

MAINE STATE LEGISLATURE

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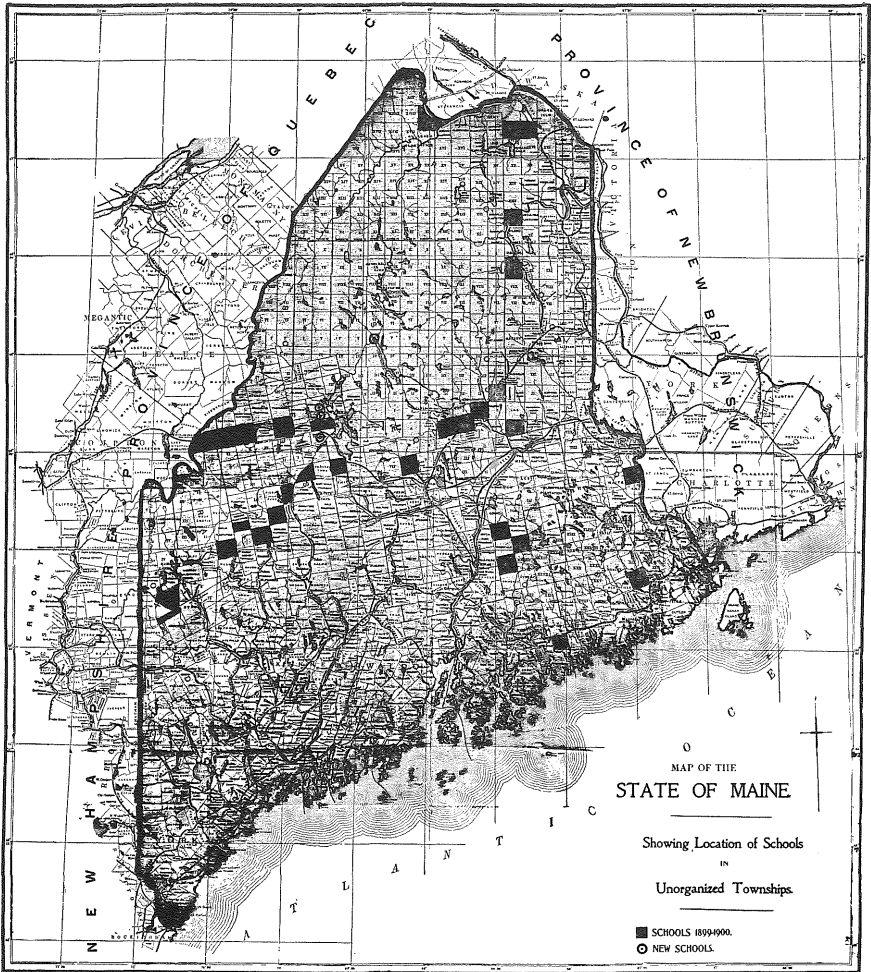
DEPARTMENTS  INSTITUTIONS

FOR THE YEAR

1901

VOLUME IV.

AUGUSTA
KENNEBEC JOURNAL PRINT
1901



LOCATION OF SCHOOLS IN UNORGANIZED TOWNSHIPS.

REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC SCHOOLS
OF THE
STATE OF MAINE
FOR THE
School Year Ending June 30, 1900.

AUGUSTA
KENNEBEC JOURNAL PRINT
1901

STATE OF MAINE.

EDUCATIONAL DEPARTMENT,
AUGUSTA, December 31, 1900.

*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 1899-1900.

Very respectfully,

Your obedient servant,

W. W. STETSON,

State Superintendent of Public Schools.



REPORT.

SOME GAINS.

That there has been an increasingly intelligent administration of our schools during the past few years admits of no question. Parents are insisting that efficient teachers be placed in charge of the instruction of their children ; that school officials discharge the duties devolving upon them with the faithfulness which characterizes the methods used by the prudent individual in the management of his private affairs ; and above all, they are assisting by their personal efforts and gifts, in making the school grounds more attractive and in supplying the schoolrooms with books and pictures for the use, not only of the teachers and pupils, but also of the people of the community in which the school is located. School officials are also making studies of school sanitation ; are urging towns to make improvements in out-buildings and school-buildings ; are exercising more care in purchasing material, and are calling for teachers who are scholastically and professionally fitted to render acceptable service in the schoolroom. Teachers are attending Teachers' Institutes and Summer Schools in larger numbers than ever before. They show the liveliest interest in learning the best methods of instruction, and they are providing themselves with the latest books on pedagogy and the most useful magazines on schoolroom work. Even the children seem to have caught the spirit which so largely influences those who are striving to improve our common schools. Nearly thirty thousand members have been enrolled in the School Improvement Leagues of Maine. The work done by this organization is valuable because of the results accomplished, but is still more useful in that it is developing a local interest in the local school, which in time will result in making

it the literary and art center of the community in which it is located. Hundreds of school yards have been graded and converted into lawns, and trees, shrubs and flowers have been planted in a number so large that the figures seem almost incredible. Tumbled-down fences have been replaced by those of more attractive patterns. Out-buildings that were a moral menace to the children have been burned, and others of improved construction have been built in their places. A large number of school-buildings have been painted, and the ceilings and walls of scores of schoolrooms have been papered or tinted. The list of materials furnished through the efforts of the members of the League is too long to be enumerated at this time. It includes many thousand volumes of books, a still larger number of pictures, and globes, maps, charts and other apparatus and utensils without number. The organization has been in existence a little more than two years. Its work has been so far-reaching that it has practically produced a revolution in many communities.

SOME CONDITIONS.

While great gains have been made, it is clear that a larger work remains to be performed than has yet been accomplished. It is true that parents, school officials, teachers and pupils are working together for the betterment of our schools with an energy and efficiency never seen before in this State, yet it is also true that certain things must be done before our schools can serve the children as it is necessary for them to be taught at the present time. Each succeeding decade places larger responsibilities upon the shoulders of those who have come upon the stage of action than fell to the lot of their predecessors. To be able to do this work with credit to themselves and for the greatest good of those for whom it is done, the doers must have the best blood, nurture, environment and training that thought, study, skill, money and effort can give them.

There are several problems facing our people at the present time in our school affairs. The first is, equal school privileges for all children of school age in the State. About one-third of the sum necessary for maintaining the common schools of Maine is furnished from the State treasury. While it is true that forty-

seven per cent. of the towns receive a receipt in full for their State taxes, and, in addition, a check for the balance due on funds apportioned, yet there are certain considerations which it would seem have not received their merited weight in adjusting this matter of providing equal educational opportunities for all the children of the State. No other equal population in this country has furnished so large a body of men and women who have been leaders in all fields of human activity as has been found here in the State of Maine. These results have been due to several efficient causes. Our people are fortunate in having a quality of blood which makes it natural for them to be ambitious of holding places of trust and rendering a service of worth. It has also kept active within them the desire to attain distinction because of merit. The homes of Maine have been domestic universities, in which those stalwart qualities are found which characterize persons of intelligent will, enduring energy, continuing persistence and conquering effort. Chores and testing responsibilities have bred in our young people the wish to be, a love for work, a determination to achieve, and the courage which refuses to recognize obstacles. The sacrifices which have been made by parents and children that the boys and girls might go to the academy and then on to college, have helped in fitting these same boys and girls for stations of trust. These experiences have developed in them the capacity to meet emergencies, and the power to solve trying problems and reach decisions for which there is no precedent. The drudging toil, the pinching economy, the struggle for subsistence, the effort necessary to insure advancement, have all been school-masters in the training of those who have given our State its quality and given other states their sanest clergymen, most successful teachers, soundest jurists, ablest statesmen, wisest captains of industry and greatest poets. No true son or daughter of Maine will permit, if possible to prevent, the dimming of the lustre which these men and women have made a part of our proud inheritance. We rejoice in the work they did, the service they rendered, the results they achieved, and the glory which is theirs and ours.

We shall be wise if we learn the lesson, so clearly taught by history, that the machinery so useful in yesterday's living cannot

be used in to-day's work. What was sufficient for days that are gone will not serve in the day in which we live. We have passed beyond our pioneer period. We are living in the day when the burden of each must be the concern of all. In the old days of isolation, man was not his brother's keeper as he must be in these days when all communities are neighbors and the most distant often sit at our hearthstone. The electric car, the steam railroad, the telegraph, the newspaper, the magazine, make intimate companions of those who live miles apart. Frequent change of location has become a part of the progress of our era. The boy bred upon the farm comes to one of the centres of population to dig out for himself a large place in the community in which he makes his new home. The dweller in the city goes back to his ancestral acres to rebuild the old home in more stately form, and brings into this rural community the enlightening and ennobling elements of urban life. He brings its culture, refinement, love of the beautiful, the desire for those things which are best—those things which stimulate and inspire and give grace and beauty to life. He brings a broader horizon into clearer skies. He brings the latest thought, the newest invention, the touch with the world, and stirs those with whom he comes in contact to a better thought and a wider vision; to a desire to know, a capacity to enjoy, a recognition of the usefulness of comeliness. This intercourse gives us a common interest in all children born within the State. We have a common concern about the character of the homes from which they come, the quality of the schools in which they are trained, and the growth and strength it is possible for them to attain.

It is the best judgment of those who have made the most careful studies of the subject, that a large majority of our citizens are willing to bear their full share of the burden imposed by the State in providing for the expenses incident to the management of its affairs and the maintaining of the institutions under its control. Persons possessed of wealth, as a rule, are disposed to recognize that they are safer in their persons, securer in their property, if suitable schools are provided for the children, if convenient roads are maintained as highways of travel, if public institutions are supported in such a way as to furnish the protection and care needed by the unfortunate, and if all the functions of government are discharged in such a way as to hold the

vicious in subjection and encourage the virtuous in their labors. The administration of all these interests involves the expenditure of large sums of money. If this is wisely done and the burden is equitably distributed among those who are protected and benefited, then each can contribute his share without hardship to himself.

EQUAL SCHOOL PRIVILEGES.

