	1	-	-	8,000	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bremen.....	175	115	106	114	95	57	129	8	9	180	7	6	3	3	1	396	2,000	-	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Bristol.....	772	445	398	424	370	50	484	10	10	547	19	17	13	13	-	-	10,500	-	-	-	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Damariscotta.....	203	104	93	102	87	44	122	10	11	192	7	4	3	3	1	540	3,000	-	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
Dresden.....	250	161	138	164	135	63	175	11	11	180	6	6	6	6	-	-	2,000	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Edgecomb.....	219	116	100	130	109	50	167	10	11	145	7	4	6	6	-	-	2,450	-	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Jefferson.....	348	197	164	195	164	47	203	8	8	298	15	12	1	1	-	-	3,800	-	-	-	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Newcastle.....	285	152	138	151	130	47	171	10	10	240	10	10	7	7	-	-	4,500	-	-	-	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Nobleboro.....	298	150	131	160	132	45	160	10	8	243	9	8	4	4	-	-	5,550	-	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Somerville.....	140	61	46	68	53	35	82	8	9	73	5	2	3	3	-	-	900	-	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Southport.....	146	81	74	79	70	49	93	9	8	81	3	3	3	3	-	-	1,250	-	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Waldoboro.....	810	494	454	456	407	52	475	9	9	645	26	25	10	10	2	621	11,966	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Westport.....	112	63	56	63	45	45	76	9	10	90	3	3	3	3	-	-	3,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Whitefield.....	326	190	180	220	200	58	229	9	9	293	12	12	3	3	-	-	6,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Wiscasset.....	438	313	265	287	252	59	371	11	4	410	4	4	6	6	-	-	4,000	-	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
Monhegan Pl.....	32	18	17	-	-	53	22	10	10	27	1	1	1	1	-	-	500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total.....	5,892	3,519	3,117	3,504	3,048	52	3,913	9	2	9	3	4,409	159	138	86	5	\$1,777	\$79,316	18	44	147	132	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	

LINCOLN COUNTY—CONCLUDED.

PLANTATIONS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school superintendence.	Amount of money voted in 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Alna.....	5	\$7 50	\$1 70	\$45	\$600	\$190	-	\$4 88	.003 5-10	\$600	\$297	-	\$897	\$892	\$5		
Boothbay.....	11	81 20	6 28	123	1,800	426	-	3 05	.003 3-10	1,800	1,606	\$17	3,423	3,389	34		
Boothbay Harbor.....	3	32 50	5 60	2 00	100	1,600	-	2 50	.002 1-10	1,929	1,462	-	3,391	3,301	90		
Bremen.....	20	45 00	7 66	-	46	700	-	4 00	.004 7-10	861	486	75	1,422	1,226	196		
Bristol.....	5	30 00	7 50	2 50	60	2,800	-	3 62	.003 7-10	3,401	1,879	-	5,280	5,014	266		
Damariscotta.....	-	32 00	7 75	-	56	950	-	3 34	.002	1,417	531	6	1,954	1,939	15		
Dresden.....	9	32 00	6 60	2 25	50	600	2	2 34	.003 1-10	914	722	25	1,663	1,662	-		
Edgecomb.....	14	29 71	6 00	1 82	110	1,390	277	3 71	.003	1,434	862	39	2,306	2,327	161		
Jefferson.....	-	30 06	6 92	-	82	1,500	474	5 26	.002 2-10	1,534	767	-	2,301	2,078	163		
Newcastle.....	9	33 36	6 23	-	100	1,152	394	3 26	.004 3-10	1,415	711	-	2,126	1,117	58		
Nobleboro.....	6	32 00	6 67	2 00	525	362	-	2 58	.005 1-10	362	334	48	696	695	1		
Somerville.....	-	44 00	8 25	-	30	426	-	2 91	.001 6-10	439	339	-	778	753	25		
Southport.....	12	34 85	2 00	251	3,050	246	-	3 76	.003 2-10	4,186	1,838	-	6,024	5,339	485		
Waldoboro.....	3	-	7 50	2 50	23	409	39	3 57	.004 5-10	487	275	-	762	738	24		
Westport.....	10	-	5 70	1 75	75	1,000	28	3 07	.002 2-10	1,075	713	19	1,887	1,858	29		
Whitefield.....	10	50 00	2 00	160	1,500	114	-	3 45	.002 8-10	1,663	1,128	-	2,791	2,526	265		
Wiscasset.....	-	-	8 00	3 00	4	170	98	5 31	.009	193	68	-	261	246	15		
Monhegan Pl.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total.....	117	\$39 48	\$7 03	\$2 14	\$1,982	\$20,836	\$3,336	\$3 53	.002 9-10	\$24,421	\$14,597	\$230	\$39,248	\$37,447	\$1,832	\$31	

APPENDIX.

Roxbury	79	36	30	38	31	.38	43	8	12					2	1,000	2,000	1	1	2	2			
Rumford	845	534	440	584	472	.54	600	10	10					2	1,740	13,000	-	-	21	21			
Stoneham	88	54	43	53	47	.51	65	10	10						-	600	-	-	3	3			
Stowe	90	47	43	56	50	.52	58	8	8						-	1,000	2	1	1	3			
Sumner	229	141	122	131	115	.52	189	8	9						-	2,000	1	2	8	8			
Sweden	88	45	41	45	36	.44	58	10	7	3					-	2,700	-	-	3	3			
Upton	73	54	51	54	44	.65	60	8	10						-	800	-	1	2	1			
Waterford	260	178	152	195	160	.64	207	9	13						-	4,000	-	-	12	12			
Woodstock	203	121	102	129	93	.48	143	8	2	14	1	183	7	7	4	-	3,500	-	5	8	3		
PLANTATIONS.																							
Franklin																							
Lincoln	25	21	19	22	16	.70	23	10	7			27	1	1	-	-	1,000	-	-	1	1		
Magalloway	21	14	12	17	15	.64	18	12	12			36	1	1	1	-	300	-	-	1	1		
Milton	84	33	26	29	23	.29	33	10	9			28	1	1	-	-	200	-	1	1			
Total	8,717	5,454	4,578	5,684	4,703	.53	6,330	9	1	9	4	7,160	288	224	91	6	\$3,739	\$155,930	25	56	259	245	41

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 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over-expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Albany	3	-	\$5 42		\$60	\$515	-		\$2 86	.003 8-10	\$515	\$400	\$38	\$953	\$921	\$32	
Andover	7	\$47 00	6 75	\$2 25		700			3 52	.003 8-10	570	521	21	1,412	1,386	26	
Bethel	14	33 00	6 32		182	2,000	\$108		3 95	.002 3-10	2,490	1,366	120	3,976	3,669	307	
Brownfield	4	29 33	5 74	1 61	90	907			3 04	.002 9-10	956	789	115	1,860	1,807	53	
Buckfield		42 28	6 22			1,175	215		3 28	.003 9-10	1,558	700	126	2,384	2,412		828
Byron		28 00	7 00	2 00	23	300	156		4 00	.003 6-10	300	177	22	499	499		
Canton	8	66 00	6 00	2 50	94	1,042			3 53	.002 9-10	1,098	300	33	1,879	1,877	2	
Denmark	8	28 00	5 07	1 55	110	850	246		4 54	.003 9-10	697	501	61	1,231	1,285		54
Dixfield		37 60	5 50	1 96	100	790			2 86	.002 2-10	1,097	784	176	2,057	1,575	482	
Fryeburg	1	27 50	5 71	2 14	131	1,400	266		4 44	.001 7-10	1,536	800	28	2,364	2,334	30	
Gilead		26 60	5 50		25	269			3 56	.001 8-10	292	192	15	499	452	47	
Grafton	2		5 67	2 00		75			4 68	.001 2-10	99	47	98	244	215	29	
Greenwood	6	30 00				850	268		3 55	.005 4-10	955	521	64	1,540	1,411	129	
Hanover	2		7 50	2 00	10	200			3 64	.002 4-10	200	162	12	374	358	16	
Hartford	6	30 00	6 28	2 00	75	800	249		4 14	.003 9-10	800	366	42	1,276	1,155	121	
Hebron	5		6 50	1 50	50	600	30		4 61	.002 6-10	611	332	120	1,063	995	68	
Hiram	3	50 00	6 00	1 87	80	1,000	150		3 43	.002 9-10	1,066	707	32	1,805	1,780	25	
Lowell	9	26 00	5 75	1 50	60	700			3 74	.001 7-10	707	459	211	1,377	1,375	2	
Mason			6 00	1 50	4	80	16		3 85	.002 4-10	100	71	-	171	169		
Mexico	5	60 00	6 00	3 23	34	800	516		3 26	.003 7-10	800	653	50	1,453	1,512	-	59
Newry	2		5 33	2 00	37	350	76		4 26	.003 3-10	400	229	50	679	670	9	
Norway	12	79 00	7 53	1 50	162	3,700	1,568		4 55	.003 9-10	3,743	2,068	182	5,993	5,993		
Oxford		65 00	6 96		112	1,600	436		4 66	.003 5-10	2,211	906	12	3,129	3,302		173
Paris	33	44 00	7 50	2 00	293	3,629	1,104		4 38	.002 9-10	3,969	2,064	217	6,250	6,206	44	
Peru		29 21	6 77	1 92	78	875	21		3 56	.002 5-10	861	474	35	1,376	1,367	3	
Porter	8	34 00	5 90	2 00	60	575	38		2 96	.003 4-10	850	744	100	1,694	1,638	56	

Roxbury	1	28 00	6 62	2 00	25	350	172	-	4 43	.005 9-10	350	148	-	498	504	-	6
Runford	21	-	7 00	-	500	3,500	2,782	-	4 14	.002 2-10	3,500	2,518	176	6,194	7,073	-	879
Stoneham	2	-	5 17	1 50	403	300	42	-	3 41	.003 8-10	304	179	-	483	473	-	10
Stowe	3	25 87	5 96	1 72	28	400	167	-	4 44	.003 3-10	400	248	-	648	630	-	18
Summer	1	22 66	5 48	1 51	91	800	79	-	3 49	.003 1-10	801	555	107	1,463	1,446	-	17
Sweden	2	-	5 64	1 62	20	275	5	-	3 12	.001 8-10	442	204	91	737	608	-	129
Upton	-	37 50	6 69	2 15	8	186	-	-	2 55	.001 8-10	221	192	150	563	534	-	29
Waterford	4	-	5 38	1 71	85	1,000	200	-	3 84	.003 4-10	1,216	656	24	1,896	1,971	-	75
Woodstock	7	28 00	5 18	1 68	41	900	213	-	4 43	.004 1-10	971	516	5	1,492	1,396	-	96
PLANTATIONS.																	
Franklin	-	-	7 00	2 00	7	66	19	-	2 64	.001 3-10	716	115	252	1,083	208	-	875
Lincoln	-	-	7 50	2 50	14	75	12	-	3 57	.000 9-10	867	37	320	1,224	335	-	889
Magalloway	-	36 00	8 00	2 50	12	175	6	-	2 08	.003 3-10	181	188	-	369	367	-	2
Total	175	\$38 27	\$6 23	\$1 94	\$3,243	\$33,784	\$9,441	-	\$3 87	.002 6-10	\$38,818	\$22,309	\$3,055	\$64,182	\$61,908	\$3,548	1,774

PENOBSCOT 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 schoolhouses in town.		Number in good condition.		Number supplied with flags.		Number of schoolhouses 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.						
Alton	111	61	55	59	51	48	69	9	1	9	2	112	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Argyle	84	55	45	45	42	52	58	9	3	18	1	112	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Bangor	6,059	3,137	2,981	3,203	3,043	49	3,294	10	13	13	1	2,700	34	34	27	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		
Bradford	324	183	156	181	155	48	235	8	9	9	1	234	10	10	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Bradley	265	154	132	143	124	48	168	9	4	11	1	161	3	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Brewer	1,419	865	753	902	744	56	958	11	11	3	3	598	12	11	11	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	
Burlington	122	86	71	72	57	52	96	11	11	1	1	120	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Carmel	299	167	144	170	147	48	189	8	8	8	1	240	9	9	9	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		
Carrroll	171	116	93	105	88	53	152	9	9	9	1	172	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Charleston	269	141	133	141	118	46	152	8	9	9	1	236	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Chester	148	92	72	95	76	50	113	10	10	10	1	110	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	6	
Clifton	61	43	32	41	30	51	43	10	14	14	1	86	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	5	5	5			
Corinna	344	178	160	173	158	46	192	9	9	9	1	279	12	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Corinth	274	151	129	135	117	45	179	8	9	1	159	10	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	5	5	5			
Dexter	812	659	521	670	530	64	681	9	3	9	3	327	15	14	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9		
Dixmont	217	137	111	151	124	54	288	10	11	11	1	288	13	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Eddington	178	130	113	125	106	61	154	8	2	8	1	171	7	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			
Edinburg	25	14	12	17	13	50	17	10	9	9	1	19	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
Enfield	407	209	212	186	186	43	231	8	8	8	1	214	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			
Etna	175	111	93	124	104	57	130	9	9	9	1	177	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7				
Exeter	231	135	118	151	132	55	167	8	8	8	1	168	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13			
Garland	230	114	104	124	103	45	139	9	9	3	3	204	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9			
Glenburn	145	79	62	74	58	41	90	8	9	9	1	104	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9			
Greenbush	218	164	133	149	120	58	181	9	4	8	4	140	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7				
Greenfield	69	35	28	37	30	42	44	9	11	11	1	41	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	5	5				