There are many advantages in being born in a rural community. The simplicity of country life makes it possible for those enjoying its benefits to grow into the possession of unusual powers. There are certain disadvantages incident to city life. The distractions of the street, the fascinations of entertainment, the absence of home cares and duties which develop resolute fibre, and the enervating contact in all of those experiences which brush the bloom from youth and take the zest out of young life, are to be reckoned with in the care and training of children. Much of the best blood found in our population has come from the farm homes. That it should come flowing in the veins of cultured men and women is of vital interest to those who make up the population of our cities. A large proportion of the profitable trade of the cities is found in the rural communities. All students of industrial affairs are aware that it is the educated person who demands a home with all the conveniences and adornments of modern life. The citizen who has had the best training demands the best environment. If those who are now living in our cities are to find for themselves congenial homes in our country towns, they must needs go among a people fitted by culture and desire to be not only their companions but their peers. If these considerations have in them aught of merit, then all our people have a common interest in furnishing equal school privileges for all the school children of the State. The boy who lives at the end of a tote path should have an opportunity to learn to read, write and cipher, at the expense of his parents and the parents of the boy who lives on the aristocratic street of the metropolis of the State. They have an equal financial investment in this youth, and they should be held responsible for such schooling as will make him largely useful in whatever work he may undertake or station he may fill. The time has come when narrow-visioned selfishness should give place to broad ideas of

civic duty. We can no longer attempt to settle this question by determining what we imagine will be our present money gain. We must be just and, if it be necessary, we must be generous. Those who are favored with large possessions must meet like men the responsibility which wealth places upon them. The widow's son must have an equal chance with the millionaire's boy in the struggle not only for existence but for usefulness. The wise man of wealth knows that what he invests in this boy multiplies his dollars and keeps them at par. It is as true of the State as of the individual that it cannot do the best for the humblest of its citizens without doing the best for the strongest of its people. Whatever helps those in need of assistance helps infinitely more those who give this aid. All questions are, in their last analysis, moral questions. Those who fail to meet moral responsibilities worthily, must suffer certain deterioration.

EXPENDITURE OF PUBLIC FUNDS.

Conditions have made it necessary for the people of Maine to be frugal, both in their private expenses and public expenditures. While our State is found near the top in the list of the wealthy states of the Union, yet we have never had a great number of citizens who were possessed of large holdings. Our wealth has been evenly distributed, and for that reason habits of thrift have been cultivated and strict economy has been necessary. We have gained the strength and capacity which comes from acquiring property, and we have developed the wisdom and sagacity which follows careful investment. Large inheritances are not always a blessing but sometimes are an injury to those to whom they come. Things won by our own efforts are worth more than they will bring in the market. They give not only security against want, but ability to do still other and better things. The thought, care, struggle, study, work, necessary to accumulate worldly goods breed in their possessor the power to labor, the ability to think, the desire to acquire, the self-respect which ownership gives and the dignity which follows the mastery of trying conditions.

The people of Maine have long been noted for their ability to wring more than a subsistence from what has been termed "a sour and unwilling soil." They have done this because of

the strength they have brought to their work, the brains they have put into it, and the faithfulness with which they have devoted themselves to it. That they have been successful there can be no question. That they have merited these successes there can be no doubt. That they are enjoying the fruit of their labors in well conditioned homes, many schools of rare merit, public institutions of a high grade, and a people of noble quality, goes without the saying. Mistakes have been made in the over zealousness with which some have struggled to enlarge their bank accounts and multiply their acres. That this is true is not strange or discouraging. The time has come when another phase of this question must receive more careful attention than has been given it up to the present time, if our prosperity is to increase rather than diminish. We have been intelligent and successful in our efforts to produce and accumulate. We have not always been wise in the expenditure of these accumulations. We have not been sufficiently concerned about getting a dollar's worth of service or material, or doing a dollar's worth of good with the dollar spent. In school matters we have not even exercised that prudence which has characterized the management of our private affairs. We have paid more for material furnished than it sold for in the open market, and too often we have been content with short measure, under weight, or inferior quality. Anyone who spends a dollar without getting for it an adequate return, wrongs both himself and the person to whom it is paid. He wrongs himself because the possession of the dollar places upon him the responsibility of its intelligent and honest expenditure. He wrongs the person to whom it is paid because he assists in developing in him a dishonest spirit, and doing something which is infinitely worse, destroying his self-respect. One who receives a dollar without giving for it its equivalent, either is content to be dishonest, or lives under the stinging accusation which in the end will work his corruption by destroying his self-respect.

While many of these statements may seem to have a general application, still the special purpose in introducing them at this time is to call the attention of school officials, teachers and parents, to the necessity of so conducting all the business administration of the school as to teach the important and

wholesome lesson that it is as necessary to spend money honestly, as to acquire it by honest means; that possession carries with it certain duties; that the same care should be used in spending the funds belonging to the public that is the practice of prudent people to exercise in the expenditure of their private funds, and that these principles should be exemplified in every transaction to which school officials are parties. It is a part of the business of the school to teach by its administration and by its instruction, the necessity and the righteousness of thrift, economy, prudence, forethought and honesty, in the acquiring and disbursing of private and public funds.

The study which was made of the waste existing in the management of our schools, some years since, puts beyond all question the necessity of school officials giving much attention to this important subject. While there is no disposition to urge an unwise curtailing of appropriations or a niggardly expenditure of school moneys, still it is important that all those having charge of such funds shall use them in such ways as to leave their custodians with clear consciences and bring to them the approval of honest and intelligent citizens.

LOCAL SELF-GOVERNMENT.

Local self-government has been one of the privileges highly prized by the citizens of Maine. It has been a vital factor in our growth. It has given our people a certain independence and capacity which has made them so exceptionally useful in the important walks of life. While many mistakes have been made, yet even these blunders have been the means of helping communities to grow into better conditions. Any community having the responsibility of caring for its poor, constructing its roads, and maintaining its schools, must learn its lesson in the expensive school of experience. That lesson will not be fully learned until much time has been consumed and large sums of money have apparently been wasted. Unwise methods will be used in caring for the unfortunate; unsuitable material and improper treatment of the same will be used in building highways; too large sums will be paid for material used in the school, and teachers of inferior grade will be employed to take charge of the instruction of the children. While all of these

items are conceded, yet it is nevertheless true that the training which comes to people from being brought together in annual town meeting and being furnished an opportunity to devise ways and means, discuss plans and projects, and decide upon policies to be adopted, is worth all its costs. It stimulates a majority of the citizens to think, study, read, consider, estimate, weigh, decide and then carry their decisions into effect. It is this training which has made our people ambitious to take positions of responsibility and has furnished them with the power which has enabled them to fill these places with distinction. It has been the school in which has been trained our independent, thoughtful, self-respecting, hardy, capable farmers, lawyers, physicians, teachers, business men, scholars, authors, inventors, statesmen; in fact, those of every class and kind, who have been true to themselves and helpful to others.

Local self-government has been a means of grace to our people and should be jealously guarded, and any attempt to deprive our people of this university should be met with the opposition necessary to defeat the movement. It would be well for us, however, not to be carried away by the clamor which excites alarm, when no occasion for anxiety exists. There has never been a time in the history of the State when the affairs of the town were more completely under the control of the residents of the local municipality than during the past decade. While it is true that the district system has been abolished, yet it is well to bear in mind that many towns at the present time have not as large a school population as many districts had fifty years ago. While the unit of control has been changed, the extent of control has not been diminished. It is still the duty of the town to elect school officials, and to give such instructions and directions as it sees fit. Any failure on the part of these officials to comply with the wishes of the people, can be met by the dismissal of these officers at the next town meeting. School officers are quite as likely to err in being too sensitive to the sometimes violently expressed wishes of factions found in towns as they are to refuse to carry out the wishes of the majority. It is well to bear in mind that the town not only elects its school officers, that through these officials it has charge of its teaching force, determines the subjects in which instruction shall be given, the

length of time for which schools shall be maintained and through this agency controls every item and detail connected with the administration and management of the local schools. It is not necessary to remark that the State establishes certain minimum conditions which must be complied with provided the town wishes to receive its proportion of what is known as the Common School Fund.

The law passed a few years since, authorizing towns to unite for the purpose of employing a superintendent of schools, in no way takes from the powers or in any form limits the duties and responsibilities of the citizens of the town. Under this law, school committees are elected in the same way as under the old, and they are given the same powers. The superintendent has neither more nor less of authority than under the old statute. He is elected for the same length of time, according to the same forms and discharges his duties under the same limitations as if he were the superintendent of a single town. The entering upon this arrangement depends upon the vote of the town. The power to continue in it must come from the same source. The town is at liberty to withdraw whenever a majority of the voters see fit to do so. In no way is the town relieved, or excused, or limited in the control of its schools if it takes advantage of this law.

While it is true that local self-government is a privilege to be highly prized and carefully guarded and intelligently used, and while it is also true that it furnishes the best means yet devised by man for furnishing a certain kind of necessary and important training, yet it is also well for us not to forget that many unfortunate things will be done. We may, however, remember, with some satisfaction, that growth, to an extent, depends upon mistakes, and that experience has taught us that it is better for us to have the responsibility and make the blunders and grow into better things, than to have those affairs which concern us most vitally, managed by others and have no so-called errors made. In the one case growth is possible; in the other, degeneration is certain.

But perhaps the greatest blessing coming to the schools because of local self-government, is the local interest which will be developed in the local school. When the parent assists in the enlarging and grading of the school grounds, the providing of

a suitable fence to enclose it, the erecting of safe out-buildings, and the tinting or papering of schoolroom walls and ceilings, the supplying of books for the general reading of his children, and pictures for their culture and pleasure, he will be doing something more than doing all these things; he will be making a stronger, nobler, cleaner man of himself. One cannot be interested in good things without becoming better. One cannot do anything for others without doing much for himself. One cannot serve without being served.

Experience has taught us that it is not best that the towns furnish the means for doing the things indicated above. The work done by the School Improvement Leagues would seem to prove that it is best that these things be furnished by those living in the communities in which they are provided, to the end that the schoolroom may be the literary and art centre of the community in which it is located. When all our citizens are ready so to consider it, and are willing to help so to make it, then we shall have a local sentiment which will make not only the local school better but local self-government will be vindicated and local self-control for the future will be assured.

A PLAN FOR THE STUDY OF LOCAL HISTORY AND KINDRED SUBJECTS IN PUBLIC SCHOOLS.

INTRODUCTION.

The following outline is not prepared for the purpose of arranging for an additional branch of study in our public schools. It is desirable that the regular work in reading, spelling, penmanship, geography, arithmetic, history and language shall receive most of the attention of the children. No school can serve the children best which fails to have systematic, thorough drill in these studies.

The children should be provided with text-books. Lessons should be assigned and studied. The principles and processes must be mastered. Frequent reviews should be given, and recitations conducted for the purpose of extending the child's information, and also furnishing him with opportunities to state in his own words the facts learned and the ideas evolved.

While the child should devote much time to text-books, yet it is necessary for him to have an opportunity to discover that they treat of facts which concern him in his daily life, and persons of whom he should have some personal knowledge. That this training may be provided, the following outlines have been prepared.

The work suggested will furnish opportunities for testing the child's ability to write paragraphs; to spell the words he has occasion to use in ordinary correspondence; to apply in a practical way the rules learned in grammar; to discover that what he studies in geography is a description of forms of nature which are found in miniature in his immediate vicinity; to use in a practical way the principles found in his arithmetic; and more than all, and perhaps best of all, to learn that history contains a record of the persons who have been specially prominent in

bringing about the social conditions in which we live, formulating the laws by which we are governed, and evolving the language, literature and civilization with which we are blest.

It is hoped that this direct contact of the child with his environment and this somewhat detailed study of the persons, places, institutions and industries by which he is surrounded will develop in him the ability to observe, the habit of reading, a judgment which will enable him to arrive at safe conclusions, and above all help him to form intelligent estimates, and thus become better fitted to judge of those facts and conditions which are found in their larger manifestations in the nation and in the world.

Critics of the work of the public school claim that the children have not the power of initiative, and hence are lacking in the ability to do independent thinking; that they need too much guidance and assistance; that they can read books, but cannot pull the pith out of what is read or pass judgment upon it. Some think they are wanting in sterling qualities because they have had too much transcendental psychology and too little practical activity. It is urged that while they have a superficial knowledge of the ends of the earth and the islands of the sea, they know practically nothing about the things with which they come in daily contact; that they have read statements concerning the stars above their heads and the soil beneath their feet, but they have never looked intelligently at the one or made personal investigations of the other; that they are able to recite many paragraphs concerning the pre-historic man, but know little about the man whom they meet on the street; that they do not investigate, but instead take the *ipse dixit* of another; that what is printed is sacred; but what is, has no concern for them. In a word, they can read, but they cannot think; they can look at things, but they fail to see them either with their natural eyes, or appreciate through their mental vision the life they embody.

Not all of this criticism is based upon fact. If any part of it is true, then we need to set the children to a study of the forms of matter by which they are surrounded, the facts of history with which they are most directly associated, and the institutions by which they are now governed, and in the administration of which they are to have so large a share in the future.

The children should learn something about the hills, valleys, lakes, rivers, islands, soil, industries and people of their native town, even if they spend less time on far away countries. It cannot be otherwise than useful to them to know somewhat in detail the form of government to which they are most directly responsible, although they may study less the earlier forms of misrule. It is better to know somewhat of the origin and organization of a town meeting, and be familiar with the duties of the officials of a municipality, even though one has to forego the pleasure of knowing many things of doubtful correctness as to how the Babylonians administered their local affairs. It is important to have a personal acquaintance with the quality, character, hardships and experiences of the early settlers of one's own section, even though that acquaintance may be acquired at the expense of an intimate knowledge of ancient or mediaeval history.

A child's preparation for the text-book study of geography should give him ideas of direction, distance, form, surface, elevation, contour, division of surface into land and water, with the forms and aspects of vegetable and animal life, and he should also know something of man in his industrial and social relations.

To study history intelligently, he must know men in their personal activities, observe what they have wrought out into permanent industrial and social forms, and become acquainted with the customs and institutions within which they have lived.

In civics the nature of the local government, its functions, powers and methods of procedure should be understood.

The methods by which this knowledge must be acquired are such as to make the process of acquisition of special value as a disciplinary force. The instruction must necessarily be almost wholly oral and objective. The pupil is to be encouraged to observe and investigate the things about him. He is to go to the original sources for his facts. Under the direction of the teacher he is to get for himself at first hand the material with which he is to work in his mastery of the subject studied. Such training will compel the weighing of facts, and will beget habits of analysis and classification, and all of this will better enable him to study from books the geography, history, and govern-

ments of the state and nation, and also of the world. It will induce an interest in local affairs, and a pride in the town and state and nation, and also of the world. It will induce an interest in local affairs, and a pride in the town and state and will, in the end, make intelligent and safe citizens. It will also be of great value in the regular work in reading, spelling, geography, history, language and arithmetic. If properly conducted the child is forced to begin at the beginning of things, and to build firm foundations for his future work. He finds it necessary to collect data by personal effort and on these he can base opinions and estimates, and thus gain intelligent ideas of things which he cannot see, but must imagine. In time he will see that geography deals with the earth he inhabits and with the elements with which he is familiar; that history deals with men who have lived or are living, who are his kindred and related to him in their qualities, characteristics, habits, abilities; and that civics deals with rules of conduct, customs and social methods and institutions, having their like in those which surround him, and are affecting his conduct and that of the living men and women who are his companions and associates.

Such a course of instruction as is here outlined would seem to have almost self evident claims to a place in every public school. Feeling that these claims are valid, the following scheme of study has been prepared for the consideration of school officials and teachers. It is not expected that any school will carry on more than one of the lines of work indicated at any one time. It is doubtful if any school will be able to do all the work outlined. A great variety is submitted so that the different tastes and aptitudes of all classes of pupils may find profitable employment.

I.

GEOGRAPHY.

School building: Make diagram showing location of halls, dressing-rooms, closets, doors, windows, schoolrooms, platforms, teachers' desks, settees, stoves, radiators, ventilators, etc.

School yard: Draw plan showing boundary lines, entrances, drives, walks—location of schoolhouse, outbuildings, trees, flower beds, play-grounds, etc. Draw plan of the same as you would like to have it.

Town: Draw a map showing the boundaries, hills, mountains, lakes, ponds, streams. Also draw map showing villages or centers of population and business; carriage, steam and electric roads; location of public buildings; schools, and especially the pupil's own. Also draw map of pupil's own school precinct showing school building, roads leading to the same, residences, etc.

Draw map of city showing ward divisions, principal streets, public buildings, including schoolhouses, railroad lines and stations, electric roads, public parks, etc.

Physical features: Name, locate and give oral or written descriptions of mountains, lakes, ponds, rivers, bays, islands, peninsulas, etc. State size and importance of each. Describe in detail remarkable or specially notable physical features. If town is a summer resort, describe the special features which make it attractive to visitors.

Carriage roads in town: Number of miles of—condition of same, and annual cost of keeping in repair.

Steam roads: Names of roads—number of miles in town—number, location and character of stations.

Electric roads: Number of miles in town—location of lines—places with which they connect the town.

Location of town in county: Direction from county seat—description of imaginary trip to county seat by usual method of travel, naming towns passed through. Direction and distances of town from State capital—method of traveling thither—important places, and for what noted, on the route. Proportional part of town under cultivation—used for grazing purposes—part in forest—part waste land—part occupied by water surfaces.

General fitness of soil for agriculture—differences in soil in different sections, and analysis of.

General character of farm products. Estimated quantity of different kinds annually produced—value of same. Value of products annually sold—where marketed.

Number each of neat cattle, horses, sheep and swine in town last year—value of each. Leading breeds of cattle and sheep raised.

Character of woodlands—distribution or location in town. Estimated annual cut of fuel in cords—of timber in Ms.—value of each marketed—where marketed.

Name wild animals and birds found in town—characteristics and habits of those best known—those whose killing is prohibited or regulated by law.

Name common insects—those harmful to vegetation—those distinguished for beauty of color or form.

Name principal wild flowers found in town—analyze best known varieties—which of them are noxious weeds.

Fish in lakes, streams and shore waters: Quantities of each—food varieties, kinds caught for sport chiefly—kinds marketed—kinds whose capture is regulated by law—give regulations.

II.

HISTORY.

Name: Give present name of town or city—former name or names—origin or meaning of the present name—if named for person, give sketch of that person.

Settlement: Date of first settlement—origin and circumstances of—names and character of first settlers—hardships and difficulties experienced—anecdotes and stories of. Describe early homes and home life, and give stories of.

Early growth of settlement: First school—date of establishing—character of—sketches of early teachers—character and experiences of. First church: Date of organization—denomination—first meeting-house—date of erection and description of—first settled minister—sketch of. First mill or other manufactory: When, where and by whom built. First road: When constructed—connecting what points—character of.

Incorporation: Dates of organization as plantation or incorporation as town or city. Names of first assessors—first selectmen—first mayor—sketches of same. If originally part of another town, name of such town, and date of separation.

Present area in square miles and acres. Greatest average length and width in miles.

Changes in population and valuation—tabulated by decades.

Changes in centres of population and business—describe.

First post office: Tell where and when established—present number and location of post offices.

Important manufactures: Kind and location—when established—capital invested in—number of persons employed in—annual value of products.

Farms: Number and value of those occupied—same of those unoccupied—annual value of all farm products.

Other productive industries: Kind—location—number of—persons employed in—annual value of products.

Public schools: Number of graded and ungraded—high, location of, when established, average attendance, number of teachers, scope of instruction. Number of persons of school age—annual average attendance, in all public schools—annual expenditures made for public schools—amounts voted by town—received from State—derived from local funds. State school lots, so called: Present condition of—if sold, for what sum—how invested—yearly income therefrom. Other permanent school funds: whence derived—how invested—income therefrom—amount of, and how used.

Private schools—Academies, seminaries, colleges; Names of—location of each—number and description of buildings occupied—scope of instruction—number of instructors—annual attendance of students.

Public libraries: Name and location of—number of volumes—conditions of use by general public—by school children.

Churches: Number of—location of; denomination of each—number of members in each—average attendance upon services in each.

Societies—Social, benevolent, literary, etc.: Names of—location of each—character of buildings or halls owned or occupied by each—number of members in each.

Other facts of importance or interest as showing the present, individual, business, educational, moral and social condition of town.

Military: Early conflicts with Indians—events, incidents, and stories of.

Colonial Wars: Part taken by the town—number of persons serving in—lost in—names of persons killed or dying in—stories of.

Revolutionary War: Soldiers furnished for—officers serving in—number of persons killed or dying in service—local incidents and stories of.

War of 1812: Number of men furnished for—names of officers—number of men killed or dying in service—local events

of importance or interest—hardships resulting from war—stories relating to.

Aroostook War: Cause of—men furnished for—results of—local incidents and stories of.