Hampden	599	305	268	294	255	.44	381	8	9	3	378	14	12	4	-	-	7,000	1	1	13	13	1	
Heron	408	252	215	277	230	.55	307	7	8	3	326	14	10	5	-	-	2,700	2	5	12	12		
Holden	162	101	92	96	84	.55	117	9	8		106	7	4	4	-	-	2,600	1	-	4	5		
Howland	160	92	77	103	77	.48	103	10	10		90	3	3	-	-	-	1,000	-	-	3	3	2	
Hudson	121	76	73	46	43	.48	79	8	11	1	92	6	2	1	-	-	1,200	-	1	2	2	2	
Kenduskeag	106	66	58	72	52	.52	86	8	2	10	76	3	3	1	-	-	1,500	-	-	3	3	1	
Kingman	319	224	175	193	159	.52	247	10	9	3	203	6	1	-	-	-	1,000	-	1	6	6	6	
Lagrange	194	117	95	123	89	.47	137	9	8	3	146	5	5	1	-	-	3,000	-	-	6	5	4	
Lee	329	179	159	163	143	.46	225	8	8	3	209	9	6	2	-	-	3,556	-	-	8	6	6	
Levant	304	129	111	148	126	.39	182	10	9		160	7	7	2	1	971	2,550	-	-	6	3		
Lincoln	595	345	293	346	288	.49	371	9	8	3	418	13	10	6	-	-	6,800	-	2	14	14	1	
Lowell	102	75	62	77	62	.61	77	9	4	9	87	6	4	1	-	-	800	-	1	3	3		
Mattamiscontis	7	8	8	8	6	1.00	8	9	4	9	18	1	1	-	-	-	300	-	-	1	1		
Mattawamkeag	187	133	108	115	103	.56	152	9	1	10	127	5	4	1	-	-	2,000	-	1	4	2	1	
Maxfield	41	28	25	29	21	.56	32	10	12		66	3	1	-	-	-	350	-	-	3	3		
Medway	191	138	108	121	93	.53	171	9	7	3	120	5	5	1	-	-	2,000	-	4	2	3	3	
Milford	285	140	116	136	119	.41	151	10	11		105	2	2	1	-	-	2,500	-	1	3	3	3	
Mt. Chase	128	86	71	83	65	.52	95	8	3	10	101	5	4	-	-	-	800	-	1	2	4		
Newburgh	226	121	99	129	101	.37	154	10	13		162	11	9	2	-	-	3,000	-	-	2	3	1	
Newport	341	215	185	204	176	.53	218	10	4	11	208	6	6	5	-	-	6,500	-	1	7	7	2	
Old Town	1,478	765	645	756	663	.44	815	10	12		784	12	10	2	-	-	30,000	-	4	2	24	1	
Orono	993	610	541	615	539	.54	697	11	1	10	496	10	10	2	-	-	13,800	-	-	15	15	5	
Orrington	342	223	199	234	209	.59	250	9	10		309	11	10	10	-	-	6,000	-	2	8	5	2	
Passadumkeag	126	83	70	72	59	.51	90	8	2	11	88	4	3	2	-	-	950	-	1	4	4	2	
Patten	411	264	228	234	205	.52	275	9	4	10	253	9	7	3	1	10,000	14,000	-	2	7	7	4	
Plymouth	206	140	119	142	117	.57	172	8	4	9	214	8	4	4	-	-	4,000	-	1	9	9	4	
Prentiss	186	129	104	71	53	.42	130	8	4	7	118	6	6	4	-	-	650	-	-	3	3	3	
Springfield	167	133	120	75	61	.54	152	10	10		110	6	5	6	-	-	2,790	-	-	6	3	5	
Stetson	127	95	87	92	75	.63	155	10	10		174	7	7	3	-	-	3,200	-	1	3	6	5	
Veazie	146	96	83	67	52	.46	104	12	10	3	99	2	2	1	-	-	1,000	-	-	3	3	3	
Winn	264	179	156	168	161	.60	227	10	10		166	7	7	1	2	-	2,500	-	1	5	5	3	
Woodville	74	55	40	44	38	.53	60	8	13		80	3	-	-	-	-	325	-	2	2	4	1	
PLANTATIONS.																							
Drew	46	32	31	29	24	.60	32	10	10		60	2	2	1	-	-	700	-	-	2	2	2	
Lakeville	57	17	16	18	16	.28	28	10	11	3	-	-	-	-	-	-	900	-	-	1	1	1	
No. 2 Grand Falls	28	19	-	19	-	.69	13	10	10		23	1	1	-	-	-	300	-	-	1	1	1	
Sebocis	38	30	28	28	23	.57	25	8	8		24	1	1	1	-	-	300	-	1	1	1	1	
Stacyville	172	155	146	111	104	.72	159	10	10		150	5	4	1	-	-	1,500	-	-	5	5	5	
Webster	51	29	18	27	14	.31	29	10	13		46	2	2	1	-	-	600	-	-	2	2	2	
Total	22,374	13,100	11,447	12,864	11,167	.51	14,731	9	2	10	1	13,493	448	348	174	4	12,291	\$537,097	42	94	479	462	160

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 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over-expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Alton	3	-	\$6 16	\$1 50	\$25	\$400	\$122	-	\$3 60	.006	\$529	\$265	-	\$794	\$721	\$73	
Argyle	3	-	5 63	2 00	12	429	151	-	5 01	.005 7-10	462	221	-	683	660	23	
Bangor	103	122 00	10 20	-	2,100	28,018	12,736	-	4 62	.001 9-16	25,018	15,012	\$108	43,158	43,138	-	
Bradford	2	31 00	6 15	1 67	75	1,000	23	-	3 02	.003 6-10	999	818	108	1,925	1,891	34	
Bradley	2	-	8 12	2 00	59	660	-	-	2 49	.004 1-10	693	653	61	1,407	1,390	17	
Brewer	20	-	8 32	3 00	300	3,600	246	-	2 53	.002 3-10	3,715	3,498	58	7,271	7,031	240	
Burlington	15	-	6 54	-	36	368	-	-	3 02	.002 6-10	535	349	262	1,146	943	203	
Carmel	1	29 20	6 00	1 50	25	853	-	-	2 85	.002 9-10	1,238	715	64	2,017	1,640	377	
Carroll	1	32 00	5 25	1 50	47	437	-	-	2 55	.001 4-10	586	475	67	1,128	1,127	1	
Charleston	1	27 50	5 53	1 80	82	900	123	-	3 34	.002 8-10	965	705	-	1,670	1,621	49	
Chester	1	-	5 84	2 00	61	300	6	-	2 03	.004 5-10	532	368	123	1,023	720	303	
Clifton	2	34 00	6 00	1 60	25	228	1	-	3 73	.004	326	167	155	648	630	18	
Corinna	13	34 00	6 00	1 75	100	1,500	534	-	4 36	.003 2-10	1,647	739	119	2,505	2,386	119	
Corinth	5	32 00	6 30	1 98	100	923	-	-	3 36	.002 2-10	1,015	663	64	1,742	1,473	269	
Dexter	1	30 00	11 12	2 50	225	2,865	679	-	3 53	.002 4-10	2,600	2,905	139	4,744	5,022	-	
Dixmont	1	35 00	4 80	1 79	58	735	-	-	3 40	.002 7-10	735	553	161	1,449	1,440	9	
Eddington	2	37 50	6 00	2 00	50	600	17	-	3 37	.003 7-10	531	452	-	983	1,009	-	
Edinburg	2	-	6 12	2 00	5	75	32	-	3 00	.002 3-10	75	61	54	190	190	-	
Enfield	6	30 00	6 25	2 00	48	650	35	-	1 59	.002 5-10	651	916	57	1,624	1,478	146	
Etna	7	31 75	5 17	1 50	70	517	-	-	2 95	.003 9-10	513	427	36	976	1,023	-	
Exeter	11	32 00	6 27	1 75	70	850	98	-	3 68	.002 3-10	850	577	156	1,583	1,535	48	
Garland	1	20 68	5 17	1 50	91	778	-	-	3 38	.002 1-16	926	629	106	1,661	1,389	272	
Glenburn	3	39 96	6 69	1 83	45	500	34	-	3 45	.003 5-10	526	351	180	1,057	1,111	-	
Greenbush	7	39 00	7 25	2 30	50	600	73	-	2 75	.007	655	553	-	1,208	1,195	13	

Greenfield	2	-	6 36	1 75	10	250	65	-	3 62	.005 4-10	404	123	-	527	410	117	
Hampden	14	25 33	7 30	1 82	200	2,000	13	-	3 34	.002 7-10	1,847	1,464	-	3,311	3,435	-	124
Heron	-	32 00	6 75	1 75	106	1,100	74	-	2 70	.002 9-10	1,122	973	-	2,095	2,095	-	
Holden	6	26 00	6 50	1 68	40	600	113	-	3 70	.003 8-10	642	403	30	1,075	1,056	19	
Howland	6	-	7 84	2 75	45	500	363	-	3 12	.001 6-10	601	366	-	967	865	102	
Hudson	4	31 50	5 68	-	28	420	12	-	3 47	.003 9-10	706	312	111	1,129	992	137	
Kenduskeag	5	-	6 66	-	25	430	2	-	4 06	.002 5-10	751	273	63	1,087	964	123	
Kingman	-	41 50	6 18	2 14	40	550	13	-	1 72	.002 9-10	661	911	77	1,649	1,575	74	
Lagrange	1	40 00	6 87	2 00	58	614	37	-	3 16	.003 1-10	581	479	-	1,060	1,161	-	101
Lee	-	31 81	5 52	2 00	50	745	2	-	2 26	.004 9-10	745	730	60	1,535	1,519	16	
Levant	-	39 41	5 77	1 75	55	800	96	-	2 63	.003 1-10	1,043	594	85	1,722	1,492	230	
Lincoln	16	47 50	5 98	-	171	1,410	5	-	2 37	.003	1,429	1,467	200	3,096	3,039	57	
Lowell	-	40 00	6 33	-	34	360	9	-	3 53	.003 5-10	408	287	66	761	759	2	
Mattamiscontis	-	-	6 50	2 00	6	30	-	\$8	4 28	.002 2-10	77	27	-	104	67	37	
Mattawamkeag	7	40 00	6 50	2 50	36	507	-	-	2 71	.004	512	511	195	1,218	1,240	-	22
Maxfield	1	-	5 42	1 48	10	150	43	-	3 66	.006	169	111	28	308	303	5	
Medway	6	32 00	7 50	2 50	28	500	-	22	2 61	.004 9-10	753	501	112	1,366	1,139	227	
Milford	4	70 00	8 00	3 25	50	889	221	-	3 12	.002 9-10	939	710	5	1,654	1,441	213	
Mt. Chase	7	28 00	5 50	1 75	34	250	23	-	1 95	.005 7-10	327	319	75	721	726	1	
Newburgh	3	35 00	5 77	1 75	60	800	106	-	3 54	.002 9-10	777	599	-	1,376	1,274	102	
Newport	14	60 00	7 50	1 75	127	1,300	350	-	3 81	.002 3-10	1,748	824	144	2,716	3,086	-	370
Old Town	35	94 44	9 00	3 00	300	4,400	150	-	3 00	.002 8-10	4,400	3,614	164	8,178	7,729	449	
Orono	16	-	8 00	-	100	2,250	18	-	2 26	.002 1-10	2,250	2,297	-	4,547	4,552	-	5
Orrington	15	28 64	6 98	2 15	150	1,400	275	-	4 09	.003 4-10	1,340	843	69	2,252	2,218	34	
Passadumkeag	2	-	6 36	2 00	35	350	76	-	2 77	.007 7-10	350	298	-	648	565	63	
Patten	12	35 00	8 00	2 50	125	1,200	451	-	2 92	.003	1,228	943	70	2,241	2,186	55	
Plymouth	8	32 25	5 00	1 91	60	700	149	-	3 40	.003 9-10	732	526	68	1,326	1,311	15	
Prentiss	7	29 50	5 40	1 61	50	335	14	-	1 85	.004 3-10	373	430	119	922	832	90	
Springfield	-	30 00	6 50	2 00	25	550	-	8	3 29	.004 5-10	1,178	442	-	1,620	1,118	502	
Stetson	8	24 00	5 75	1 75	60	494	-	-	3 90	.002 2-10	591	445	162	1,198	1,123	75	
Veazie	3	-	8 00	2 50	47	670	150	-	4 59	.002 7-10	779	346	-	1,125	1,020	105	
Winn	4	50 00	6 38	2 14	60	825	76	-	3 12	.005 7-10	942	644	70	1,656	1,537	119	
Woodville	-	26 00	6 20	2 05	22	200	6	-	2 70	.004 1-10	233	221	87	541	465	76	
PLANTATIONS.																	
Drew	2	-	6 00	1 50	12	200	112	-	2 43	.007 2-10	299	125	-	424	406	18	
Lakeville	3	35 00	5 00	1 50	11	79	-	36	1 38	.001 1-10	79	348	-	427	332	95	
No. 2 Grand Falls	-	-	7 00	-	-	42	-	12	1 50	.001 1-10	42	108	-	150	112	38	
Seboeis	-	32 00	7 00	2 00	6	100	22	-	2 63	.003	150	118	-	268	180	88	
Stacyville	-	-	5 86	2 00	30	450	250	-	2 61	.009 5-10	641	452	39	1,132	927	205	
Webster	3	-	5 67	1 75	12	108	-	8	2 12	.004 1-10	278	177	-	455	274	181	
Total	431	\$38 06	\$6 53	\$1 97	\$6,137	\$75,544	\$18,221	\$86	\$3 37	.002 3-10	\$81,449	\$55,533	\$4,177	\$141,159	\$136,362	\$5,884	1027

PISCATAQUIS 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 schoolhouses in town.		Number in good condition.		Number supplied with flags.		Number of schoolhouses 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.				
Abbot.....	225	151	131	153	132	.58	165	8	8																																			
Atkinson.....	197	130	110	127	111	.56	145	10	10																																			
Blanchard.....	73	22	18	41	34	.36	42	8	8																																			
Brownfield.....	390	214	181	211	194	.48	234	9	3	9	3																																	
Dover.....	447	252	219	263	232	.50	301	10	10																																			
Foxcroft.....	410	256	222	238	215	.53	293	11	9	9	2																																	
Greenville.....	307	112	111	184	148	.42	205	10	3	12	4																																	
Guilford.....	425	314	289	299	269	.65	335	10	9	9																																		
Medford.....	97	73	65	74	66	.67	74	8	8																																			
Milo.....	435	227	203	205	181	.44	295	10	10	10																																		
Monson.....	437	149	125	293	262	.44	300	10	10	3																																		
Orneville.....	111	68	55	64	51	.48	84	8	10	10																																		
Parkman.....	232	147	124	137	118	.52	158	9	8	8																																		
Sangerville.....	345	203	183	204	176	.52	242	10	10	4																																		
Sebec.....	194	117	107	137	135	.62	153	8	9	3																																		
Shirley.....	78	52	52	48	46	.63	52	9	9	9																																		
Wellington.....	178	118	92	128	108	.56	135	8	8																																			
Williamsburg.....	40	24	20	26	23	.54	29	8	7																																			
Willimantic.....	126	83	68	76	64	.52	106	9	2	10	3																																	
Barnard Pl.....	34	20	18	23	19	.54	26	8	12																																			
Bowerbank Pl.....	21	15	12	14	7	.45	17	10	10																																			
Elliottsville Pl.....	16	6	6	6	6	.38	9	10	10	1																																		
Kingsbury Pl.....	52	38	29	35	23	.50	39	10	10	6																																		
Lake View Pl.....	50	28	25	29	27	.52	29	10	10																																			
Total.....	4,920	2,819	2,465	3,014	2,637	.52	3,566	9	1	9	3																																	

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 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Abbot	15	\$22 00	\$5 90	\$2 00	\$50	\$700	\$202	-	\$3 11	.003 8-10	\$702	\$538	\$97	\$1,337	\$1,350	-	\$13
Atkinson	10	32 00	5 50	1 50	45	500	-	16	2 53	.002 9-10	552	516	107	1,175	992	-	\$183
Blanchard	1	34 00	7 50	2 50	3	171	-	-	2 34	.002 8-10	142	41	41	460	306	94	-
Brownville	5	-	6 24	2 18	70	860	-	-	2 21	.002 2-10	1,478	997	57	2,532	2,065	467	-
Dover	15	26 00	8 03	1 76	250	2,000	446	-	3 41	.002 2-10	2,305	1,093	205	3,603	3,373	230	-
Foxcroft	2	28 00	8 03	-	156	1,400	19	-	3 41	.002 2-10	2,305	1,093	205	3,603	3,373	230	-
Greenville	4	-	9 00	3 00	30	650	25	-	2 12	.002 3-10	1,440	1,015	72	2,527	2,493	34	-
Guilford	14	-	9 00	2 00	138	2,000	1,183	-	4 70	.001 8-10	2,592	823	50	3,465	1,625	1,840	-
Medford	3	37 00	6 25	1 75	30	245	-	-	2 52	.003 4-10	2,000	1,051	135	3,186	3,255	-	-
Milo	5	24 00	6 35	2 00	75	1,150	-	-	2 52	.003 9-10	445	200	18	723	652	71	-
Monson	13	66 64	6 89	2 75	67	990	320	-	2 64	.003 1-10	985	889	79	1,953	2,380	-	427
Orneville	-	21 93	5 50	1 91	36	397	3	-	2 26	.004 2-10	1,184	1,069	51	2,304	2,102	202	-
Parkman	9	27 00	6 87	1 75	40	650	-	-	2 80	.002 7-10	107	337	40	544	872	-	328
Sangerville	14	-	6 15	1 95	96	1,500	511	-	4 34	.003 8-10	977	575	44	1,596	1,625	-	29
Sebec	3	50 00	5 75	1 87	60	800	220	-	4 12	.004 5-10	1,578	789	80	2,447	2,304	183	-
Shirley	3	24 00	7 00	2 33	26	232	-	-	3 00	.003 8-10	845	518	100	1,463	1,245	218	-
Wellington	6	21 33	4 65	1 05	30	467	-	-	2 62	.004 6-10	467	204	153	690	578	21	-
Williamsburg	-	24 00	5 50	2 00	11	130	-	-	3 25	.003 9-10	168	98	-	266	180	86	-
Willimantic	8	-	7 56	-	27	365	-	-	2 90	.003 1-10	375	332	86	793	779	14	-
Barnard Pl	-	22 00	-	1 50	5	85	5	-	3 50	.002 8-10	97	76	-	173	142	31	-
Bowerbank Pl	-	-	5 42	1 50	7	75	5	-	3 57	.001 1-10	112	51	45	208	176	32	-
Elliottsville Pl	-	-	5 90	1 50	4	75	33	-	4 69	.000 9-10	177	29	-	206	119	87	-
Kingsbury Pl	-	-	5 00	-	10	200	36	-	3 84	.004 2-10	219	128	-	381	369	12	-
Lake View Pl	3	-	7 00	2 00	5	100	20	-	2 00	.002 2-10	153	101	-	254	224	30	-
Total	134	\$30 66	\$6 53	\$1 94	\$1,271	\$15,742	\$3,052	-	\$3 20	.001 6-10	\$19,537	\$12,125	\$1,494	\$33,156	\$30,192	\$3,835	\$871

APPENDIX.

SAGADAHOC 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 schoolhouses in town.	Number in good condition.	Number supplied with flags.	Number of schoolhouses 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.														
Arrowsic.....	59	27	23	28	25	.41	32	8	9	3	45	2	1	1	-	-	-	\$500	-	-	12	2	3	
Bath.....	2,734	1,777	1,617	1,830	1,696	.60	1,951	12	12	3	649	15	12	13	-	-	-	100,000	-	4	39	39	4	
Bowdoin.....	309	209	185	190	167	.57	238	9	7	3	285	13	13	11	-	-	-	3,500	-	-	12	12	1	
Bowdoinham.....	380	330	298	336	306	.79	340	11	9	1	321	12	6	9	-	-	-	3,500	-	2	10	9	3	
Georgetown.....	251	156	120	148	110	.45	176	11	4	11	140	7	5	2	-	-	-	2,400	-	-	2	3	1	
Perkins.....	16	10	6	7	4	.31	10	6	10	2	16	1	1	1	-	-	-	600	-	-	1	1	1	
Phippsburg.....	363	234	196	239	186	.52	239	10	17	-	295	12	10	7	-	-	-	3,500	-	3	2	8	3	
Richmond.....	617	367	311	362	322	.51	396	11	11	-	478	14	10	5	-	-	-	10,750	-	1	12	13	1	
Topsham.....	595	276	240	282	240	.40	319	11	11	-	419	12	11	6	-	-	-	14,500	-	-	12	13	4	
West Bath.....	83	55	52	63	55	.64	63	10	10	3	124	4	4	4	-	-	-	1,500	-	-	4	4	4	
Woolwich.....	236	130	107	133	110	.46	160	8	8	3	186	2	2	6	-	-	-	3,500	-	-	2	4	1	
Total.....	5,643	3,571	3,155	3,619	3,221	.56	3,924	9	4	10	4	2,961	100	81	63	-	-	\$144,250	14	13	110	112	25	

PUBLIC SCHOOLS.

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 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over-expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Arrowsic.....	-	\$7 68	\$2 68	\$19	\$250	\$108	-	\$4 24	.003 5-10	\$281	\$140	-	\$421	\$356	\$65		
Bath.....	43	94 04	11 28	1,400	9,447	2,469	-	3 45	.001 5-10	9,447	6,203	74	15,724	15,721	3		
Bowdoin.....	12	5 70	1 50	79	1,000	321	-	3 23	.003 4-10	1,000	757	-	1,757	1,729	28		
Bowdoinham.....	10	24 00	2 00	125	1,250	44	-	3 29	.002	1,573	897	-	2,470	2,577	-	107	
Georgetown.....	-	5 50	2 68	50	700	21	-	2 79	.003 5-10	925	636	-	1,561	1,245	316		
Perkins.....	-	5 00	2 00	3	63	8	-	3 94	.001 4-10	63	37	-	100	88	12		
Phippsburg.....	-	30 00	6 62	74	1,150	33	-	3 16	.002 2-10	1,206	961	-	2,167	2,129	38		
Richmond.....	10	33 33	7 00	250	2,500	34	-	4 05	.001 9-10	4,072	1,631	17	5,720	4,170	1,550		
Topsham.....	12	7 24	2 06	174	2,000	885	-	3 36	.002	3,238	1,309	33	4,580	3,636	944		
West Bath.....	4	7 00	2 00	35	650	404	-	7 83	.003 6-10	693	242	-	935	913	22		
Woolwich.....	-	7 75	2 50	68	950	144	-	4 00	.002 4-10	950	580	-	1,530	1,507	23		
Total.....	91	\$43 85	\$7 11	\$2 21	\$2,277	\$19,960	\$4,471	-	\$3 53	.001 8-10	\$23,448	\$13,393	\$124	\$36,965	\$34,071	\$3,001	\$107

APPENDIX.

PLANTATIONS.																							
Bigelow.....	20	14	14	11	9	.57	15	8	12	20	1	-	-	-	-	400	-	-	1	1			
Brighton.....	136	88	74	64	59	.49	98	7	9	138	8	7	1	-	-	1,000	-	-	6	6			
Carratunk.....	88	61	53	64	54	.61	65	9	11	80	4	-	-	-	-	350	-	1	3	3			
Dead River.....	26	22	20	23	20	.77	26	10	12	44	2	1	1	-	-	400	-	-	2	2			
Dennistown.....	39	26	18	-	-	.46	26	10	-	20	1	1	1	-	-	300	-	-	1	1			
Flagstaff.....	39	29	24	33	28	.67	34	8	8	24	1	1	-	-	-	200	-	-	1	1			
Highland.....	23	18	14	15	13	.59	18	10	10	20	1	1	1	-	-	300	-	-	1	1			
Jackman.....	88	45	30	30	21	.29	45	10	10	41	1	1	-	1	\$2,500	2,500	-	-	2	2			
Lexington.....	86	56	45	61	51	.56	65	8	12	60	3	-	1	-	-	250	2	2	1	1			
Mayfield.....	30	32	22	24	19	.68	28	10	10	40	2	2	-	-	-	550	1	1	1	1			
Moose River.....	84	43	36	36	29	.38	48	10	10	50	1	1	1	-	-	700	-	-	2	2			
Pleasant Ridge.....	52	30	25	35	30	.53	37	7	2	45	3	-	2	-	-	50	1	-	2	2			
The Forks.....	59	38	33	37	30	.53	47	9	11	60	3	-	2	-	-	750	-	-	3	3			
West Forks.....	63	37	24	39	25	.39	43	10	14	48	2	-	1	-	-	500	1	1	1	1			
Total.....	9,515	5,287	4,573	5,340	4,531	.48	6,354	8	4	9	4	6,536	284	185	89	2	\$2,931	\$179,225	28	47	234	224	51

SOMERSET COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school superintendence.	Amount of money voted in 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1898.	Balance over-expended April 1, 1898.
							Excess above amount required by law.	Less than the amount required by law.									
Anson	11	\$45 00	\$6 65	-	\$100	\$2,344	\$1,189	-	\$5 33	.003 7-10	\$2,344	\$1,172	\$14	\$3,530	\$3,544	-	\$14
Athens	4	25 56	5 55	\$1 39	70	866	8	-	2 86	.002 7-10	992	761	88	1,841	1,649	-	\$192
Bingham	5	30 00	6 28	2 00	93	800	194	-	3 48	.003	567	584	63	1,614	1,374	-	240
Cambridge	2	30 00	6 23	2 00	25	340	-	-	3 70	.002 9-10	416	226	34	676	612	-	64
Canaan	6	50 00	5 75	-	90	946	42	-	3 07	.002 8-10	989	843	68	1,900	1,764	-	136
Concord	4	26 40	7 00	2 00	36	276	-	-	2 56	.004	421	254	-	675	539	-	136
Cornville	6	27 00	5 49	-	101	628	-	-	3 34	.001 9-10	815	449	91	1,355	1,345	-	10
Detroit	7	45 00	6 75	2 25	45	475	3	-	3 17	.003 3-10	719	368	50	1,137	1,165	-	28
Embden	-	28 67	5 81	1 78	50	724	261	-	4 47	.002 9-10	737	376	10	1,123	865	-	258
Fairfield	-	75 00	6 52	-	300	3,500	692	-	3 15	.002 3-10	3,500	2,722	197	6,419	6,017	-	402
Harmony	7	21 25	5 00	1 25	51	663	100	-	3 79	.003 4-10	661	445	-	1,106	1,099	-	7
Hartland	6	36 00	6 00	2 25	-	1,000	221	-	4 38	.002 2-10	1,245	708	-	1,953	1,814	-	139
Madison	-	32 00	7 30	1 50	400	2,250	798	-	3 18	.001 4-10	2,531	1,776	178	4,485	4,300	-	185
Mercer	-	31 00	5 16	2 50	38	600	133	-	4 25	.003 8-10	612	420	-	1,082	999	-	33
Moscow	-	25 00	5 69	2 00	43	400	62	-	3 00	.004 3-10	421	386	33	840	675	-	165
New Portland	-	31 00	7 13	2 30	100	850	23	-	3 15	.002 8-10	774	649	45	1,468	1,501	-	33
Norridgewock	-	20 00	6 05	1 80	150	1,600	275	-	3 94	.002 8-10	1,788	950	10	2,748	2,359	-	389
Palmyra	13	28 67	5 26	1 60	83	850	47	-	3 00	.002 5-10	850	673	8	1,611	1,615	-	4
Pittsfield	17	63 00	8 96	2 00	150	3,000	998	-	3 51	.002 4-10	3,000	1,963	-	4,963	4,876	-	87
Ripley	4	32 00	5 79	1 41	35	832	-	-	2 73	.003	441	398	32	871	863	-	8
Skowhegan	24	-	7 87	3 00	685	5,230	1,146	-	3 94	.001 5-10	5,317	3,962	409	9,688	8,684	-	1,004
Smithfield	6	25 00	5 45	-	40	484	101	-	3 64	.063 5-10	497	336	42	875	850	-	25
Solon	5	43 00	6 33	2 00	65	782	-	-	2 70	.002 1-10	782	673	69	1,524	1,430	-	94
St. Albans	6	40 00	6 33	1 33	92	965	-	-	3 04	.002 3-10	965	789	61	1,815	1,802	-	13
Starks	3	26 00	5 00	1 50	72	613	-	-	3 40	.002 8-10	613	430	51	1,094	1,091	-	3

PLANTATIONS.

Bigelow	-	-	6 07	1 67	4	75	25	-	3 75	.003 1-10	95	58	-	153	153	-	
Brighton	-	22 00	5 50	1 25	40	375	28	-	2 76	.004 2-10	375	344	-	719	690	-	29
Carratunk	4	40 62	6 20	2 83	1	300	146	-	3 41	.004 1-10	300	302	-	602	636	-	34
Dead River	1	-	5 75	1 75	10	125	42	-	4 81	.004 5-10	125	64	70	259	225	-	34
Dennistown	1	-	6 75	2 75	-	56	3	-	1 43	.002 5-10	93	91	24	208	158	-	50
Flagstaff	-	43 00	7 00	2 00	-	100	30	-	2 56	.002 8-10	100	177	-	277	262	-	15
Highland	2	-	8 00	2 00	4	61	-	-	2 65	.003 7-10	68	68	33	169	163	-	6
Jackman	2	-	5 20	2 54	-	174	-	-	2 00	.002	481	253	28	762	430	-	332
Lexington	4	26 00	6 35	1 45	28	206	41	-	2 32	.004 6-10	256	210	48	514	450	-	64
Mayfield	-	20 00	5 25	1 25	5	75	15	-	2 56	.002	75	96	28	199	187	-	12
Moose River	2	-	7 75	-	11	200	64	-	2 38	.002 9-10	206	199	9	414	448	-	34
Pleasant Ridge	2	22 00	5 25	1 25	8	150	64	-	2 88	.006 6-10	165	123	-	288	306	-	18
The Forks	3	-	6 54	1 50	11	300	144	-	5 08	.006 3-10	386	135	5	526	398	-	128
West Forks	2	40 58	6 53	2 33	12	117	-	-	1 85	.003	332	268	5	605	413	-	192
Total	159	\$33 90	\$6 24	\$1 90	\$3,048	\$32,846	\$6,895	-	\$3 45	.001 9-10	\$35,454	\$24,701	\$1,883	\$62,038	\$57,751	\$4,452	\$165

APPENDIX.