Mexican War: Part taken by town—men entering service—officers from town—number of men killed or dying in service.

Civil War: Number of volunteers entering service—number of men drafted for—officers entering service or made by promotion during service—sketch of privates and officers who won distinction—number of men and officers killed or dying in service—number who suffered in Southern prisons—local incidents and stories.

Spanish War: Number entering service—number killed or dying in service—anecdotes and stories.

Other important or interesting facts relating to military or naval history of town.

Biographical: List of persons born in or at any time residents of the town who have attained distinction in literature, art, science, the legal, medical, clerical, or educational professions, business or any industrial pursuit.

Sketches of each, using so far as convenient the following outline:

Names of grandparents and parents—maiden names of grandmother and mother, and some idea of the quality and ability of each—account of boyhood and early training of person of whom sketch is given—success attained by him—work in which he engaged, giving length of time devoted to each kind—the field in which he gained distinction—value of his services—such incidents, anecdotes and stories as will give clear ideas of the persons.

For further outlines, consult directions given for these sketches under history topics in Course of Study for the Common Schools. (This pamphlet will be furnished free of charge to all persons applying for the same.)

Miscellaneous: Give extended sketches of great disasters and extraordinary events occurring in town—account of visits made to the town by persons of note, with statements of reasons for, and incidents of such visit—titles, with names of authors of all histories, pamphlets, articles, and other documents relating to

the town, which have been issued—detailed outlines of legends, traditions, stories and anecdotes connected with town and people who have lived in it—full sketch of odd, striking or noted characters who have lived in town.

Write brief statement to show how the geographical location and physical features of the town have affected its settlements, its industries, its general prosperity, its peculiar social and educational conditions; also how the same causes are likely to affect it in the future.

III.

CIVICS.

Plantation: How organized—corporate powers and duties—officers and their duties—qualifications of voters.

Town: How incorporated—corporate powers and duties, specially indicating those additional to those of the plantation—list of officers annually chosen—those chosen by written ballot—terms for which chosen—duties performed by each, specifying particularly those of school committee and superintendent—salaries paid each officer.

Qualifications of voter in town affairs—annual town meeting—when and how called—how opened, conducted and closed.

Make warrant containing the usual necessary articles for the town meeting.

City: How incorporated—powers and duties other than those of town—officers and their duties—manner of election, and the terms for which elected—salaries.

Wards: Ward meetings—ward officers—names of those in the pupil's own ward.

City government: Aldermen—councilmen—mayor—meetings of—methods of transacting business. Illustrate by describing the making of appropriations—make schedule of ordinary appropriations.

List of names of the principal officers of the pupil's own city—write brief sketch of present mayor.

Classified statement of all expenditures made by the pupil's plantation, town or city for the last fiscal year as shown by annual reports.

Taxation: Poll tax—property tax—real estate tax—personal property—inventory—amount of assessment—overlay—rate of

assessment, how found—any person's tax, how determined—commitment—collection, how enforced—abatements.

SUGGESTIONS.

It is hoped that the following suggestions may be found helpful to teachers.

1. Make careful preparation for the assignment of work to be done by pupils, and be sure that the topics selected are adapted to their capacities. Be certain of the sources of information to which you direct them. There will be but little difficulty in studying the schoolroom, school yard, school precinct. Those relating to the town or city as a whole will present more difficulties. A map of the town or city should be prepared by the teacher, or by the pupils under her direction. A day may profitably be spent by the teacher and pupils in making explorations of the town or city.

In history the teacher must furnish more assistance than she will be called upon to give in the work of geography. It will be necessary for her to procure for the use of the children the published histories, if any there be, of the town and county. The pupils must also consult the older people in the neighborhood. The most of these will be glad to help their young friends in learning the early history of the town and of the persons who were its early settlers. Many of the historical and geographical facts needed for answering the questions indicated above can be found in the last volume of the Maine State Register. It is also suggested that the pupils consult the records of the town, in the hands of the town clerk, and also that they read carefully town reports, and the sketches, articles, pamphlets and histories which contain accounts of persons, places, settlements, etc., of their town.

2. So conduct the work both in assigning lessons and hearing recitations that the pupils must find out for themselves the specific facts for which they are searching. Do not tell them anything they can discover by their own research. Send them to original sources of information. Have them study these exhaustively. See that they are sure of their facts. Accuracy is of the utmost importance. If you find they are uncertain in statement, require further study. Have them make estimates

of the value and significance of statistics collected. See that they select the essential, and drop the unimportant. Have them make collections of objects of interest, such as specimens of natural history, implements and utensils of the olden time, pictures of persons and places, and diagrams, drafts and plans of objects of interest. Arrange these about the schoolroom in attractive forms, and make them subjects of study.

3. Have the pupils prepare careful descriptions of noticeable natural features of the town, and sketches of events of special historical interest, for publication in local papers whenever practicable. When these sketches cannot be published, devote an occasional school session to the reading of these descriptions and sketches, inviting the parents and friends of the pupils to be present. A specially interesting exercise of this kind may consist of descriptions by pupils of the implements, utensils, pictures and documents which have been collected by them. A valuable general exercise in civics may consist in holding a town meeting, or meeting of the city government, conducted by the pupils. In all work of this kind see that the pupils make careful preparation, and that they do the best of which they are capable.

IN CONCLUSION.

Instead of spending so much time upon the physical features of South America, Africa and Asia, and giving so much time to the study of the history and people of these distant countries, give the children a chance to learn something about the land and water surface by which they are surrounded, the schoolroom and yard in which they spend so much of their time, the homes in which they live, the industries in which their parents and friends are engaged, the settlers and settlements in the town in which they reside, the history out of which their lives have come, and the incidents, anecdotes, traditions, legends and stories which give tone and atmosphere to the communities of which they are a part.

It is further urged that the local school be the local museum for storing old time implements and utensils, also the repository of the pamphlets, books, documents and objects of interest which the teacher and pupils collect.



TEACHER IN PIONEER SETTLEMENT, NORTHEASTERN MAINE.

In a word, collect your material; investigate your data; read what others have written concerning them; talk over your conclusions; write an outline of your work; print the results of your labors.

You are requested to furnish the department with printed accounts of the work you are able to do along the lines indicated above, or to send manuscript sketches of the same.

SCHOOLS IN UNORGANIZED TOWNSHIPS.

The law of 1899, under whose provisions children in unorganized townships are being provided with schooling at public expense for the first time in the history of the State, was an attempt so to amend the law of 1897 as to make its administration practicable.

This statute provides that, when in any unorganized townships there are two or more children between four and twenty-one years of age, and when the inhabitants of such townships shall have paid into the State treasury a sum equal to twenty-five cents for each inhabitant thereof, then the State superintendent of public schools shall provide for the schooling of such children. He is authorized either to establish a school or schools within the township, or to procure the schooling of the children in whole or part in adjoining towns or plantations, paying for their transportation thereto, their tuition therein, or their board, as in his judgment seems best. When children are thus sent to schools in adjoining towns they are to have all the rights and privileges of the resident children in those schools.

The State superintendent is also authorized to appoint agents for the local management of school affairs in each township, whose duties are to enumerate the children therein, ascertain the number of inhabitants and collect the required per capita tax, employ teachers and attend to all other necessary details in connection with the schooling of the children in the townships under their charge. For the performance of these duties they are to be paid a sum not exceeding two dollars per day when actually employed, and necessary traveling expenses.

To defray the expense incurred in carrying out the provisions of the law, it is provided that there shall be used the amount paid into the State treasury on account of each township, the annual interest on the reserved land fund belonging to the township, and so much of a special annual State appropriation of \$1500 as may be required to furnish twenty weeks schooling in each year.

Under these provisions, for the school year ending April 1, 1900, schooling was furnished to the children in thirty-three different townships. In the appendix to this report will be found detailed statistics of the number of children schooled in each township, of the character of the schools and schooling furnished, and of the cost thereof. A general statement of the facts therein shown is given in the following

STATISTICAL SUMMARY.

I. <i>Number, Population, etc., of Townships.</i>	
Number of townships.....	33
Population of townships.....	1,765
Number of children between four and twenty-one	722
Number of townships in which schools were maintained	27
Number united with others for school purposes.	2
Number in which children were schooled in neighboring towns or plantations.....	4
2. <i>School Enrollment, Attendance, etc.</i>	
Number of children afforded schooling.....	414
Number of children schooled in neighboring towns	17
Number schooled in home schools.....	397
Average daily attendance.....	353
Number of cases of tardiness.....	443
Number not absent one half day.....	49
Number of visits made to schools by citizens..	139
3. <i>Teachers, School Accommodations, etc.</i>	
Number of teachers who had taught before....	22
Number who had not taught before.....	5
Average number of terms taught before.....	5
Average weekly wages paid, with board.....	\$5.12
Schools taught in schoolhouses.....	10
Schools taught in private dwellings.....	10
Schools taught in chapels, halls, etc.....	4
Schools taught in other temporary quarters....	3
Schools well supplied with text-books.....	9
Schools furnished with maps, globes, etc.....	1

4. <i>Classification and Studies Pursued.</i>	
Number of daily recitations—average.....	18
Number of pupils in reading classes.....	368
Number in spelling classes.....	312
Number in penmanship classes.....	294
Number in arithmetic classes.....	243
Number in grammar classes.....	85
Number in geography classes.....	129
Number in history classes.....	38
Number in physiology classes.....	36
Number in book-keeping.....	3
Number in other classes—algebra.....	1
5. <i>Fiscal.</i>	
Amount paid for salaries and board of teachers	\$2,232
Amount paid for transportation of children....	191
Amount paid for tuition.....	36
Amount paid for board of children.....	84
Amount paid for fuel, janitors' services, etc....	39
	<hr/>
Total paid for instruction.....	\$2,582
Amount paid by per capita contributions....	\$ 332
Amount paid by interest on reserved lands....	969
Amount paid by special State appropriation....	1,281
	<hr/>
Total	\$2,582
Amount paid agents for supervision.....	411
Amount of same paid by interest on reserved lands	197
Amount paid by special State appropriation....	214
	<hr/>
Total cost of schools and supervision.....	\$2,992

ANALYSIS OF STATISTICS.

Statistics often need to be interpreted in the light of the conditions giving rise to the facts stated. The conditions of first importance in this enumeration are those of the geographical location of townships, and their situation as regards neighboring towns; of the general character and pursuits of their inhabitants, and whether they are in single, compact communities or widely separated; of the facilities for travel within their borders

and to neighboring communities, and, finally, of the length of time during which the townships have been settled.