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 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over-expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Belfast	29	\$56 00	\$8 33	-	\$1,100	\$6,750	\$2,515	-	\$5 37	.002 6-10	\$6,750	\$3,056	\$159	\$9,965	\$9,251	\$714	-
Belmont	7	-	5 25	\$1 37	17	416	36	-	4 62	.004	460	262	31	753	720	33	-
Brooks	6	42 75	6 28	-	50	584	-	-	2 73	.002 3-10	951	528	-	1,479	1,237	242	-
Burnham	2	23 03	5 05	-	35	683	6	-	2 60	.003 1-10	772	683	-	1,455	1,415	40	-
Frankfort	-	35 00	7 50	3 00	86	879	-	-	2 57	.004 2-10	961	840	-	1,801	1,795	6	-
Freedom	3	30 00	6 25	1 75	41	408	-	-	2 93	.002 4-10	466	373	300	1,139	1,421	-	\$282
Islesboro	3	43 77	6 28	2 34	60	805	-	-	2 40	.002 4-10	961	828	-	1,789	1,627	162	-
Jackson	-	33 92	6 38	1 68	32	418	-	-	2 28	.002 6-10	500	336	-	836	808	28	-
Knox	3	36 00	6 00	1 50	42	525	-	\$1	3 32	.002 5-10	541	405	-	946	936	10	-
Liberty	10	31 00	5 40	-	62	668	-	-	3 08	.002 3-10	697	593	48	1,332	1,338	-	-
Lincolnton	12	32 00	6 00	2 00	90	1,089	-	-	3 03	.003 3-10	1,142	938	-	2,080	2,059	21	-
Lincolnton	3	29 00	5 00	1 50	55	863	-	-	3 32	.002 7-10	863	651	30	1,544	1,645	-	101
Montville	3	28 00	5 67	1 50	69	844	-	-	3 34	.002 6-10	844	602	-	1,446	1,434	12	-
Morrill	-	30 80	4 85	1 50	25	368	-	-	2 75	.002 5-10	368	356	17	741	738	3	-
Northport	6	-	6 40	2 00	33	600	47	-	3 82	.002	602	410	-	1,012	985	27	-
Palermo	6	28 95	5 44	1 50	65	710	-	-	3 10	.003 7-10	731	560	29	1,320	1,265	55	-
Prospect	6	6 45	6 44	1 80	75	560	2	-	2 52	.003 1-10	643	560	77	1,280	1,155	125	-
Searsport	4	33 00	6 44	-	52	1,144	229	-	3 70	.003 4-10	1,249	764	122	2,135	1,830	305	-
Searsport	6	29 02	6 89	-	150	1,360	6	-	4 00	.001 9-10	1,408	1,020	-	2,428	2,281	147	-
Stockton Springs	6	35 00	6 94	2 00	92	1,000	-	-	3 93	.003 7-10	1,075	636	-	1,711	1,619	92	-
Swanville	6	35 00	5 75	2 00	40	650	39	-	3 61	.004 1-10	622	447	-	1,069	744	325	-
Thorndike	2	30 70	4 63	-	50	501	-	-	3 06	.002 1-10	520	418	19	957	901	56	-
Troy	4	29 33	6 37	-	47	700	-	-	2 41	.002 7-10	753	536	49	1,338	1,256	82	-
Unity	6	38 25	6 30	-	87	738	-	-	2 87	.002 9-10	738	612	-	1,350	1,493	-	143
Waldo	-	39 00	5 20	1 75	25	475	10	-	3 16	.003	491	393	-	884	878	6	-
Winterport	25	26 87	5 73	1 75	150	1,600	59	-	3 26	.002 7-10	2,868	1,172	51	4,091	4,113	-	22
Total	156	\$33 63	\$6 09	\$1 84	\$2,636	\$25,338	\$3,126	\$1	\$3 55	.002 6-10	\$27,976	\$17,979	\$932	\$46,887	\$44,944	\$2,491	\$548

APPENDIX.

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.		Average number of weeks of all schools.		Number of schoolhouses in town.		Number in good condition.		Number supplied with flags.		Number of schoolhouses 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.					
Addison	328	222	210	193	180	.59	247	10	10	249	12	8	8	12	8	12	8	12	8	12	8	12	8	12	8	12	8	12	8	12	8	12	8	12	8	12	8	12	8	12	8	12	8		
Alexander	116	46	36	50	34	.30	60	8	10	86	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Baileyville	84	50	44	45	34	.46	53	8	15	82	5	4	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5	15	5
Baring	82	58	50	56	43	.57	65	8	10	58	1	1	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1
Beddington	39	30	27	23	17	.56	32	10	12	44	2	2	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2		
Brookton	153	105	82	98	81	.53	128	10	11	96	2	2	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2		
Calais	2,678	1,353	1,155	1,370	1,089	.42	1,654	10	11	972	13	12	12	13	13	12	12	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	
Centerville	29	12	10	10	20	.7	13	12	8	20	1	1	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1		
Charlotte	105	60	58	68	58	.55	71	8	9	98	4	3	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3		
Cherryfield	606	492	461	488	448	.75	509	11	3	310	9	7	7	3	7	3	7	3	7	3	7	3	7	3	7	3	7	3	7	3	7	3	7	3	7	3	7	3	7	3	7	3			
Columbia	175	114	99	111	95	.56	119	10	12	110	5	4	4	12	5	12	5	12	5	12	5	12	5	12	5	12	5	12	5	12	5	12	5	12	5	12	5	12	5	12	5	12	5		
Columbia Falls	216	134	118	122	95	.49	151	10	10	109	4	4	4	10	4	10	4	10	4	10	4	10	4	10	4	10	4	10	4	10	4	10	4	10	4	10	4	10	4	10	4	10	4		
Cooper	74	58	50	57	47	.65	62	10	10	60	3	3	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3	10	3		
Crawford	43	26	17	25	18	.41	34	10	9	38	2	2	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2		
Cutler	175	111	96	115	88	.52	133	10	13	138	6	5	5	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6		
Danforth	407	279	243	255	230	.53	279	10	10	290	6	2	2	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6		
Deblois	22	14	13	14	12	.57	15	10	12	22	1	1	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1		
Dennysville	186	87	80	79	63	.38	99	10	11	64	2	2	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2	11	2		
East Machias	490	301	271	290	255	.54	319	9	3	281	9	2	2	3	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	9	2	
Eastport	1,867	918	795	981	912	.45	1,201	12	13	297	7	5	6	13	7	13	7	13	7	13	7	13	7	13	7	13	7	13	7	13	7	13	7	13	7	13	7	13	7	13	7	13	7		
Edmunds	201	127	111	116	91	.50	129	10	12	132	6	6	6	12	6	12	6	12	6	12	6	12	6	12	6	12	6	12	6	12	6	12	6	12	6	12	6	12	6	12	6	12	6		
Forest City	75	59	46	46	36	.54	81	12	12	36	1	1	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1				
Harrington	367	208	187	218	190	.52	232	10	2	205	7	5	5	2	7	2	7	5	2	7	5	2	7	5	2	7	5	2	7	5	2	7	5	2	7	5	2	7	5	2	7	5			
Jonesboro	212	152	137	142	122	.61	164	10	10	140	6	4	4	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6		

Jonesport.....	825	482	427	488	414	.51	494	10	9	420	11	7	6	-	-	6,350	3	4	12	13	1	
Lubec.....	910	549	419	567	455	.47	580	10	12	518	11	11	9	-	-	15,000	1	4	15	12	12	
Machias.....	665	432	396	441	367	.57	475	10	10	382	9	9	9	-	-	19,000	1	1	12	12		
Machiasport.....	457	275	222	237	190	.45	322	10	8	253	9	5	4	-	-	4,000	1	1	10	9	5	
Marion.....	46	18	16	21	17	.36	21	10	12	22	1	1	-	-	-	300	-	1	1			
Marshfield.....	78	53	44	50	30	.47	59	12	14	52	2	-	1	-	-	600	1	-	1	2	2	
Meddybemps.....	48	35	33	30	25	.60	40	10	10	35	2	-	-	-	-	500	-	1	1	1		
Milbridge.....	585	347	303	339	295	.51	389	10	9	364	10	9	4	-	-	7,500	3	3	11	12	3	
Northfield.....	43	37	30	34	30	.70	39	10	10	40	2	1	-	-	-	225	-	-	2	2		
Pembroke.....	528	345	292	314	258	.52	390	10	10	380	12	6	5	-	-	15,000	-	1	6	12	11	
Perry.....	345	171	124	180	139	.38	195	9	9	216	10	7	4	2	300	1,600	-	1	7	8	2	
Princeton.....	293	203	174	187	172	.59	221	10	12	195	5	5	4	-	-	7,000	1	1	5	6	1	
Robbinston.....	246	166	125	159	118	.50	202	8	9	164	6	5	2	-	-	2,550	2	2	4	4	2	
Roque Bluffs.....	53	34	30	31	25	.52	35	10	12	44	2	2	1	-	-	700	-	-	2	2		
Steuben.....	320	209	183	210	179	.57	231	10	10	240	11	8	4	1	480	4,000	2	2	10	10		
Talmadge.....	38	23	13	19	19	.42	29	8	4	32	2	2	-	-	-	600	-	-	2	2		
Topsfield.....	121	65	55	69	59	.47	73	8	7	92	3	3	1	-	-	1,200	2	1	2	3		
Trescott.....	172	88	63	88	60	.35	88	10	12	110	6	5	-	1	792	2,800	-	-	5	5	1	
Vanceboro.....	229	130	109	123	103	.46	135	12	12	108	3	3	3	-	-	2,000	-	-	3	3	2	
Waite.....	39	29	26	30	25	.65	32	8	3	45	2	2	1	-	-	500	-	1	2	2		
Wesley.....	68	55	43	53	41	.62	60	10	12	88	4	4	-	-	-	2,500	-	-	4	4		
Whiting.....	173	112	94	98	81	.51	120	11	2	117	5	5	5	-	-	1,250	-	1	5	4		
Whitneyville.....	136	76	66	83	73	.51	99	10	10	31	1	1	1	-	-	1,800	-	-	2	2	2	
PLANTATIONS.																						
Codyville.....	16	14	9	13	9	.56	14	12	12	24	1	1	-	-	-	100	-	-	1	1		
Grand Lake Stream.....	86	82	73	65	57	.76	86	10	11	79	2	1	1	-	-	200	-	-	3	3		
Kossuth.....	23	-	-	-	-	-	-	-	-	-	2	1	-	-	-	-	-	1	1	1		
Lambert Lake.....	54	40	32	42	38	.69	42	10	10	30	1	1	1	-	-	800	-	-	1	1	1	
No. 14.....	33	24	21	21	18	.60	24	10	10	40	2	2	-	-	-	500	-	2	2	2		
No. 21.....	47	28	26	24	18	.47	32	10	7	35	1	-	-	-	-	500	-	1	1	1	1	
Total.....	15,407	9,138	7,844	8,988	7,560	.50	10,377	10	10	3	8,233	256	207	131	6	\$2,690	\$203,900	42	74	285	270	64

APPENDIX.

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 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over-expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Addison	8	\$29 83	\$5 91	\$1 69	\$100	\$1,000	\$182	-	\$3 05	.004 7-10	\$1,000	\$791	\$8	\$1,799	\$1,871	-	\$72
Alexander	3	33 67	4 80	1 75	30	270	-	-	2 33	.004 4-10	340	340	95	688	253	-	\$120
Baileyville	2	-	4 75	1 50	25	350	169	-	4 17	.005 3-10	350	204	-	554	490	-	64
Baring	3	50 00	6 30	-	15	250	32	-	3 05	.003 4-10	241	219	75	535	552	-	-
Beddington	-	-	6 63	1 75	18	147	-	-	3 77	.003 1-10	214	113	71	398	324	-	74
Brookton	4	50 00	2 70	2 75	24	350	7	-	2 28	.003 6-10	614	435	102	1,151	924	-	-
Calais	36	96 00	6 61	3 00	300	8,000	2,168	-	3 00	.002 6-13	8,000	6,608	-	14,608	13,091	-	227
Centerville	1	-	9 00	2 50	5	50	-	\$41	1 72	.001 1-10	118	66	31	215	196	-	19
Charlotte	2	50 00	5 56	1 50	12	305	-	-	2 90	.003 7-10	326	248	48	622	597	-	25
Cherryfield	1	60 00	7 10	3 00	135	1,500	70	-	2 47	.002 9-10	1,899	1,476	36	3,411	2,836	-	525
Columbia	5	38 20	6 67	3 00	30	530	267	-	3 03	.005 7-10	797	449	20	1,266	1,029	-	237
Columbia Falls	3	46 00	2 08	-	50	558	2	-	2 59	.003 8-10	587	516	60	1,163	1,118	-	45
Cooper	-	32 00	5 50	1 50	20	260	49	-	3 51	.005 5-10	268	196	54	548	464	-	84
Crawford	1	26 00	5 50	1 50	9	112	-	-	2 61	.004 3-10	146	111	22	279	271	-	8
Cutler	6	40 00	6 09	2 00	35	530	-	-	3 03	.006 5-10	688	435	56	1,169	1,067	-	102
Danforth	9	45 00	6 75	3 00	72	950	100	-	2 33	.003 8-10	1,052	1,061	34	2,147	1,960	-	187
Deblois	-	-	6 75	1 75	5	70	9	-	3 19	.003 3-10	102	59	27	181	169	-	12
Dennysville	2	53 00	3 00	3 25	30	362	-	-	1 94	.002 2-10	394	418	69	881	764	-	117
East Machias	-	50 00	6 78	-	102	1,310	-	-	2 67	.003 4-10	1,492	1,199	27	2,718	2,331	-	387
Eastport	26	90 00	7 67	4 00	200	5,350	1,424	-	2 86	.003	5,350	4,014	67	9,431	9,743	-	-
Edmunds	3	-	6 29	2 00	35	316	-	-	1 57	.004 9-10	330	476	120	926	891	-	35
Forest City	2	45 00	6 00	2 75	-	210	20	-	3 33	.006 6-10	586	291	-	817	354	-	463
Harrington	4	42 00	6 90	1 87	55	930	10	-	2 53	.003 5-10	930	860	-	1,790	1,718	-	72

Jonesboro	5	-	7 14	-	48	500	-	-	2 36	.004 8-10	538	504	29	1,158	1,097	61
Jonesport	8	32 50	7 33	2 25	178	1,650	116	-	2 00	.003 9-10	2,172	1,928	-	4,100	3,880	220
Lubec	16	54 00	8 00	2 50	75	2,268	611	-	2 49	.003 5-10	2,371	2,243	75	4,689	4,353	336
Machias	16	-	8 00	-	100	1,800	172	-	2 71	.002 2-10	1,368	1,845	19	3,232	4,095	-
Machiasport	6	26 00	7 65	2 75	75	1,150	-	-	2 51	.005 6-10	1,255	961	-	2,216	2,207	864
Marion	2	34 00	6 50	2 25	4	75	3	-	1 63	.002 7-10	190	96	13	299	205	94
Marshfield	3	30 00	8 50	2 00	12	250	13	-	3 20	.004 2-10	262	216	-	478	452	26
Meddybemps	-	40 00	6 00	2 00	7	200	75	-	4 17	.007 5-10	207	130	-	337	297	40
Milbridge	9	39 00	6 50	3 00	86	1,600	30	-	2 73	.003 5-10	1,852	1,456	-	3,308	3,261	47
Northfield	3	-	5 62	1 25	11	150	36	-	3 50	.004 5-10	241	99	36	376	366	10
Pembroke	20	25 00	7 86	-	75	1,211	-	-	2 29	.003 8-16	1,330	1,356	-	2,686	2,608	78
Perry	3	42 00	6 50	2 00	80	756	-	-	2 19	.004 2-10	869	840	81	1,790	1,672	118
Princeton	6	50 00	7 65	2 85	89	1,164	342	-	3 97	.004 7-10	1,269	948	54	2,271	1,964	307
Robbinston	10	32 48	8 00	-	63	750	120	-	3 05	.004 6-10	733	732	115	1,640	1,531	109
Roque Bluffs	3	-	6 00	-	5	145	22	-	2 73	.006 1-10	162	123	17	203	285	17
Steuben	10	28 00	6 00	1 75	50	786	-	-	2 46	.004 5-10	786	759	28	1,573	1,562	11
Talmadge	-	-	5 46	-	23	100	10	-	2 63	.001 6-10	100	96	93	289	207	82
Topsfield	2	28 00	6 75	1 88	40	360	-	-	2 48	.003 5-10	300	304	150	794	740	14
Trescott	4	-	6 20	2 00	22	388	-	-	2 25	.006 3-10	406	443	-	851	798	53
Vanceboro	5	-	8 66	2 50	35	696	-	-	3 04	.003 8-10	1,365	553	168	2,086	1,144	942
Waite	-	28 00	5 75	2 00	4	150	23	-	3 84	.004 3-10	171	115	138	424	310	114
Wesley	4	-	5 81	1 50	19	200	13	-	3 00	.005 3-10	231	164	78	473	389	84
Whiting	4	40 00	6 30	-	26	320	6	-	1 85	.003 6-10	373	425	60	858	809	49
Whitneyville	3	-	9 08	2 67	20	340	10	-	2 50	.005 2-10	308	317	3	628	619	9
PLANTATIONS.																
Codyville	-	-	6 00	1 50	4	60	2	-	3 75	.001 7-10	144	44	21	209	112	97
Grand Lake Stream	1	-	5 50	2 50	12	350	27	-	4 07	-	447	307	68	822	590	232
Kossuth	-	30 00	6 50	2 00	5	-	-	-	-	-	-	-	-	-	-	-
Lambert Lake	1	-	7 50	2 50	10	200	78	-	3 84	.004 3-10	214	124	-	338	277	61
No. 14	-	28 00	5 37	1 87	14	70	-	20	2 12	.002 8-10	232	79	95	406	293	113
No. 21	1	41 76	5 97	1 44	9	75	10	-	1 60	.003 4-10	75	113	70	258	233	25
Total	266	\$42 16	\$6 71	\$2 22	\$2,514	\$41,452	\$6,234	\$61	\$2 69	.003 2-10	\$45,855	\$37,833	\$2,460	\$86,148	\$79,735	\$7,678 1265

Shapleigh	246	162	142	157	131	.55	164	8	9	178	7	7	-	-	-	4,500	1	6	6	6	1		
South Berwick	995	497	415	500	423	.42	610	12	10	512	14	14	6	-	-	25,000	1	-	15	16	3		
Waterboro	293	186	160	174	146	.52	206	10	9	266	13	11	3	-	-	6,600	1	1	9	9			
Wells	627	364	324	351	316	.51	405	10	10	406	17	12	11	1	487	8,000	4	2	11	13	3		
York	730	349	279	358	300	.39	334	11	11	525	14	13	7	1	2,243	15,000	1	3	15	13	5		
Total	19,363	8,884	7,727	8,791	7,625	.39	10,138	10	1	10	1	10,713	293	260	147	6	\$4,871	\$451,117	37	56	326	320	42

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 1896.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over-expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Acton	4	\$29 06	\$5 90	\$2 00	\$52	\$725	\$23	-	\$3 32	.002 5-10	\$768	\$533	-	\$62	\$1,363	\$1,320	\$43
Alfred	-	76 00	28 16	-	71	1,100	76	-	4 05	.002 9-10	1,106	763	-	-	1,869	1,838	31
Berwick	11	81 00	28 13	-	175	3,100	1,265	-	4 74	.003 2-10	3,416	1,594	15	-	5,025	4,382	643
Biddeford	41	96 25	10 92	13 00	1,600	13,550	1,996	-	2 45	.001 7-10	14,721	12,761	346	-	27,834	27,598	236
Buxton	-	32 00	-	-	119	1,800	171	-	4 03	.002 6-10	2,501	1,218	-	-	4,004	3,394	610
Cornish	6	28 00	28 01	13 13	75	1,100	206	-	3 70	.002 5-10	1,189	715	-	-	1,988	1,973	15
Dayton	-	28 71	28 71	-	25	700	300	-	3 69	.003 1-10	757	307	-	-	1,064	896	168
Eliot	11	29 06	29 06	13 00	125	1,600	430	-	3 92	.003 4-10	1,678	980	-	-	2,658	2,616	42
Hollis	3	-	-	12 00	75	1,050	28	-	3 52	.002 6-10	1,061	752	13	-	1,826	1,778	48
Kennebunk	14	28 80	28 80	12 00	250	4,000	1,463	-	5 17	.001 9-10	4,196	1,730	-	-	5,926	5,800	126
Kennebunkport	-	52 22	-	-	100	3,000	1,243	-	5 40	.002 3-10	3,000	1,354	-	-	4,354	4,303	51
Kittery	12	50 00	28 00	4 00	185	2,700	409	-	4 22	.004 1-10	2,640	1,523	-	-	4,163	4,101	62
Lebanon	2	28 50	28 50	12 00	105	1,800	790	-	4 32	.002 8-10	1,810	816	-	-	2,626	2,711	-
Limerick	2	23 00	23 00	-	85	1,800	227	-	4 36	.002 8-10	1,000	560	65	-	1,560	1,523	37
Limington	-	24 00	24 00	12 00	80	875	1	-	3 34	.002 7-10	879	693	-	-	1,542	1,526	16
Lyman	4	26 00	26 50	-	56	1,000	317	-	4 13	.002 9-10	1,062	597	-	-	1,659	1,660	-
Newfield	-	50 00	28 50	12 00	140	637	-	-	3 41	.002 7-10	616	400	-	-	1,016	1,074	-
North Berwick	18	58 00	28 50	-	173	2,000	-	558	4 30	.002 6-10	2,000	1,182	33	-	3,215	3,162	53
Old Orchard	-	50 00	-	-	46	702	-	-	3 30	.003 9-10	747	430	-	-	1,177	1,160	17
Parsonsfield	5	28 00	28 50	12 00	82	1,200	82	-	3 97	.002 6-10	1,358	749	-	-	2,209	2,186	23
Saco	-	70 00	28 50	12 50	625	11,000	6,140	-	5 07	.002 7-10	11,000	5,205	-	-	10,205	14,954	1,251
Sanford	26	62 00	28 25	-	225	5,000	739	-	2 63	.002	5,489	4,397	2	-	9,886	8,335	1,553

PUBLIC SCHOOLS.

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Shapleigh	4	36 00	7 00	2 50	50	749	-	\$25	3 05	.003	752	639	87	1,478	1,513	-	35
South Berwick	14	32 00	9 00	3 00	200	3,200	453	-	3 21	.002 8-10	3,200	2,466	170	5,836	4,597	1,239	
Waterboro	-	60 00	6 70	2 00	75	1,355	269	-	4 63	.003 5-10	1,355	719	21	2,086	2,086		
Wells	15	35 00	7 95	-	290	2,200	576	-	3 51	.002 8-10	2,200	1,530	-	3,730	3,546	184	
York	9	48 00	8 00	-	290	3,000	1,045	-	4 11	.001 7-10	3,137	1,860	-	4,997	4,864	133	
Total	202	\$48 02	\$7 55	\$2 62	\$5,046	\$70,143	\$18,806	\$25	\$3 62	.002 3-10	\$73,850	\$46,434	\$1,079	\$121,363	\$114,896	\$6,581	\$114

SUMMARY—CONCLUDED.

COUNTIES.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school superintendence.	Amount of money voted in 1898.	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, 1898, to April 1, 1899.	Amount available from State treasury from April 1, 1898, to April 1, 1899.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1898, to April 1, 1899.	Balance unexpended April 1, 1899.	Balance over-expended April 1, 1899.
							Excess above amount required by law.	Less than the amount required by law.									
Androscoggin.....	277	\$46 22	\$7 61	\$2 25	\$4,706	\$61,637	\$19,475	-	\$3 51	.002 2-10	\$63,336	\$41,742	\$1,245	\$106,323	\$90,419	\$16,430	\$526
Aroostook.....	383	29 92	6 25	1 83	4,121	41,450	8,234	\$21	1 81	.003	53,411	56,511	4,816	114,738	103,126	11,801	249
Cumberland.....	370	52 03	7 49	2 30	6,207	131,183	62,064	310	4 55	.001 8-10	135,549	65,608	2,892	204,049	198,671	6,155	777
Franklin.....	96	33 97	6 07	1 97	1,322	16,753	3,345	23	3 14	.002 4-10	18,013	12,912	1,324	32,249	30,368	2,763	882
Hancock.....	177	39 36	7 00	2 14	3,672	36,812	6,774	10	3 09	.002 4-10	39,593	29,083	1,025	69,701	68,276	3,058	1,633
Kennebec.....	172	30 27	6 82	2 11	4,482	53,371	9,060	25	3 35	.001 7-10	60,353	39,122	1,946	101,421	98,777	3,855	1,211
Knox.....	176	44 70	7 41	2 62	2,430	33,374	8,177	-	3 73	.004 6-10	36,067	22,536	3,280	61,883	56,387	7,159	1,663
Lincoln.....	117	39 42	7 03	2 14	1,982	20,836	3,336	-	3 53	.002 9-10	24,421	14,597	230	39,248	37,447	1,832	31
Oxford.....	175	38 27	6 23	1 94	3,243	33,784	9,441	-	3 87	.002 6-10	38,818	22,309	3,055	64,182	61,908	3,548	1,274
Penobscot.....	431	38 06	6 53	1 97	6,137	75,544	18,221	86	3 37	.002 3-10	81,449	55,533	4,177	141,159	136,302	5,884	1,027
Piscataquis.....	143	30 66	6 53	1 94	1,271	15,742	3,052	-	3 20	.001 6-10	19,537	12,125	1,494	33,156	30,192	3,835	871
Sagadahoc.....	91	43 85	7 11	2 21	2,277	19,960	4,471	-	3 53	.001 8-10	23,448	13,393	124	36,965	34,071	3,001	107
Somerset.....	159	33 90	6 24	1 90	3,048	32,846	6,895	-	3 45	.001 9-10	35,454	24,701	1,883	62,038	57,751	4,452	165
Waldo.....	156	33 63	6 09	1 84	2,636	25,338	3,126	1	3 55	.002 6-10	27,976	17,979	932	46,887	44,944	2,491	548
Washington.....	266	42 16	6 71	2 23	2,514	41,452	6,234	61	2 69	.003 2-10	45,855	37,833	2,469	86,148	79,735	7,678	1,265
York.....	292	48 02	7 55	2 62	5,046	70,143	18,806	25	3 62	.002 3-10	73,850	46,434	1,079	121,363	114,896	6,581	114
Total.....	3,391	\$39 03	\$6 80	\$2 13	\$56,094	\$709,725	\$190,711	\$562	\$3 38	.002 2-10	\$777,130	\$512,418	\$31,92	1,321,510	1,243,330	\$90,523	\$12,343

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 bookkeeping 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	245	135	110	.55	102	100	43	66	65	58	70	81	92	332
Aroostook.....	71	481	59	422	.12	390	369	142	131	110	120	129	265	260	700
Cumberland.....	26	323	129	194	.40	187	151	93	46	37	60	55	120	114	593
Franklin.....	25	148	41	107	.28	88	81	46	26	17	30	28	58	27	241
Hancock.....	32	288	66	222	.23	214	198	68	23	50	74	76	121	143	448
Kennebec.....	30	300	115	185	.38	154	124	90	24	39	63	49	117	136	424
Knox.....	12	189	71	118	.37	108	100	42	36	23	39	46	45	57	270
Lincoln.....	12	160	29	131	.18	115	97	68	45	21	46	44	90	56	259
Oxford.....	32	281	47	234	.17	183	176	90	73	25	58	31	139	113	400
Penobscot.....	63	492	169	323	.34	273	265	114	86	63	138	102	185	193	757
Piscataquis.....	24	134	33	101	.24	90	76	51	26	10	26	20	59	39	209
Sagadahoc.....	11	97	38	59	.39	54	48	28	9	5	16	12	49	40	156
Somerset.....	39	275	70	205	.25	162	135	71	45	29	73	20	82	88	394
Waldo.....	26	203	35	168	.17	150	140	88	37	64	68	23	69	70	352
Washington.....	53	303	99	204	.33	168	148	75	59	26	40	47	73	81	442
York.....	27	346	140	206	.40	178	171	67	57	44	46	74	123	116	461
Total.....	521	4,265	1,276	2,989	.30	2,616	2,389	1,176	789	628	955	826	1,676	1,625	6,447

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 1898-9.	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	146	297	35	.89	1	3	\$81,386	\$6,378	\$6,716	\$7,150	\$2,618
Aroostook	232	602	98	.86	1	44	94,542	5,837	9,136	8,244	2,795
Cumberland	383	541	52	.91	1	21	187,902	3,731	57,563	10,583	3,043
Franklin	58	214	27	.88	3	7	26,647	1,542	5,517	2,003	1,956
Hancock	134	387	61	.86	—	17	62,253	4,215	7,592	4,582	1,774
Kennebec	184	323	101	.76	—	11	82,779	6,281	6,281	5,600	7,832
Knox	99	215	55	.79	—	10	49,741	4,892	6,609	4,483	1,737
Lincoln	44	216	43	.83	—	33	33,803	1,864	4,585	1,980	1,780
Oxford	123	342	67	.83	—	28	53,759	3,319	13,028	4,059	4,735
Penobscot	275	662	89	.89	—	21	121,342	7,134	37,040	9,075	6,556
Piscataquis	68	181	28	.89	—	10	25,744	1,860	3,970	1,740	2,540
Sagadahoc	84	139	17	.89	—	4	29,250	4,192	2,834	3,694	628
Somerset	118	341	53	.86	—	15	48,693	3,263	8,344	3,915	5,778
Waldo	63	289	63	.82	—	5	39,239	2,316	8,161	2,732	3,391
Washington	176	391	51	.88	—	34	74,960	4,009	3,788	775	1,099
York	247	372	89	.81	—	25	106,892	6,409	11,646	5,655	1,856
Total	2,434	5,518	929	.85	16	288	\$1,118,954	\$74,978	\$192,808	\$76,270	\$50,118

APPENDIX.

COMPARATIVE STATEMENT—I.