As to the first item **these townships may be divided** into two quite distinct classes; those along the lines of the Bangor & Aroostook, Sandy River, Franklin & Megantic and Canadian Pacific railroads; and second, those situated on the borders of the agricultural areas and in the lumbering sections of the State. Taken by counties, all six of those in Aroostook county, and five of the six in Franklin, are of the first class; the five in Hancock and Oxford are of the second class; two in Penobscot are of the first and two of the second class; both in Piscataquis are of the first; in Somerset four are of the first and three of the second; and both in Washington are of the second.

Those townships along railroad lines are peopled chiefly by local employes of the railroads, or by those employed in lumber manufactories which have been established at points on these roads. These people are, as a rule, anxious for the education of their children, and cheerfully respond to the demands made by the law to contribute to the expense of supporting the schools. In almost every case where industries have been established the managers have contributed liberally to, and in a few cases donated the whole of, the per capita contribution required by law. The people are generally settled in small communities about the railroad stations or the manufacturing plants. In most cases their dwellings are along a single street parallel with the railroad track, or along the track itself. Except in two or three instances these communities have no carriage roads connecting them with other towns. They are yet in the pioneer stage of development.

Nearly all of the townships of the second class adjoin towns or plantations with which they are connected by passable roads. As will be seen by consulting the map printed on another page, they stand as a line of outposts along the borders of the settled sections of the State. Four of them have been settled for considerable periods, and formerly were organized as plantations, but, by reason of local conditions causing gradual loss in population, have lost their plantation organization. Two, on the carriage road from Caribou to Fort Kent, in Aroostook county, are of comparatively recent settlement. The people in these and two

others in the same county are nearly all of French origin. The men farm in a small way, or work in the lumber camps in winter and on the drives in spring, and serve as guides to sportsmen in summer and fall. In the others, the people are mostly of New England or provincial stock. In all they are comparatively poor as far as the possession of ready money is concerned. Many of them are yet living in the log houses built when they began their first clearings in the forests.

Considering the conditions briefly outlined above, the facts shown in the foregoing statistics may well be considered eminently satisfactory. Specifically stated, these facts are as follows:

1. The number of townships brought under the operations of the law is greater than was anticipated at the time of its enactment. For this result much is due to those outside of these townships, having knowledge of them and of their needs. Credit is due especially to the agents appointed to organize and establish schools where practicable. Without this help no such results as are shown could have been attained.
2. The ratio of the number of children schooled to the whole number between five and twenty-one years of age in the townships, is larger than would be expected. The distances to be traveled by many of them to reach the schools, and the necessity of holding school terms at seasons when the services of the older children were required at home, necessarily operated to cut down attendance below what it should be in the more thickly settled towns, where suitable schoolhouses are found, and the struggle for a living is not so strenuous. These hardships and obstacles are more than sufficient to account for the fact that the ratio was five per cent. less than for the schools of the whole State.

3. The ratio of daily attendance to the whole number schooled is exceptionally large—85 per cent. as against 75 per cent. for all the schools of the State in the same year. In line with this exceptional showing is that made by the statistics of cases of tardiness—the record being practically but one case for each child in the schools. These facts must mean that these schools have met a strongly felt need, and are warmly welcomed by the people for whose benefit they have been established. That such is the correct interpretation is further shown by the number of visits made to the schools by the citizens—the average

being five for each school. Nothing like this average is true for the schools in the towns.

4. The quality of the instruction given in these schools was better than it was anticipated the State could furnish when all the circumstances are taken into consideration. The facts determining the value of instruction are, the character of the teachers employed, the schoolrooms and furnishings provided, and the kind and quality of the appliances furnished for the use of teachers and pupils. In these townships, resident teachers would rarely be found. Almost without exception they had to be taken from towns where opportunities existed for acquiring the necessary fitness in scholarship. In selecting teachers the local agents were directed to employ the best the funds provided would permit. That they observed this direction is evidenced by the statistics. They show that the average wages paid—\$5.12 per week, including cost of board—was practically the same as the average paid in the rural schools of the State; and that the average teaching experience was five terms, corresponding very nearly to the average experience of the teachers of the smaller rural schools in the towns. In these two regards, therefore, the teachers employed compare favorably with those found in the older communities.

The school accommodations were not favorable to the best results. Only ten of the schools were taught in buildings expressly intended for schoolhouses; and most of these were of the most primitive character as to finishing and furnishing—only two were really anything like what schoolhouses should be. In other cases apartments in dwellings, buildings intended for industrial enterprises, and other temporary accommodations were utilized. In one case a small building erected for a stable was fitted up for temporary use of the school, since nothing better could be found. In the matter of appliances, such as charts, maps, globes, etc., there was almost nothing provided by the people. In but one case was there anything of the kind, save such as the teachers were able to prepare or procure for themselves. Even blackboards were lacking in some, and those furnished in the others were small and not of the best material. In but nine of the twenty-seven schools maintained, were the children fairly well supplied with text-books. In the others there

was lack of the number needed, and in some there was little uniformity.

Under the limitations imposed by such conditions, it could not be expected that modern methods of instruction would prevail to any considerable extent. And yet many of the teachers, thus thrown upon their own resources, displayed much ingenuity. Some made for themselves such maps and charts as they needed. Some took maps from old geographies, fastened them to the walls, and used them in their work. The dearth and diversity of text-books compelled teachers to give individual instruction, which was possible to a considerable extent in most of the schools, because of the small number of pupils in attendance and the limited number of subjects studied; and thus this dearth and diversity of books in many cases proved not wholly a hindrance to efficient instruction. By topical teaching, and by assigning work outside of text-books, these disadvantages were reduced to their lowest terms, and the classification of the schools was kept upon an effective working basis.

5. The statistics of classification and of studies pursued, show that the work done in these schools was generally of an elementary character, and yet, that a considerable number of pupils were able to take the more advanced studies of the common school course. In some townships, especially those of recent settlement, there had never been any public schools before; in some, private schools had been for a short time maintained; and in a few, which had formerly maintained plantation organizations, public schools had been supported while these organizations continued. Where private schools had been supported and where schools had once been maintained under plantation organizations, many of the children had more or less knowledge of the elementary subjects of school instruction, and some of them a limited acquaintance with the more advanced studies. In the more recently settled townships on the railroad lines, there were many children who had been to school in other towns. But, as shown by the statistics, the large majority of the pupils in these schools were able to pursue only "the three R's;" and, as the registers show, only the elements of these. Three-fourths of all were learning to read, and spell and write, and use numbers.

6. The cost of instruction of these schools, and of the transportation, tuition and board of children schooled in neighboring

towns and plantations, was \$2,582, being an average of \$6.23 per child schooled, and of 31 cents per week per child. This average cost per week is almost the exact average for the State at large. The average whole cost for the State at large was \$8.70 per child attending school, but this was for a school year of 27 2-5 weeks, as against 20 weeks in these townships.

The cost of organizing, setting in operation and superintending the work of these schools by the agents was \$411. An enumeration of the resident population, and an enrollment of the children between four and twenty-one years of age in each township, had to be made and returned to this department. The tax of twenty-five cents for each inhabitant had to be collected and remitted to the State treasurer. The providing of suitable housings for the schools had to be looked after. The securing of competent teachers had to be attended to. In many cases the procuring of books devolved upon the agents in charge. And, finally, when the schools were in operation, they had to be inspected. All of these things took time; and, moreover, the doing of them in most cases entailed expense for travel, since the agents appointed for all but twelve of the townships were residents of neighboring towns. In view of these facts, the cost of the work done can hardly be considered excessive, especially since it was well done.

The total amount available from all sources for defraying the expenses of these schools was \$2,998; the total amount expended was \$2,993. In order to keep expenditures within the limit of resources, the greatest care had to be exercised by all concerned. Many of the agents resident in the townships, made no charge for services. Others kept their bills as small as possible, making no account of minor services performed, but despite all care, expenses would have exceeded resources, had not local conditions in a few townships prevented the keeping of the schools for the twenty weeks authorized by law. In still larger measure would they have proved inadequate had not efforts to organize schools in other townships failed of success by reason of local conditions, which have since ceased to be operative.

7. Taken as a whole the statistical showing gives evidence that the work done must be considered as fully vindicating the wisdom of the enactment of this law.

AGENTS AND THEIR WORK.

The successful results attained as outlined in the foregoing statistics were due in large measure to the generally fortunate selection of agents for the local management of these schools. At the outset it was deemed wisest to select persons who had had experience in the management of schools. By adhering to this rule it was found that in only twelve townships could residents be selected. For the other twenty-one, persons in adjoining towns, or in the immediate section in which the townships were located, were appointed, due care being exercised so to select them as to keep expenses of travel at the minimum. The townships in the northern section of Somerset county and in Franklin along the line of the Canadian Pacific railway—nine in all—were put in charge of the superintendent of schools for The Forks. He had been a successful teacher, knew better than any other man the local conditions, had a wide acquaintance with the people and with the teachers from whom selections for these schools must be made, knew what a good school and good school work should be, and was thoroughly interested in making the schools successful. No more efficient man could have been found. The two adjoining townships in the northern part of Hancock county, were put in charge of a member of the school-board of the adjoining town of Greenfield. In the other ten cases, only a single township was put in charge of any one agent. These non-resident agents, without exception, proved the wisdom of their selection by efficient performance of their duties. In the twelve townships where residents were appointed agents, they were selected because they seemed to be fairly well fitted for the work and appeared to be specially interested in the welfare of the communities in which they reside. In all save two cases these selections proved reasonably satisfactory.

The work done by these agents has already been outlined. It was a task that called for tact, patience and perseverance. Difficulties growing out of local conditions—the poverty of the people in some cases, and in some an unwisdom which manifested itself in a phenomenal selfishness—made the collecting of the required per capita sum a difficult and sometimes an almost impossible task. The same causes operated, also, to make it in

some cases difficult to get suitable and properly furnished places for holding the schools, and often to get parents to furnish their children with necessary books. Moreover, the need of keeping expenditures at their lowest, and yet of getting qualified teachers, sometimes caused much perplexity. That they succeeded as well as they did in all these particulars, is worthy of all praise. In but one township where a resident agent was appointed was there a total failure.

Two at least of the obstacles to the official and easy administration of the law ought to be removed by amendments to the statute. Some practicable method should be devised for compelling payment of the required per capita tax. It has been suggested by some of the agents that a poll tax assessed by some authorized person could be more readily collected than the fee now provided for. The difficulty found in regard to the furnishing of text-books might be met by authorizing the agents, under the direction of the State superintendent, to purchase and loan necessary books to pupils under conditions similar to those governing in the furnishing free text-books in towns. Books are in the nature of silent teachers, quite as necessary to efficient instruction as is the living teacher, and the expense of furnishing them is as legitimately chargeable to the account for instruction as is the salary of the living teacher. The additional expense accruing from thus furnishing them would be small. To compel the building of suitable schoolhouses where needed, and the putting of those now in existence into fit condition, are the two problems that will prove most difficult of solution.

STATE INSPECTION OF THE SCHOOLS.

In view of the unexpected number of schools to be maintained, and of the consequent necessity for husbanding the resources available for their support, it seems impracticable to provide for any general State inspection during this first year, desirable as it is believed such superintendence would be. Hence the only supervision provided was that given by the agents, save in one case.

In the closing week of the school at Millinocket, an inspector was sent to examine the work done. This seemed necessary because the agent appointed to superintend the school had

moved away. The visitor was directed to inspect the school, attend to the payment of expenses incurred for its support, investigate local conditions, ascertain the wishes and purposes of the people regarding the continuing of the school for another year, and advise regarding methods of procedure for the future. He found a large school in two divisions with two teachers, occupying adjoining rooms, and corresponding to the grammar and primary grades. No other accommodations being available, the school was occupying the chapel of the Interdenominational Mission, the grammar division finding quarters in the main audience room, and the primary classes in an ante-room. Temporary provisions for the seating of the children in the former had been made by putting in tables for desks and using the assembly room chairs for seats. The primary room had been furnished with board desks of local make. The only appliances for aid in instruction, other than text-books, were small blackboards in each room. In the primary grade nearly every child had been taught to write and excellent results had been attained. The children wrote sentences after dictation, and little stories or statements about the lessons read from their books, in a legible hand and with fairly correct spelling. Their number work was creditable, as was, also, their reading.

As will be readily seen by consulting the map on another page, any general State inspection of all the schools supported is impracticable in any one year. They are so distributed over the State that the time and travel required to reach them all would render such inspection very expensive. Yet it seemed wise to have the work of certain of them critically examined during the first term of the current year. A route was, therefore, laid out, following which an inspector could reach a number of typical schools within brief time and at comparatively small expense. A description of four of the schools visited and of their environment may properly form a part of this report.

No. 1 was in a township in the southern part of Aroostook county, which had once maintained a plantation organization. It was reached after a drive of eight miles from the railroad station over the old "military road" leading to Houlton. It was situated in a small agricultural community which had evidently

started out in its earlier days with some promise of growth to a village. A large building once occupied as a hotel stood empty, with windows boarded up. Another which had been a store was being taken down to be rebuilt in another town. The only apparent industry in the community, other than farming, was that of the local blacksmith. The schoolhouse was an unpainted, weather-stained building, some fifteen feet square, whose exterior was in evident need of repair. It had originally been an annex to a blacksmith's shop, from which it had been detached, moved to its present site and cheaply fitted up for a schoolhouse. Its interior was in keeping with its exterior. The walls had once been lathed and plastered, but large patches of the plastering had fallen away. The floor was rough, uneven and not without holes. The seats and desks were of local manufacture, unpainted, dingy from years of use, and some of them split and broken and hardly usable. A blackboard some three by six feet, and a rude table and chair for the teacher's use, constituted the other furnishings.

The number of pupils present during the visit was thirteen, ranging in age from five to fourteen years. The highest class in reading was in the fourth reader. Five were studying arithmetic, the most advanced at the beginning of fractions. Three studied geography, and one was beginning grammar. The teacher's methods of instruction were fair, and the work, considering the conditions under which it was done, would be called good.

Inquiry of the agent, who was a resident of the place, brought out the fact that not all the people of the township were as fully alive to the importance of having a good school as they should be. He had found much difficulty in collecting the per capita tax from some whose children were in the school. Indeed, to make up the full sum required by law, he had had to pay himself the sum which one citizen refused to pay. He had been unable to get the people of the community to do anything toward putting the schoolhouse in fit condition.

School No. 2 was in a township in Penobscot county on the line of the B. & A. railroad. The people live in a compact little settlement about a manufactory of spool-wood, and are nearly all employed in and about the mills. There is no regular rail-

road station at this point, but trains stop on notice to take or leave passengers. The little hamlet consists of the mill and storehouses connected with it, a large boarding-house, a company store containing the post-office, and some eight or ten small unpainted dwellings lined along the railroad track, all built after the same pattern and owned by the company operating the mills. The school was found occupying the main room in one of these dwellings which happened to be vacant. Its walls had been papered, convenient though unpainted desks of local make had been put in, and a blackboard furnished. Some potted flowering plants were in the windows.

The school when visited was beginning the second week of the term. Nine bright children from nine to thirteen years of age were present and apparently interested in their work. Five were in various stages of advancement in arithmetic from the first lessons in numbers to the beginning of fractions. Three were in geography. There were none in grammar, but the teacher seemed to be doing somewhat of language work in connection with the reading exercises. The methods of instruction employed were of improved character. Primary reading was taught by the word method, by use of the blackboard and primer. The teacher seemed competent in knowledge, and abounding in interest and enthusiasm in her work. Her manner was easy, and her discipline gentle but firm. A very pleasant half-day was spent in the school and the visitor left it much pleased with the condition in which he found it and feeling assured that it promised well for the future, especially since he found such of the people as he was able to meet interested in it and favorably impressed with its teacher.

The third school to be described was in a township in Somerset county on the C. P. R. R., west of Moosehead Lake. The school was located near the railroad station and was taught in the Catholic chapel. The pupils were of French parentage, but all the work of the school was in English. The teacher was a graduate of the Madawaska Training School, who since graduation had taught four years successfully in the rural schools in the French towns of northern Maine.

This school was visited during the afternoon session, after a canoe trip of six miles, in company with the Catholic clergymen

within whose field of labor the township is embraced. Sixteen children from five to thirteen years of age were found in attendance. They were learning to read, write and speak English, something of number and geography, and a variety of things outside of books. It was, in short, just such a finely taught school as may be found in the French towns along our northern border, under the charge of a capable, earnest teacher, especially trained for her peculiar work, and able to meet and overcome by her own ingenuity the difficulties found in the lack of books and other aids to instruction. It was a source of much pleasure to the visitor to see how, when she had felt the need of a chart or map, this teacher had taken advantage of the possibilities to be found in ordinary wrapping paper, and had converted sheets of it into better charts and maps for her special use than could have been bought; how she had made the room bright and cheerful by providing flowering plants, pictures cut from magazines and illustrated papers, and by the use of wild flowers and bits of green gathered by her pupils. The school was, in brief, a gathering of active, happy children, in an attractive room, presided over by an efficient, sunny-faced teacher, all intensely interested in their work. The visitors were greeted as they entered by the rising of the pupils in their places. When they departed it was to leave the pupils again standing, smiling and uttering hearty thanks in both French and English for the praises which had been bestowed upon them and the "conge" which had been given. Recalling what he had found in this school, it was no surprise to the inspector to learn that a School Improvement League had been organized by the teacher and was in successful operation.

The fourth and last school to be described was found in a little settlement, fifty miles from a church or another school. To reach it, the inspector had to take that most beautiful inland sail to be found in New England, up the entire length of Moosehead Lake. Thence he traveled by carriage two miles to the West Branch of the Penobscot, then came a canoe trip of twenty miles through a wilderness unbroken save by the "Half-way House," in its little clearing. The last half of these twenty miles was made at a high rate of speed through whirling and foaming rapids, in many places through narrow openings

in immense jams of logs piled cross-wise and end-wise many feet above the water surface. But the canoe was staunch, the boatmen knew their business, the passenger was not unused to such craft, and though several miles of this portion of the trip were made in a fierce thunder shower, it was all enjoyable. At the end was found a little settlement at the head of Chesuncook Lake, a beautiful body of water some fifteen miles in length.

The next morning the school was visited. It was found occupying the unfinished attic of a building used for a store, access to which was provided by an outside stairway. As the teacher's bell sounded the hour for opening, the pupils formed in a double line down the centre of the room; then, as one of their number took from its place in the rear of the room an American flag some four feet long, and holding it aloft unfurled, marched between the files, they stood with right hand raised, saluting, till it hung floating from its staff at the head of the stairway. It was a simple ceremony, but as afterward appeared had come to mean much to those children. Then followed a short scripture lesson read by the teacher, and the repetition of the Lord's Prayer by teacher and pupils.

The opening exercises over, the visitor looked about him, while the teacher was busy for a little time about the room before beginning the regular work of the day. A plan of the room and its furnishings is to be found on another page, selected from those drawn, at the desire of the inspector, by all the pupils. Benches and tables of spruce boards instead of the ordinary form of school desks served the pupils in their work. The ugliness of the rough, unplastered walls in the rear was relieved by small flags in pairs fastened above the windows, and by pictures placed in the spaces beside and between them. Railroad maps of the United States and of Maine were fastened to the front wall beside the door. Green twigs of spruce and other woods festooned other spaces. Bouquets of wild flowers and ferns stood on the window sills and on some of the tables. This rude, unfinished room had been made pleasant and cheerful, with something to minister to the child's love of the beautiful by these simple decorations.

The teacher was a man of middle age, a preacher-teacher who had gone to this section the preceding winter to do mis-

sionary work, had urged and helped the people to get the school established, and had been selected to teach it because his services, both as teacher and preacher, were desired by the people, and he was known to be fully competent for the position. The interest which the pupils manifested in their lessons, the kindly relations existing between them and their teacher, the practical kind of instruction he was giving, all proved that no mistake had been made in selecting him to do this pioneer work. An incident at recess illustrated the earnest spirit with which he had inspired his pupils. Two girls of ten and a young man of sixteen had remained in their seats conning their books instead of going out with the others. Asked by some of their mates if they were not going out, the young man answered—"Not till I've finished doing this sum;" and the girls—"Not till we've finished our spelling lessons."