Items.	1899.	1898.	Increase.	Decrease.
Whole number of scholars between four and twenty-one	210,192	209,713	479	
Number registered in spring and summer terms	114,430	114,675		245
Average attendance in spring and summer terms	97,706	96,886	820	
Number registered in fall and winter terms	112,058	116,357		4,299
Average attendance in fall and winter terms	95,479	98,346		2,867
Per cent of average attendance of whole number. ....	.46	.46		
Whole number of different scholars registered during the year.	131,588	134,405		2,817
Number of schoolhouses in State.	3,996	4,113		117
Number reported in good condition.	3,122	3,075	47	
Number having flags	1,808	1,619	189	
Number of schoolhouses built during the year	55	106		51
Cost of same	\$53,471	\$220,472		\$167,001
Estimated value of school property in State	\$4,222,395	\$4,225,401		\$3,006
Number of male teachers employed in summer.	445	449		4
Number of male teachers employed in winter.	832	931		99
Number of female teachers employed in summer	4,107	4,254		147
Number of female teachers employed in winter	3,900	3,821	79	
Number of teachers graduates of Normal Schools.	1,017	894	123	
Average wages of male teachers per month	\$39 03	\$40 61		\$1 58
Average wages of female teachers per week.	6 80	6 58	0 22	
Average cost of board per week.	2 13	2 13		
Amount of school money raised by towns	709,725	749,661		39,936
Excess above amount required by law	190,149	225,884		35,735
Average amount per scholar	3 38	3 57		.19
Per cent of valuation assessed by towns for schools. ....	.002 2-10	.002 7-10		.000 5-10
Amount available from town treasuries for school year.	777,130	830,339		53,209
Amount available from State treasury for school year.	512,418	513,066		648
Amount derived from local funds.	31,962	30,696	1,266	
Total school resources.	1,321,510	1,374,101		52,591
Amount expended for common schools.	1,243,330	1,248,093		4,763
Net balance unexpended.	78,180	126,008		47,828
Amount paid by towns for school superintendence.	56,094	58,354		2,260

COMPARATIVE STATEMENT—II.

Items.	1899.	1889.
Whole number of scholars between four and twenty-one	210,192	212,064
Number registered in spring and summer schools	114,430	115,847
Average attendance in spring and summer schools	97,706	95,632
Number registered in fall and winter schools	112,058	123,608
Average attendance in fall and winter schools	95,479	101,649
Per cent of average attendance of whole number .....	.46	.46 $\frac{1}{2}$
Whole number of different scholars registered for the year	131,588	143,113
Number of schoolhouses in State	3,996	4,364
Number reported in good condition	3,122	3,160
Number supplied with flags	1,808	
Number built during the year	55	75
Cost of the same	\$53,471	\$163,650
Estimated value of all school property	4,222,395	3,481,835
Number of male teachers employed in summer	445	279
Number of male teachers employed in winter	832	1,518
Number of female teachers employed in summer	4,107	4,674
Number of female teachers employed in winter	3,900	4,016
Number of teachers graduates of Normal schools	1,017	687
Wages of male teachers per month, excluding board	\$39 03	\$35 22
Wages of female teachers per week, excluding board	6 80	4 31
Average cost per week of teachers' board	2 13	2 03
Amount of school money raised by towns	709,725 00	685,679 00
Excess above amount required by law	190,149 00	175,195 00
Average amount per scholar	3 38	3 23
Amount received from State treasurer	512,418 00	374,153 00
Amount received from local funds	31,962 00	23,271 00
Amount paid for superintendence	56,094 00	35,018 00

FREE HIGH SCHOOL STATISTICS.

Returns for the Year Ending June 1, 1899.

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 to teach during the year.
Addison		\$537 41	\$250 00	\$250 00	34	69	48	56	27	30	7	14	8	12	25	12	7
Albany		58 75	50 00	29 37	10	20	18	20	19	18	14	-	-	1	5	7	1
Alfred		561 67	250 00	250 00	30	52	47	52	19	20	-	12	-	52	37	27	1
Andover		355 50	200 00	177 75	30	33	28	17	17	17	-	4	-	23	26	26	-
Ashland		474 00	250 00	235 75	34	70	56	45	54	45	17	10	12	6	27	17	2
Auburn		5,889 37	8,000 00	250 00	38	293	276	293	17	-	-	204	112	56	223	17	-
Atkinson		250 00	125 00	125 00	20	68	55	68	68	65	13	-	-	12	24	10	-
Augusta		4,625 00	6,500 00	250 00	36	161	155	-	14	-	-	130	67	115	101	14	3
Bangor		8,491 50	9,000 00	250 00	36	378	355	50	37	39	-	278	133	141	345	-	-
Baring		47 72	100 00	23 86	10	7	7	5	-	-	-	-	-	5	6	2	1
Bath		4,295 60	4,000 00	250 00	37	225	167	182	23	76	-	73	99	107	144	21	-
Belfast		2,029 81	2,000 00	250 00	35	117	84	-	14	-	-	65	40	68	66	-	5
Berwick		1,134 00	900 00	250 00	36	48	46	48	18	-	-	40	10	48	-	18	3
Biddeford		4,200 00	4,750 00	250 00	36	170	149	120	-	-	-	118	45	65	107	19	-
Bingham		225 00	200 00	112 50	21	20	16	20	20	20	-	6	-	-	13	8	2
Blaine		175 00	100 00	87 50	13	43	36	6	37	27	-	17	27	21	-	4	-
*Bluehill		379 00	250 00	125 00	12	68	60	68	40	25	23	16	4	13	28	-	-
Boothbay		500 00	250 00	250 00	40	89	82	72	66	68	37	26	-	-	34	12	-
Boothbay Harbor		1,000 00	700 00	250 00	33	33	27	29	-	-	-	18	8	11	27	-	-
Bowdoinham		867 00	500 00	250 00	35	73	61	21	11	4	-	48	12	64	46	25	-
Bradford		200 00	100 00	100 00	20	53	49	53	49	-	13	4	-	-	19	6	1
Brewer		1,415 04	1,425 00	250 00	36	84	64	20	-	-	-	41	-	47	52	-	3
Bridgewater		200 00	100 00	100 00	16	74	31	15	21	31	12	6	-	7	5	-	3

PUBLIC SCHOOLS.

Bridgton	1,512 00	1,100 00	250 00	36	73	66	70	16	20	7	49	14	21	29	-	5
Bristol	525 00	350 00	250 00	30	34	19	22	14	-	7	15	-	20	15	-	-
Brooklin	376 00	200 00	188 00	26	60	45	36	53	39	23	8	-	3	17	3	2
Brooks	231 80	150 00	113 77	30	35	14	30	20	30	-	10	-	5	30	-	5
Brownville	470 00	235 00	235 00	25	43	33	7	25	11	12	13	-	17	19	13	4
Brunswick	2,950 00	3,200 00	250 00	36	108	101	-	-	-	-	88	69	18	63	-	-
Bucksport	860 75	750 00	250 00	38	30	24	20	9	4	1	11	2	22	17	16	5
Buxton	871 00	750 00	250 00	36	35	34	-	7	15	15	12	33	26	14	12	-
Calais	2,743 00	700 00	250 00	36	148	110	148	16	110	7	75	8	56	92	-	-
Camden	1,458 00	1,000 00	250 00	34	54	52	16	15	16	12	25	25	23	32	15	-
Canaan	375 00	200 00	187 50	30	36	21	3	25	-	-	-	7	5	3	20	5
Canton	415 00	415 00	207 50	20	60	46	40	35	30	16	8	-	25	8	12	1
Cape Elizabeth	243 66	200 00	121 83	34	17	16	17	4	3	2	-	-	12	13	5	15
Caribou	1,434 45	1,000 00	250 00	35	88	66	-	15	15	13	49	22	88	79	18	15
Carratunk	100 00	50 00	50 00	10	28	21	28	28	23	-	-	-	6	8	-	1
Carthage	150 00	75 00	75 00	12	34	26	34	31	29	12	-	-	2	7	3	-
Castine	450 00	400 00	225 00	33	23	21	-	5	15	5	-	-	3	21	-	-
Cherryfield	1,050 00	300 00	250 00	37	143	121	65	65	65	38	67	8	40	62	10	-
Chester	200 00	100 00	100 00	16	45	26	30	33	30	11	-	-	10	19	6	5
China	92 00	54 00	46 00	10	24	21	24	24	3	1	3	-	18	12	1	4
China	372 00	180 00	180 00	20	34	31	34	25	28	-	-	-	23	20	21	9
Columbia	161 00	100 00	80 50	10	26	22	6	17	12	8	4	-	4	4	2	3
Columbia Falls	247 25	125 00	123 62	13	42	35	12	28	18	8	12	-	16	32	7	4
Corinth	500 00	250 00	247 45	40	70	57	58	64	40	23	36	21	12	32	6	6
Cornish	750 00	500 00	250 00	33	24	22	24	8	-	-	16	16	10	6	16	4
Cumberland	1,162 00	250 00	250 00	33	71	64	41	28	15	7	20	11	38	32	12	-
Cranberry Isles	125 00	75 00	62 50	10	18	16	16	18	8	14	-	-	8	1	-	-
Danforth	900 00	500 00	250 00	30	51	41	13	24	15	-	32	12	7	46	17	7
Deering	1,167 46	1,750 00	125 00	14	196	187	-	-	41	-	104	96	54	116	22	-
Deer Isle	390 00	250 00	195 00	24	27	22	-	16	9	9	-	4	4	11	-	1
Denmark	513 00	300 00	250 00	27	35	30	30	22	24	16	8	12	4	12	8	4
Dennysville	457 50	185 00	185 00	30	36	27	16	25	16	9	6	3	5	12	7	-
Dexter	1,660 00	1,300 00	250 00	33	80	70	80	23	14	-	31	11	41	46	14	3
Dixfield	500 00	250 00	250 00	30	117	38	43	43	37	29	26	-	-	-	-	3
Dixmont	137 50	68 75	67 50	10	34	27	33	33	30	7	-	-	2	23	7	9
Hover	711 50	500 00	250 00	30	53	43	16	19	16	4	-	-	67	38	15	4
East Livermore	975 00	750 00	250 00	34	39	32	15	17	18	4	22	4	10	25	-	1
East Machias	454 00	250 00	227 00	39	45	40	-	18	10	-	30	6	45	25	15	3
Easton	450 00	225 00	219 00	24	60	47	50	39	47	12	-	-	23	26	11	7
Eastport	1,718 00	1,468 00	250 00	38	90	81	90	-	-	9	71	19	36	66	39	-
Edgington	301 63	150 00	150 00	28	30	23	10	10	10	10	15	-	9	9	-	2
Eden	2,276 00	3,000 00	250 00	34	62	56	62	22	-	7	55	62	19	55	12	3
Edgecomb	395 00	200 00	197 50	40	51	43	51	49	51	14	2	-	7	12	10	2
Eliot	503 75	250 00	250 00	31	29	19	20	14	1	5	13	2	-	17	4	3

APPENDIX.

* No returns for full year.

Returns for the Year Ending June 1, 1899—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 to teach during the year.
Ellsworth		\$2,133 00	\$2,000 00	\$250 00	36	152	115	-	14	48	8	130	55	41	116	-	2
Eustis		123 75	117 00	52 87	11	25	22	25	24	24	-	4	-	-	6	-	1
Exeter		200 00	100 00	100 00	16	58	51	58	50	50	41	-	-	-	1	-	1
Fairfield		700 00	500 00	250 00	20	53	39	-	-	-	11	57	12	15	24	-	-
Farmingdale		337 00	200 00	168 50	36	13	11	5	-	-	-	2	8	11	12	6	-
Farmington		1,400 00	1,000 00	250 00	36	94	79	50	61	54	-	92	-	34	104	20	-
Fayette		231 00	150 00	115 50	33	50	38	50	44	31	4	2	-	-	4	-	-
Port Fairfield		1,044 47	1,200 00	250 00	36	78	69	-	47	41	25	8	53	78	-	-	1
Poxcroft		700 00	450 00	250 00	33	39	34	23	13	-	4	15	-	23	39	12	3
Freedom	So. Freedom Prec.	119 00	59 50	59 50	10	20	16	20	20	15	-	2	-	19	1	1	3
Freeport		1,819 99	1,500 00	250 00	36	77	69	12	22	16	44	14	26	60	8	3	3
Frenchville		487 50	250 00	243 75	26	44	31	44	24	44	4	1	1	20	-	12	1
Friendship		264 00	153 12	132 00	24	58	24	23	33	23	13	-	-	3	1	-	-
Gardiner		3,429 90	4,000 00	250 00	36	124	120	61	-	-	3	50	60	94	118	22	1
Garfield		100 00	50 00	50 00	10	19	16	19	19	11	11	-	-	5	5	-	-
Garland		354 50	175 00	175 00	22	21	17	21	10	7	-	9	-	14	10	11	2
*Georgetown		150 00	75 00	75 00	11	19	14	16	15	11	5	-	-	14	12	-	2
Gorham		1,717 34	1,250 00	250 00	38	93	73	77	23	19	93	72	11	52	67	-	2
*Gray		903 50	875 00	250 00	18	73	70	73	36	20	22	7	39	-	46	1	-
Greenville		500 00	250 00	250 00	34	42	34	41	18	18	17	8	-	14	14	10	-
Guilford		753 32	500 00	250 00	22	54	52	54	17	18	27	5	28	38	27	3	-
Hallowell		1,850 00	1,500 00	250 00	36	97	75	78	28	-	19	32	34	18	42	21	-
Hampden		1,500 00	500 00	250 00	36	101	83	100	78	75	50	21	7	23	5	5	-
Hancock		228 00	125 00	111 25	16	56	48	50	44	54	8	11	-	20	25	-	3
Harmony		125 00	62 50	62 50	10	39	27	39	39	35	-	-	-	8	-	3	-
Hartland		543 75	300 00	133 34	30	134	41	7	20	20	10	-	4	11	3	6	-
Harrington		170 50	200 00	85 25	11	24	20	12	22	13	7	4	4	3	2	-	1

PUBLIC SCHOOLS.