The school was not large—only nine pupils in all. The oldest was a young woman of nineteen and the youngest a girl of seven. Two of the nine, a boy and girl, lived seven miles from the school in a wilderness home on one of the tributaries emptying into the head of the lake. They were brought every Monday morning in a canoe to the settlement, boarded there during the week and were taken home again Friday night. All of the pupils were in the reading classes, six were learning penmanship, seven arithmetic, five geography, and four were being taught elements of grammar, orally. Six of the nine, as appears from the school register, were not absent one-half day during the ten weeks. As evidence of the local interest in the school, the register also shows that fifteen visits were made by the citizens during the term. In short, here in this little hamlet, hidden in the wilderness, was found a school of bright, well behaved children, more interested in their studies and doing better work, than will be found in many an older community in the thickly populated portions of the State.

Every school has a character peculiar to itself, due in a large measure to the special features of its environment. This peculiar character is more marked in these schools than in those in the older towns where there is a greater general uniformity of surroundings. In the case of this school, its peculiar character is the outcome of the local conditions and characteristics like

those to be found in few other of these pioneer communities. This settlement had its origin, and is what it is today, because of the exigencies of the great lumbering operations carried on in the vast wilderness through which runs the West Branch and its tributaries making into Chesuncook Lake. All the lumber cut and floated down the main river and these streams, when it reaches the head of the lake, has to be enclosed in huge booms to be drawn down the lake by mechanical means. Supplies for these operations have to be taken across from Moosehead and down the West Branch, to be distributed from Chesuncook as needed. Moreover, this settlement lies in the direct line of the sporting trip from Moosehead across to the Allegash and St. John waters, and is the last for nearly a hundred and fifty miles of canoeing through the extreme northern wilderness of Maine. The people are partly of French and partly of New England stock. All are concerned in some way with the lumbering or sporting interests of this northern country, or with both. All the men save a few find employment during the winter and spring in the camps and on the drives. In the summer and fall they serve as guides for sportsmen. In the company of gentlemen, they are gentlemen manifesting a natural courtesy that is not of the drawing-room, but is hearty and kindly, with a tang of the wilderness in it. Some of them are fairly well educated, not so much from books, as from association as guides with educated men. From these associations there has, of late years, grown up among them a conception of better conditions, and a desire to have these brought within the reach of their children. Hence the school here found a soil prepared for its planting, which must bear the fruits of better things for the next generation.

CONCLUSION.

In view of the evidence presented in the foregoing statistics, there can be no question of the value of this new educational departure in extending the benefits of our common schools to the children in these unorganized townships. The success for the first year of trial, is conclusively proved by the figures given; the success for the current year, by the facts disclosed by inspection and by other information at hand. The condi-

tions described reveal the need and usefulness of the work already done. It is the duty of the State to provide such training for the children as will make them intelligent, right thinking, right living men and women, and, therefore, law-observing, self-supporting and wealth producing citizens. The value of such men and women cannot be estimated in dollars and cents. The worth of such citizens to their home communities and to the State cannot be stated in these symbols. No wiser, more beneficent legislation has ever found a place in our statutes than the act of 1899 providing for the schooling of the children in unorganized townships.

The schools established under this act have come to stay. The work done and doing in them is to continue and will be extended and improved year by year. Both the duty and the interests of the State demand this. If there be any defects in the law, whereby their fullest efficiency will be hindered, these defects must be remedied. In brief, whatever changes are needed in the law to make more assured the success of these schools and to provide for the probable demand for the extending of their privileges to a larger number of children, should be made as the necessity for these changes are disclosed.

Two of such needed changes have already been stated, namely, such amendment as will make more certain the collection of that contribution to the support of the schools which the people of the townships are required to make; and such as will supply a surer and better method of supplying needed text-books. One other change is already imperative. The special State appropriation of \$1,500 should be increased. That sum was fixed upon on the supposition that not more than twenty townships would be found in which schools could be supported. Only by the most extreme economy in expenditures did that sum prove equal to the demands of the first year. There are larger demands for the current year, and the limit of demand is not yet reached. The appropriation should be made large enough to meet every probable demand found in an increasing number of schools, and the certain demand for better qualified and, therefore better paid teachers for the schools already established,

The following table exhibits in detail statistics in regard to schools in unorganized townships.

SCHOOL STATISTICS, UNORGANIZED TOWNSHIPS, FOR THE YEAR ENDING APRIL 1, 1900.

Designation of Township.	County of location.	Persons resident in township.	Number of children, 4 to 21 years of age.	Number attending school.	Average attendance.	EXPENDED FROM				EXPENDED FOR						
						Per capita tax.	Interest on reserved lands.	Appropriation.	Total.	Salaries of teachers with board.	Transportation of scholars.	Board of scholars.	Tuition of scholars.	Fuel, janitor, supplies, etc.	Total.	
No. 9, R. 5	Aroostook....	19	6	4	4	\$4 75	\$13 21	\$67 04	\$85 00	\$85 00	-	-	-	-	-	\$85 00
No. 12, R. 5 (Sheridan).....	Aroostook....	248	95	40	36	30 00	42 00	-	72 60	72 00	-	-	-	-	-	72 00
No. 17, R. 4.....	Aroostook....	112	74	44	30	23 00	52 32	56 68	132 00	132 00	-	-	-	-	-	132 00
No. 17, R. 5.....																
No. 18, R. 10.....	Aroostook....	59	26	15	13	12 50	30 00	-	42 50	42 50	-	-	-	-	-	42 50
A, R. 5 (Molunkus).....	Aroostook....	96	45	20	18	20 25	103 72	81 53	195 50	115 00	\$66 50	-	\$14 00	-	-	195 50
No. 1, R. 2 (Reddington).....	Franklin.....	50	13	13	12	12 50	10 42	65 08	88 00	88 00	-	-	-	-	-	88 00
No. 3, R. 2 (Jerusalem).....	Franklin.....	39	9	4	4	9 75	-	70 75	80 50	80 50	-	-	-	-	-	80 50
No. 4, R. 3.....	Franklin.....	33	15	12	11	8 25	-	151 75	160 00	160 00	-	-	-	-	-	160 00
No. 2, R. 7 (Lowelltown).....	Franklin.....	72	30	11	9	18 00	17 19	44 81	80 00	80 00	-	-	-	-	-	80 00
Gore 2, R. 8.....	Franklin.....	80	25	10	7	20 00	-	68 00	88 00	88 00	-	-	-	-	-	88 00
Washington.....	Franklin.....	22	9	7	7	5 50	-	24 50	30 00	-	30 00	-	-	-	-	30 00
No. 7.....	Hancock.....	27	7	4	4	7 00	-	7 40	14 40	-	-	-	-	-	-	14 40
No. 32.....	Hancock.....	13	4	3	3	3 25	42 00	22 43	67 68	-	60 00	-	-	-	-	67 68
No. 39 (Riceville).....	Hancock.....	70	21	20	18	14 25	78 67	30 62	123 54	115 00	-	-	-	-	\$8 54	123 54
Letter C.....	Oxford.....	6	4	4	4	1 50	22 20	30 70	54 40	54 40	-	-	-	-	-	54 40
Andover North Surplus.....	Oxford.....	16	4	4	3	4 00	20 00	-	24 00	24 00	-	-	-	-	-	24 00
No. 2, R. 6.....	Penobscot....	52	29	16	15	13 00	-	94 00	117 00	117 00	-	-	-	-	-	117 00
No. 1, R. 7 (Grindstone).....	Penobscot....	30	8	3	3	7 50	41 19	35 31	84 00	-	-	\$84 00	-	-	-	84 00
No. 1, North Div. (Summit)...	Penobscot....	33	17	12	7	8 25	34 18	77 57	120 00	120 00	-	-	-	-	-	120 00

PUBLIC SCHOOLS.

No. 4, Indian Pur. (Birchville)	Penobscot....	40	16	15	11	10 00	24 65	77 85	112 00	112 00	-	-	-	-	112 00
No. 3, Ind'n Pur. (Millinocket)	Penobscot....	240	153	63	50	21 75	-	97 45	119 20	119 20	-	-	-	-	119 20
No. 3, R. 5 (Little Squaw Mt.)	Piscataquis ..	42	14	16	9	10 50	40 80	20 70	72 00	72 00	-	-	-	-	72 00
No. 6, R. 9 (K. I. Works).....	Piscataquis ..	67	20	15	13	16 75	-	43 25	60 00	60 00	-	-	-	-	60 00
No. 1, R. 3 (Camping Place)...	Somerset	21	9	7	6	5 25	5 26	23 99	34 50	-	34 50	-	-	-	34 50
No. 1, R. 4 (Bowtown).....	Somerset	8	2	4	3	2 00	26 10	21 90	50 00	50 00	-	-	-	-	50 00
No. 1, R. 5 (Moxie Gore).....	Somerset	17	8	7	7	4 25	29 39	46 36	80 00	80 00	-	-	-	-	80 00
No. 3, R. 1 (Long Pond).....	Somerset	64	21	22	19	19 00	77 13	-	96 13	96 13	-	-	-	-	96 13
Taunton and Raynham	Somerset	12	5												
No. 5, R. 1 (Altean).....	Somerset	10	5	4	4	2 50	64 38	8 12	75 00	75 00	-	-	-	-	75 00
No. 6, R. 1 (Holeb).....	Somerset	24	8	6	5	6 00	71 00	-	77 00	77 00	-	-	-	-	77 00
No. 1, R. 2 (Dyer).....	Washington ..	27	15	14	13	6 75	74 25	-	81 00	65 00	-	-	-	16 00	81 00
No. 18, East Division	Washington ..	16	5	5	5	4 00	49 50	13 28	66 78	52 37	-	-	-	14 41	66 78
		1,765	722	414	353	\$332 00	\$969 56	\$1,280 57	\$2,582 13	\$2,232 10	\$191 00	\$84 00	\$36 08	\$38 95	\$2,582 13

PERMANENT SCHOOL FUND.

The department has urged upon school superintendents and municipal officers the importance of scrupulously guarding the "permanent school funds" of their towns, and the necessity of devoting them to the purpose for which they were granted. The following paragraphs contain a brief history of legislation in this State and in Massachusetts in relation to these funds:

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

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

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

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

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

By the articles of separation of 1820, when we became an independent state, it was provided that Maine should carry out all the regulations regarding the sale and settlement of the wild lands, embraced in the plan originally adopted by Massachu-

setts, unless the consent of that State was obtained for any change in policy.