*Hermon	122 50	67 50	61 25	10	28	23	23	21	23	12	-	-	21	2	3
Hollis	401 85	200 00	196 26	28	22	19	4	18	9	4	-	6	4	7	2
Houlton	1,993 36	1,743 36	250 00	38	107	98	78	16	-	74	35	51	78	44	11
Industry	98 56	49 28	49 28	10	21	19	21	21	21	21	-	-	13	1	4
Island Falls	600 00	280 00	250 00	36	49	35	23	23	26	21	12	6	13	2	4
*Islesboro	313 50	150 00	150 00	20	68	62	47	63	60	20	4	4	28	7	4
Jackson	197 50	65 00	65 00	20	27	17	8	15	5	5	-	-	10	10	4
Jay	740 00	250 00	250 00	60	67	58	67	48	28	14	13	-	32	12	2
Jonesboro	135 00	90 00	67 50	10	43	35	35	43	35	16	-	10	16	-	9
Jonesport	552 50	450 00	250 00	30	38	30	-	23	22	-	9	-	13	15	5
Kennebunk	1,050 00	800 00	250 00	36	52	48	48	13	-	-	38	37	47	-	3
Kennebunkport	800 00	1,000 00	250 00	36	38	30	6	34	-	-	7	33	33	14	3
Kittery	966 00	800 00	250 00	36	70	55	24	46	24	24	4	39	44	24	5
Lagrange	150 00	78 73	73 50	10	29	23	28	24	6	-	-	-	8	5	5
Lamoine	184 25	110 00	92 12	11	29	25	16	12	18	15	-	-	20	2	5
Lewiston	5,250 00	6,225 00	250 00	38	244	218	-	27	-	-	161	42	154	27	3
Liberty	370 00	150 00	185 00	40	41	26	41	41	41	33	-	-	6	2	2
Limerick	700 00	500 00	250 00	33	114	39	114	72	52	52	27	14	28	36	12
*Limestone	120 00	150 00	60 00	12	30	23	-	27	27	27	-	-	25	3	3
Limington	622 00	250 00	250 60	36	58	44	32	14	13	13	20	18	41	20	5
Lincoln	400 00	200 00	200 00	36	40	34	38	18	18	-	12	-	17	17	6
Linnæus	90 60	45 00	45 00	10	18	15	6	18	17	9	-	-	6	6	3
Lisbon	1,818 00	1,500 00	250 00	32	117	101	59	47	14	49	12	21	34	101	12
Livermore	278 00	175 00	135 50	20	41	27	33	28	11	10	-	-	14	17	9
Lubec	750 00	500 00	250 00	38	42	35	-	32	16	-	-	-	14	24	4
Machias	1,140 00	1,000 00	250 00	34	61	55	61	26	24	-	-	8	4	61	1
Madawaska	100 00	50 00	50 00	16	36	25	36	20	15	-	-	-	28	10	3
Madison	887 20	522 51	250 00	31	54	38	-	4	-	-	36	11	30	32	2
Mars Hill	140 00	75 00	70 00	14	36	23	30	30	23	30	4	-	9	9	2
Mechanic Falls	1,980 00	700 00	250 00	36	27	25	27	7	10	10	27	27	22	22	2
Mexico	380 00	190 00	190 00	26	34	32	30	30	30	20	-	-	5	4	4
Milbridge	651 75	600 00	250 00	27	38	34	2	21	9	30	32	-	32	20	2
Milford	220 00	100 00	100 00	12	37	31	26	26	8	12	14	13	4	20	3
Milo	510 00	250 00	250 00	20	46	43	12	8	18	18	9	12	21	26	6
Minot	360 90	250 00	180 45	60	24	21	24	24	24	12	6	4	11	14	8
Monmouth	1,040 00	400 00	250 00	34	68	53	68	33	30	10	17	5	28	60	11
Monroe	120 00	60 00	60 00	10	34	27	33	31	33	11	3	4	25	25	2
Monson	500 00	250 00	245 00	30	37	30	30	10	15	-	20	9	35	25	18
Monticello	150 00	75 00	75 00	10	39	29	36	33	16	4	-	-	19	19	8
Mt. Desert	407 50	250 00	203 12	28	79	26	64	56	37	36	14	-	17	40	43
*Newburgh	120 00	60 00	60 00	10	32	30	20	32	25	12	-	-	15	15	5
Newfield	291 50	150 00	145 75	28	35	28	35	30	32	20	12	2	12	25	13
Newport	520 00	270 00	250 00	24	44	31	24	29	24	17	-	2	14	8	8

APPENDIX.

* No returns for full year.

Returns for the Year Ending June 1, 1899—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 to teach during the year.
New Portland....		\$432 30	\$250 00	\$195 35	37	66	55	25	54	22	2	24	9	-	24	2	15
New Sharon.....		125 00	100 00	62 50	10	23	20	23	23	11	-	11	-	-	11	12	5
New Vineyard....		200 00	100 00	100 00	20	38	20	18	23	20	-	5	-	-	11	-	-
Norridgewock....		841 25	750 00	250 00	34	36	33	36	26	14	14	15	2	10	36	4	-
North Berwick...		750 01	600 00	250 00	35	40	25	18	19	6	-	11	4	12	16	-	-
North Haven.....		177 50	88 75	88 75	12	10	8	11	10	8	-	-	-	6	6	2	-
Norway.....		1,750 00	500 00	250 00	31	102	79	51	22	23	12	45	38	67	25	11	6
Oakland.....		1,267 20	1,000 00	250 00	36	42	32	-	16	-	-	22	5	27	23	22	2
Old Orchard.....		540 00	400 00	250 00	36	38	13	-	-	-	-	7	-	-	-	7	-
Old Town.....		2,100 00	1,900 00	250 00	36	88	82	-	-	-	-	51	32	19	62	19	-
Orono.....		1,432 00	1,250 00	250 00	36	65	62	62	41	52	-	23	9	28	23	19	-
Orrington.....		255 00	150 00	127 50	20	52	25	27	17	15	15	15	9	18	12	10	-
Oxford.....		512 25	250 00	250 00	30	37	25	27	18	12	12	4	12	5	12	-	7
Palermo.....		156 00	78 00	69 50	20	29	25	29	29	20	-	-	-	4	10	10	1
Palmyra.....		180 00	150 00	90 00	19	42	35	34	35	35	6	4	-	4	9	5	6
Paris.....	South Paris Prec	769 20	500 00	250 00	22	76	59	67	14	25	-	40	15	39	41	10	6
Parsonsfeld.....		1,170 00	480 00	250 00	35	55	40	55	55	55	-	20	-	22	51	11	17
Patten.....		888 00	250 00	250 00	34	55	50	47	4	30	-	35	14	11	43	3	6
Pembroke.....		500 00	250 00	250 00	31	37	34	22	19	9	14	15	34	5	39	11	10
Phillips.....		651 20	500 00	250 00	24	85	59	61	11	18	-	50	5	28	44	-	8
Pittsfield.....		962 50	800 00	250 00	36	65	48	20	18	12	5	35	15	32	40	14	4
Poland.....	Two schools.	590 00	250 00	250 00	64	46	36	44	44	21	3	4	24	34	17	2	2
Porter.....		310 00	145 00	140 75	10	68	59	68	48	43	16	17	-	39	39	-	5
Portland.....		15,350 00	17,212 00	250 00	38	578	508	214	101	-	-	347	173	190	515	18	18
Presque Isle.....		1,800 00	1,600 00	250 00	36	109	89	40	62	54	24	47	17	66	94	28	12
Princeton.....		479 75	265 68	239 87	35	39	29	24	25	23	-	12	5	6	10	13	-
Randolph.....		365 00	200 00	182 50	36	13	12	9	-	-	-	8	6	13	2	-	-

Raymond	108 50	108 50	54 25	10	22	20	22	22	10	2	2	4	9	-	3
Readfield	85 00	160 00	42 50	24	32	28	32	31	31	25	7	-	8	-	8
Richmond	1,221 00	1,000 00	250 00	33	64	47	22	17	11	31	19	19	39	6	30
Rockland	3,050 00	3,050 00	250 00	36	170	158	66	24	-	22	87	84	144	30	60
Rockport	568 25	500 00	250 00	31	27	26	6	6	10	-	11	6	21	21	3
Saco	5,430 00	3,300 00	250 00	37	173	160	168	11	-	19	79	46	107	20	20
Sangerville	581 75	300 00	250 00	32	27	23	-	7	7	8	12	7	57	27	10
Scarboro	520 00	500 00	250 00	31	51	33	32	35	20	16	14	3	15	21	6
Searsport	632 00	300 00	250 00	31	58	53	26	53	33	23	25	-	27	13	5
Shapleigh	585 00	325 16	250 00	23	33	27	33	21	15	12	17	-	17	17	4
Sherman	235 00	100 00	100 00	10	50	47	47	47	47	4	7	-	26	5	4
Skowhegan	2,840 00	2,800 00	250 00	36	115	102	-	34	-	-	68	7	66	2	2
Solon	450 00	200 00	200 00	30	55	38	53	40	43	7	-	-	16	2	1
South Berwick	800 00	1,000 00	250 00	39	46	37	-	29	-	-	23	-	26	10	6
South Portland	1,886 69	1,800 00	250 00	34	101	95	101	29	14	25	58	30	57	32	10
South Thomaston	299 00	200 00	149 50	23	38	34	24	24	27	10	5	-	19	6	15
Springfield	840 00	500 00	250 00	23	90	70	60	60	50	35	10	-	20	18	9
St. Albans	300 00	150 00	147 90	30	67	42	62	28	15	5	11	-	32	2	15
Standish	647 00	500 00	250 00	27	53	49	53	11	41	11	5	-	20	15	7
Starks	85 50	41 50	41 50	10	18	13	12	18	17	10	6	-	6	6	11
Stetson	125 00	70 61	62 50	10	36	25	36	36	36	20	3	3	23	1	4
Steuben	200 00	100 00	100 00	12	25	19	25	25	23	3	-	-	7	7	8
St. George	480 00	162 00	162 00	32	49	36	16	29	29	22	-	-	18	-	2
Stonington	487 50	150 00	150 00	30	26	20	-	24	15	-	8	-	18	18	10
Strong	407 50	200 00	200 00	31	26	19	16	13	10	9	16	-	15	16	2
Sullivan	161 25	200 00	78 12	10	40	29	36	35	4	17	20	-	18	18	9
Thomaston	1,322 72	1,000 00	250 00	30	54	45	-	30	6	-	38	-	18	29	10
Thordike	100 00	41 00	40 12	10	33	25	32	30	30	-	-	-	10	12	14
Topsham	1,045 83	800 00	250 00	36	68	63	-	41	-	-	23	-	12	12	9
Tremont	336 00	175 00	168 00	24	88	50	49	80	62	30	-	42	20	9	10
Troy	300 00	150 00	150 00	30	69	48	34	58	47	15	-	2	44	4	8
*Turner	687 50	1,000 00	125 00	11	89	85	63	31	22	22	26	16	41	8	5
Union	367 50	175 00	175 00	20	56	54	56	52	44	-	-	-	20	34	4
Unity	125 00	75 00	62 50	10	39	37	39	33	26	15	7	-	15	15	10
Vanceboro	580 00	450 00	250 00	36	30	20	6	9	9	-	15	-	19	13	3
Veazie	348 00	200 00	174 00	29	19	17	19	17	19	8	5	19	19	3	1
Vinalhaven	1,090 00	900 00	250 00	36	53	45	-	28	16	-	5	3	12	32	9
Waldoboro	743 00	500 00	250 00	30	52	40	44	15	9	-	17	8	33	25	5
Warren	725 00	600 00	250 00	34	62	55	-	14	28	-	37	-	62	44	14
Washburn	250 00	125 00	125 00	20	63	36	52	52	52	23	13	-	6	37	19
*Washington	125 00	75 00	62 50	10	23	20	23	23	23	23	-	-	20	-	5
Waterboro	510 00	250 00	250 00	34	27	23	24	5	15	-	10	-	15	8	-
Waterville	4,042 69	5,000 00	250 00	36	159	145	159	14	50	20	106	42	62	23	-

* No returns for full year.

APPENDIX.

Returns for the Year Ending June 1, 1899—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 to teach during the year.
Wayne.....		\$289 00	\$177 29	\$144 50	29	27	20	-	8	8	-	20	1	9	18	4	3
Webster.....		510 00	400 00	250 00	34	26	22	26	-	8	-	16	-	19	16	1	
Weld.....		295 75	150 00	147 87	13	49	42	49	34	26	8	-	-	-	31	-	3
Wells.....	Two schools	500 00	500 00	250 00	48	100	54	36	33	19	14	6	-	6	8	3	3
Westbrook.....		3,041 72	3,525 00	250 00	36	139	135	139	24	7	105	38	-	177	127	12	
West Forks.....		150 00	75 00	75 00	12	22	18	18	19	22	18	-	-	6	4	-	4
Whitefield.....		255 00	115 00	120 00	20	65	30	65	50	10	3	1	5	18	1	2	
Wilton.....		800 00	800 00	250 00	32	52	46	17	15	16	6	18	6	26	26	1	1
Windham.....		693 00	500 00	250 00	33	56	51	40	28	39	20	11	-	16	40	5	
Windsor.....		342 00	222 00	171 00	30	57	44	49	45	42	21	-	-	15	14	11	1
Winthrop.....		1,126 60	750 00	250 00	33	60	52	14	12	14	-	24	-	60	38	2	
Wiscasset.....		836 00	500 60	250 00	35	70	54	16	30	28	9	21	18	46	40	18	2
Yarmouth.....		1,511 39	1,505 95	250 00	36	82	74	81	16	23	-	35	12	20	57	12	
York.....		637 50	500 00	250 00	34	33	31	-	21	-	-	32	6	19	24	-	1
Totals.....		\$201,120 31	\$171,227 69	\$41,585 07	6,041	13,785	11,280	7,758	5,725	4,955	2,342	5,441	2,415	5,909	7,417	1,946	618

STATEMENT.

**Amount of School Fund and Mill Tax Apportioned to the Several
Cities, Towns and Plantations in the State for the Year 1899,
and Payable January 1, 1900.**

Towns.	Scholars.	School Fund and Mill Tax.
Abbot	225	\$554 23
Acton.....	218	536 99
Adams	328	867 94
Albany	180	443 38
Albion	190	468 01
Alexander	116	285 73
Alfred	271	667 54
Allagash Plantation	143	352 24
Alna	123	302 97
Alton	111	273 42
Amherst	108	266 03
Amity	145	357 17
Andover	199	490 18
Anson	440	1,083 83
Appleton	317	780 85
Argyle	84	206 91
Arrowsic	59	145 33
Ashland	369	908 63
Athens	302	743 90
Atkinson	197	485 25
Auburn	4,369	10,761 89
Augusta	3,161	7,786 30
Aurora	46	113 31
Avon	137	337 46
Baileyville	84	206 91
Baldwin	254	625 66
Bancroft	120	295 58
Bangor	6,059	14,924 77
Baring	82	201 99
Barnard Plantation	34	83 76
Bath	2,734	6,734 50
Beddington	39	96 07
Belfast	1,256	3,093 83
Belgrade	284	699 56
Belmont	90	221 69
Benedicta	154	379 33
Benton	295	726 66
Berwick	654	1,610 95
Bethel	506	1,246 40
Biddeford	5,502	13,552 75
Bigelow Plantation	20	49 26
Bingham	230	566 55
Blaine	386	950 81
Blanchard	73	179 82
Bluehill	645	1,588 79
Boothbay	590	1,453 31
Boothbay Harbor	628	1,546 91
Bowdoin	309	761 14
Bowdoinham	380	936 03
Bowerbank Plantation	21	51 72
Bradford	324	798 09
Bradley	265	652 76
Bremen	175	431 07
Brewer	1,419	3,495 34
Bridgewater	382	940 96
Bridgton	736	1,812 95
Brighton Plantation	136	335 00
Bristol	772	1,901 63

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Brooklin	321	\$790 69
Brooks	214	527 14
Brooksville	396	975 44
Brookton	153	376 87
Brownfield	298	734 05
Brownville	390	960 66
Brunswick	2,052	5,054 57
Buckfield	306	753 75
Bucksport	564	1,389 26
Burlington	122	300 51
Burnham	263	647 83
Buxton	448	1,103 53
Byron	75	184 74
Calais	2,678	6,596 56
Cambridge	92	226 62
Camden	717	1,766 15
Canaan	308	758 68
Canton	295	726 65
Cape Elizabeth	208	512 35
Caribou	1,847	4,549 60
Carmel	299	736 51
Carratunk Plantation	88	216 77
Carroll	171	421 22
Carthage	102	251 25
Cary Plantation	147	362 09
Casco	255	628 13
Castine	283	697 10
Castle Hill Plantation	215	529 60
Caswell Plantation	178	438 46
Centerville	29	71 43
Chapman Plantation	137	337 46
Charleston	269	662 61
Charlotte	105	258 64
Chelsea	261	642 90
Cherryfield	606	1,492 72
Chester	148	364 56
Chesterville	228	561 62
China	370	911 40
Clifton	61	150 26
Clinton	415	1,022 25
Codyville Plantation	16	39 41
Columbia	175	431 07
Columbia Falls	216	532 06
Concord	108	266 03
Connor Plantation	262	645 37
Cooper	74	182 28
Coplin Plantation	24	59 12
Corinna	344	847 35
Corinth	274	674 93
Cornish	298	734 05
Cornville	185	455 70
Cranberry Isles	95	234 02
Crawford	43	105 92
Criehaven Plantation	13	32 02
Crystal Plantation	161	396 57
Cumberland	428	1,054 26
Cushing	192	472 94
Cutler	175	431 07
Cyr Plantation	208	512 36
Dallas Plantation	57	140 40
Damariscotta	203	500 04
Danforth	407	1,002 54
Dayton	123	302 97
Dead River Plantation	26	64 04

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Deblois.....	22	\$54 19
Dedham.....	103	253 71
Deer Isle.....	758	1,867 14
Denmark.....	187	460 62
Dennistown Plantation.....	39	96 07
Dennysville.....	186	458 16
Detroit.....	150	369 48
Dexter.....	812	2,000 15
Dixfield.....	276	679 86
Dixmont.....	217	534 52
Dover.....	447	1,101 07
Dresden.....	250	615 81
Drew Plantation.....	46	113 31
Durham.....	336	827 65
Dyer Brook.....	106	261 10
Eagle Lake Plantation.....	204	502 50
Eastbrook.....	80	197 06
East Livermore.....	607	1,495 18
East Machais.....	490	1,206 99
Easton.....	449	1,106 00
Eastport.....	1,867	4,598 86
Eddington.....	178	438 46
Eden.....	785	1,933 65
Edgecomb.....	219	539 45
Edinburg.....	25	61 58
Edmunds.....	201	495 12
Eliot.....	408	1,005 00
Elliottsville Plantation.....	11	27 09
Ellsworth.....	1,456	3,586 48
Embden.....	162	399 04
Enfield.....	407	1,002 54
Etna.....	175	431 07
Eustis.....	153	376 87
Exeter.....	231	569 01
Fairfield.....	1,111	2,736 65
Falmouth.....	463	1,140 48
Farmingdale.....	204	502 50
Farmington.....	982	2,418 91
Fayette.....	152	374 41
Flagstaff Plantation.....	39	96 07
Forest City.....	75	184 75
Fort Fairfield.....	1,492	3,675 16
Fort Kent.....	1,125	2,771 14
Foxcroft.....	410	1,009 93
Frankfort.....	342	842 43
Franklin.....	494	1,216 84
Freedom.....	137	337 46
Freeman.....	142	349 78
Freeport.....	683	1,682 39
Frenchville.....	631	1,554 31
Friendship.....	253	623 20
Fryeburg.....	315	775 92
Gardiner.....	1,517	3,736 73
Garfield Plantation.....	36	88 68
Garland.....	230	566 55
Georgetown.....	251	618 28
Gilead.....	75	184 75
Glenburn.....	145	357 17
Glenwood Plantation.....	71	174 89
Gorham.....	852	2,098 68
Gouldsboro.....	350	862 13
Grafton.....	16	39 41
Grand Falls Plantation.....	28	68 97
Grand Lake Stream Plantation.....	86	211 84

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Grand Isle	545	\$1,342 47
Gray	378	931 10
Greenbush	218	536 99
Greene	197	485 25
Greenfield	69	169 96
Greenville Plantation	25	61 58
Greenville	307	756 21
Greenwood	232	571 48
Guilford	425	1,046 88
Hallowell	771	1,899 17
Hamlin Plantation	221	544 37
Hammond Plantation	37	91 14
Hampden	599	1,475 48
Hancock	308	758 68
Hanover	55	135 48
Harmony	175	431 07
Harpswell	515	1,268 57
Harrington	367	904 00
Harrison	278	684 78
Hartford	193	475 40
Hartland	288	709 42
Haynesville	135	332 54
Hebron	130	320 22
Hermon	408	1,005 01
Hersey	79	194 60
Highland Plantation	23	56 65
Hiram	257	633 05
Hodgdon	437	1,076 44
Holden	162	399 04
Hollis	283	697 10
Hope	161	396 58
Houlton	1,201	2,958 36
Howland	160	394 11
Hudson	121	298 05
Hurricane Isle	90	221 69
Industry	180	443 38
Island Falls	375	923 72
Isle au Haut	74	182 28
Islesborough	335	825 19
Jackman Plantation	88	216 77
Jackson	145	357 17
Jay	797	1,963 20
Jefferson	348	857 21
Jonesborough	212	522 21
Jonesport	825	2,032 17
Kenduskeag	106	261 10
Kennebunk	773	1,904 09
Kennebunkport	556	1,369 56
Kingfield	155	381 80
Kingman	319	785 77
Kingsbury Plantation	52	128 09
Kittery	640	1,576 47
Knox	158	389 19
Kossuth	23	56 65
Lagrange	194	477 86
Lake View Plantation	50	123 16
Lakeville Plantation	57	140 40
Lambert Lake Plantation	54	133 01
Lamoine	181	445 84
Lang Plantation	41	101 00
Lebanon	366	901 54

School Fund and Mil Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Lee	329	\$810 40
Leeds.....	307	756 21
Levant	304	748 82
Lewiston.....	8,134	20,035 98
Lexington Plantation.....	86	211 84
Liberty	217	534 52
Limerick	204	502 50
Limestone	370	933 37
Limington	262	645 37
Lincoln.....	595	1,465 63
Lincoln Plantation	25	61 58
Lincolnvile	359	884 30
Linneus.....	302	743 90
Lisbon	1,307	3,219 45
Litchfield	298	734 05
Littleton.....	320	788 23
Livermore.....	291	716 81
Long Island Plantation.....	69	169 96
Lovell	187	460 62
Lowell	102	251 25
Lubec	910	2,241 55
Ludlow.....	119	293 12
Lyman	246	605 96
Machias.....	665	1,638 05
Machiasport	457	1,125 70
Macwahoc Plantation.....	62	152 72
Madawaska	747	1,840 04
Madison	676	1,665 15
Madrid.....	110	270 95
Magalloway Plantation	21	51 72
Manchester	136	335 00
Mapleton.....	358	881 84
Mariaville	74	182 28
Marion	46	113 31
Marshfield.....	78	192 14
Mars Hill.....	443	1,091 22
Masardis	121	298 05
Mason	28	68 97
Matinicus Isle Plantation.....	48	118 24
Mattamiscotis	7	17 24
Mattawamkeag	187	460 62
Maxfield	41	101 00
Mayfield Plantation	30	73 90
Mechanic Falls.....	375	923 72
Meddybemps	48	118 24
Medford	97	238 93
Medway.....	191	470 47
Mercer	141	347 31
Merrill Plantation	118	290 66
Mexico.....	245	603 50
Milbridge	585	1,441 00
Milford	285	702 03
Milo	435	1,071 52
Milton Plantation.....	72	177 36
Minot	269	662 61
Monhegan Plantation.....	32	78 83
Monmouth	293	721 73
Monroe	260	640 44
Monson	437	1,076 44
Monticello	520	1,280 88
Montville	253	623 20
Moose River Plantation	84	206 91
Moro Plantation.....	98	241 40
Morrill	123	327 61

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Moscow	133	\$327 61
Mt. Chase	128	315 29
Mt. Desert	487	1,199 60
Mt. Vernon	191	470 48
Naples	215	529 60
Nashville Plantation	12	29 56
Newburgh	226	556 69
New Canada Plantation	192	472 94
Newcastle	285	702 03
Newfield	187	460 62
New Gloucester	335	825 18
New Limerick	244	601 03
Newport	341	839 97
New Portland	270	665 08
Newry	82	201 99
New Sharon	274	674 94
New Sweden	331	815 34
New Vineyard	156	384 26
Nobleborough	298	734 05
Norridgewock	406	1,000 08
North Berwick	465	1,145 41
Northfield	43	105 92
North Haven	164	403 96
Northport	157	386 72
North Yarmouth	174	428 60
Norway	813	2,002 61
No. 7 Plantation	17	41 87
No. 8 Plantation	10	24 63
No. 14 Plantation	33	81 29
No. 21 Plantation (Hancock County)	20	49 26
No. 21 Plantation (Washington County)	47	115 77
No. 33 Plantation	44	108 38
Oakfield	354	871 93
Oakland	496	1,221 77
Old Orchard	180	443 38
Old Town	1,478	3,640 68
Orient	67	165 03
Orland	386	950 81
Orneville	111	273 41
Orono	993	2,446 00
Orrington	342	842 43
Otis	59	145 33
Otisfield	182	448 31
Oxbow Plantation	52	128 09
Oxford	343	844 89
Palermo	229	564 08
Palmyra	285	702 03
Paris	828	2,039 56
Parkman	232	571 48
Parsonsfield	302	743 90
Passadumkeag	126	310 36
Patten	411	1,012 40
Pembroke	528	1,300 59
Penobscot	367	904 00
Perham	245	603 50
Perkins	16	39 41
Perkins Plantation	20	49 26
Perry	345	849 82
Peru	224	551 76
Phillips	428	1,054 27
Phippsburg	363	894 15
Pittsfield	842	2,074 05

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Pittston	327	\$805 47
Pleasant Ridge Plantation	52	128 09
Plymouth	206	507 43
Poland	403	992 69
Portage Lake Plantation	96	236 47
Porter	287	706 95
Portland	13,928	34,308 00
Pownal	170	418 75
Prentiss	186	458 16
Presque Isle	1,449	3,569 24
Princeton	293	721 73
Prospect	222	546 84
Randolph	273	672 47
Rangeley	212	522 21
Rangeley Plantation	25	61 58
Raymond	264	650 29
Readfield	239	588 72
Reed Plantation	150	369 48
Richmond	617	1,519 81
Ripley	140	344 85
Robbinston	246	605 96
Rockland	2,142	5,276 26
Rockport	622	1,532 13
Rome	129	317 75
Roque Bluffs	53	130 55
Roxbury	79	194 60
Rumford	845	2,081 44
Saco	2,170	5,345 23
St. Agatha	676	1,665 15
St. Albans	317	780 84
St. Francis Plantation	244	601 03
St. George	874	2,152 87
St. John Plantation	177	435 99
Salem	47	115 77
Sanford	1,920	4,729 42
Sangerville	345	849 82
Scarborough	522	1,285 81
Searsmont	309	761 14
Searsport	342	842 43
Sebago	192	472 94
Sebec	194	477 87
Seboeis Plantation	38	93 61
Sedgwick	328	807 94
Shapleigh	246	605 96
Sherman	345	849 82
Shirley	78	192 14
Sidney	280	689 71
Silver Ridge Plantation	55	135 48
Skowhegan	1,317	3,244 08
Smithfield	133	327 61
Smyrna	125	307 90
Solon	290	714 34
Somerville	140	344 85
Sorrento	82	78 83
South Berwick	995	2,450 93
Southport	146	359 63
South Portland	1,676	4,128 39
South Thomaston	414	1,019 78
Springfield	167	411 35
Stacyville Plantation	172	423 68
Standish	420	1,034 56
Starks	181	445 84
Stetson	127	312 82
Steuben	320	788 23
Stockholm Plantation	63	155 18

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Stockton Springs.....	254	\$625 67
Stoneham.....	88	216 77
Stonington.....	534	1,315 37
Stow.....	90	221 69
Strong.....	191	470 48
Sullivan.....	372	916 33
Summer.....	229	564 08
Surry.....	276	679 86
Swan's Island.....	255	628 13
Swanville.....	180	443 38
Sweden.....	88	216 77
Talmadge.....	38	93 61
Temple.....	115	283 27
The Forks Plantation.....	59	145 33
Thomaston.....	732	1,803 10
Thorndike.....	163	401 50
Topsfield.....	121	298 04
Topsham.....	595	1,465 63
Tremont.....	711	1,751 36
Trenton.....	145	357 17
Trescott.....	172	423 68
Troy.....	205	504 97
Turner.....	432	1,064 13
Union.....	396	975 44
Unity.....	257	633 05
Unity Plantation.....	12	29 56
Upton.....	73	179 82
Van Buren.....	689	1,697 17
Vanceboro.....	229	564 08
Vassalborough.....	503	1,239 01
Veazie.....	146	359 63
Verona.....	80	197 06
Vienna.....	104	256 17
Vinalhaven.....	883	2,175 04
Wade Plantation.....	118	290 66
Waite.....	39	96 07
Waldo.....	150	369 48
Waldoboro.....	810	1,995 22
Wales.....	126	310 36
Wallagrass Plantation.....	390	960 66
Waltham.....	68	167 50
Warren.....	639	1,574 01
Washburn.....	466	1,147 87
Washington.....	284	699 56
Waterboro.....	293	721 73
Waterford.....	260	640 44
Waterville.....	3,140	7,734 57
Wayne.....	195	480 33
Webster.....	371	913 87
Webster Plantation.....	51	125 63
Weld.....	228	561 62
Wellington.....	178	438 46
Wells.....	627	1,544 44
Wesley.....	68	167 50
West Bath.....	83	204 45
Westbrook.....	2,442	6,015 24
Westfield Plantation.....	82	201 99
West Forks Plantation.....	63	155 18
West Gardiner.....	193	475 40
Westmanland Plantation.....	45	110 85
Weston.....	145	357 17
Westport.....	112	275 88

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Whitefield	326	\$803 60
Whiting	173	426 14
Whitneyville	136	335 00
Williamsburg.....	40	98 53
Williamantic.....	126	316 36
Wilton.....	502	1,236 55
Windham	542	1,335 08
Windsor.....	236	581 33
Winn	264	650 30
Winslow	700	1,724 27
Winter Harbor	176	433 53
Winterport	491	1,209 46
Winterville Plantation	89	219 23
Winthrop	565	1,391 73
Wiscasset	435	1,071 52
Woodland	410	1,009 93
Woodstock.....	203	500 04
Woodville.....	74	182 28
Woolwich	236	581 33
Yarmouth.....	634	1,561 69
York	682	1,679 93
	209,868	\$516,955 09

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	70,160 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	17,789 71
Washington.....	15,383	37,789 53
York.....	18,867	46,348 24
	209,207	\$513,933 12

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