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

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

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

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

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

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

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

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

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

During the time the township is a plantation the care of these reserved lands is in the hands of the land agent, who is authorized to sell the wood, grass and lumber from them, turning the net proceeds of such sales into the State treasury each year, and the plantation receives from the State treasurer each year 6 per cent. interest on the fund, in addition to the regular school funds arising from the bank and mill tax.

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

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

These funds belong to the public schools of the several towns, and if any towns have intentionally or carelessly allowed them to be lost or misapplied, the loss must be made good and the fund restored to its original amount.

Names of towns organized since 1788 and before 1833 and not formerly parts of other towns.	Amount of permanent school fund.	Annual income of said fund.
Abbot	\$993 95	\$59 60
Andover	334 15	21 00
Albany	635 00	38 10
Amherst	1,116 80	67 00
Anson	2,400 00	144 00
Atkinson	1,626 81	81 47
Athens	2,207 76	88 31
Aurora	800 00	28 00
Alexander	1,909 70	100 00
Baldwin	1,200 00	72 00
Baring	950 00	57 00
Bethel	750 00	30 00
Blanchard	686 00	41 16
Bluehill	4,609 99	150 00
Bingham	1,050 00	63 00
Brownville	542 50	35 55
Bridgton	1,029 32	51 76
Bradford	1,756 71	105 40
Brooksville	1,916 66 ³ / ₄	115 00
Buckfield	2,104 00	128 24
Burlington	4,000 00	150 00
Carmel	1,600 00	64 00
Charlestown	1,984 00	79 36
Charlotte	800 00	43 00
Chesterville	610 00	36 64
Corinna	1,174 93	70 47
Cornville	1,800 00	85 00
Columbia	1,221 94	79 68
Corinth	1,050 00	63 00
Cooper	1,031 00	60 00
Crawford	423 75	25 43
Cutler	1,100 00	56 00
Detroit	836 00	50 16
Dexter	2,689 47	131 18
Dixmont	2,600 00	91 78
Dover	1,400 00	84 00
Edmunds	2,050 00	123 00
Exeter	2,600 00	156 00
Etna	870 00	34 80
Farmington	-	50 00
Foxcroft	-	72 14
Freeman	-	50 00
Greenwood	483 00	28 98
Garland	1,534 00	92 04
Gilead	250 00	15 00
Glenburn	3,000 00	180 00
Gouldsboro	570 00	28 50
Greenfield	1,800 00	66 [*]
Hudson	1,850 00	111 00
Hodgdon	959 96	67 60
Harmony	1,066 66 ³ / ₄	66 66
Hartford	350 00	14 14
Jay	1,302 67	70 63
Jonesboro	489 00	23 57
Kingfield	1,215 00	48 60
Levant	1,400 00	84 73
Lee	1,000 00	60 00
Livermore	-	64 38
Lincoln	3,420 33	200 21
Moscow	500 00	33 45
Monson	1,281 25	51 25
Milo	1,320 00	79 20
Medford	150 00	9 00
Maxfield	525 70	23 07
Madison	1,300 00	78 00
Newry	840 75	50 44
Newport	2,400 00	144 00

* Not expended.

Names of towns organized since 1788 and before 1833 and not formerly parts of other towns.	Amount of permanent school fund.	Annual income of said fund.
New Portland.....	\$747 00	\$30 00
New Sharon.....	900 00	36 00
Otisfield.....	2,600 00	90 00
Orland.....	2,250 00	135 00
Princeton.....	600 00	36 00
Porter.....	1,666 66 ² / ₃	100 00
Perry.....	1,906 68	75 00
Peru.....	373 00	34 38
Parkman.....	537 00	26 85
Paris.....	3,627 00	217 65
Palmyra.....	1,168 33 ¹ / ₃	69 80
Raymond.....	2,175 00	130 50
Ripley.....	540 00	32 40
Robbinston.....	1,737 36	101 09
Rumford.....	2,930 00	175 80
Sedgwick.....	903 00	51 61
Sebec.....	1,666 66 ² / ₃	100 00
Sangerville.....	1,000 00	52 74
Solon.....	800 00	48 00
Strong.....	1,450 00	87 00
Stetson.....	2,700 00	162 00
St. Albans.....	1,000 00	61 40
Thorndike.....	500 00	30 00
Troy.....	825 00	49 00
Wilton.....	2,148 66	128 92
Waterford.....	490 00	30 00
Names of towns organized since 1832 and before 1900, and not formerly parts of other towns.		
Amity.....	\$5,855 60	\$350 00
Ashland.....	4,400 00	196 00
Argyle.....	488 33 ¹ / ₃	29 00
Bancroft.....	1,668 16 ² / ₃	100 12
Beddington.....	1,780 11	70 00
Benedicta.....	1,000 00	50 00
Blaine.....	300 00	18 00
Bradley.....	800 00	49 00
Brookton.....	1,700 00	102 00
Bridgewater.....	2,025 93	121 56
Byron.....	541 49	21 66
Caribou.....	1,408 62	84 50
Carroll.....	1,196 56	71 79
Centerville.....	35 00	2 10
Chapman.....	581 50	51 09
Chester.....	2,000 00	123 00
Clifton.....	2,583 33 ¹ / ₃	155 00
Danforth.....	2,731 33	112 90
Dyer Brook.....	2,356 00	140 00
Eastbrook.....	433 33 ¹ / ₃	26 00
Easton.....	1,379 59	82 77
Eustis.....	2,269 50	136 17
Enfield.....	820 00	55 00
Edinburg.....	1,100 00	60 00
Fort Kent.....	1,354 22	81 25
Fort Fairfield.....	1,629 37	96 67
Garfield.....	1,432 50	85 95
Grand Isle.....	400 00	40 00
Grafton.....	1,960 00	98 00
Greenbush.....	500 00	30 00
Greenville.....	1,111 06	50 00
Hersey.....	1,440 00	*86 40
Haynesville.....	2,600 00	170 00
Island Falls.....	2,400 00	144 00
Kingman.....	1,917 08	115 02
Linneus.....	1,850 00	111 00
Limestone.....	2,205 75	132 35

* Not expended.

Names of towns organized since 1832 and before 1900, and not formerly parts of other towns.	Amount of permanent school fund.	Annual income of said fund.
Lowell.....	\$1,248 08	\$66 00
Monticello.....	1,025 00	61 50
Milford.....	3,150 00	189 00
Medway.....	1,869 16	112 15
Mattawamkeag.....	3,250 00	195 00
Mapleton.....	826 00	49 59
Mars Hill.....	1,056 00	65 00
Masardis.....	1,581 92	94 91
Madrid.....	607 56	35 00
Madawaska.....	600 00	40 00
Northfield.....	140 00	11 40
New Limerick.....	772 00	46 32
New Sweden.....	879 43	53 76
Orient.....	1,500 00	90 00
Otis.....	560 00	33 60
Oakfield.....	7,700 00	396 00
Prentiss.....	1,984 26	119 05
Presque Isle.....	1,666 66½	100 00
Perham.....	4,037 03	241 85
Patten.....	1,165 33½	69 92
Rangeley.....	850 00	50 00
Shirley.....	2,645 00	150 00
Sherman.....	5,943 60	200 00
Smyrna.....	500 00	30 00
Springfield.....	1,250 00	75 00
Topsfield.....	\$2,500 00	\$120 00
Talmadge.....	2,160 00	80 00
Upton.....	3,100 00	150 00
Vanceboro.....	2,911 33	168 68
Woodland.....	3,075 00	184 00
Willimantic.....	1,707 06	93 76
Weston.....	931 16	55 87
Wesley.....	1,300 00	78 00
Winn.....	835 00	50 10
Waite.....	2,300 00	110 00
Woodville.....	1,148 46	68 90

Names of towns organized before 1789:

Brunswick, Boothbay, Bristol, Bath, Bowdoin, Bowdoinham, Belfast, Berwick, Biddeford, Buxton, Canaan, Edgecomb, Falmouth, Fryeburg, Fairfield, Greene, Gorham, Gray, Georgetown, Harpswell, Hallowell, Kennebunkport, Kittery, Lebanon, Limerick, Lyman, Machias, New Gloucester, North Yarmouth, Newcastle, Nobleboro, Norridgewock, Orrington, Portland, Penobscot, Pittston, Parsonsfield, Scarboro, South Portland, Standish, Saco, Sanford, Snapleigh, Turner, Thomaston, Topsham, Union, Vassalboro, Windham, Winslow, Winthrop, Warren, Waldoboro, Woolwich, Waterboro, Wells, Wiscasset (probably—date not given), York.

Names of towns organized since 1788, and before 1833, and formerly parts of other towns:

Acton, Alna, Alfred, Belmont, Brewer, Bremen, Brooksville, Castine, Canton, Cherryfield, Cranberry Isles, Cumberland, Cushing, Dennysville, Denmark, Dresden, Ellsworth, East Machias, Eliot, Eden, Freeport, Gardiner, Harrison, Hancock, Industry, Jefferson, Jonesport, Kennebunk, Lovell, Lubec, Lisbon, Monmouth, Minot, Machiasport, North Berwick, Oxford, Prospect, Pownal, Phippsburg, Phillips, Pembroke, Richmond, Sebago, Salem, Sidney, Sweden, South Berwick, Skowhegan, St. George, Whitefield, Whiting, Westbrook, Westport, Washington, Waterville, Wales.

Names of towns organized since 1788, and before 1833, and not formerly parts of other towns, and yet having no permanent school fund :

Avon, Augusta, Appleton, Albion, Addison, Burnham, Brooks, Belgrade, Baileyville, Bangor, Carthage, Calais, China, Clinton, Cornish, Concord, Durham, Dixfield, Deer Isle, Eddington, Embden, Eastport, Fayette, Freedom, Franklin, Friendship, Frankfort, Guilford, Hiram, Houlton, Howland, Hope, Hollis, Hebron, Hermon, Hartland, Harrington, Hampden, Islesboro, Jackson, Knox, Lincolnville, Limington, Leeds, Lewiston, Lagrange, Liberty, Mt. Vernon, Mt. Desert, Montville, Monroe, Mercer, Mexico, Northport, Norway, New Vineyard, Newfield, Newburg, Orono, Palermo, Plymouth, Poland, Pittsfield, Rome, Steuben, Sullivan, Swanville, Searsmont, Trenton, Trescott, Temple, Unity, Vinalhaven, Vienna, Woodstock, Windsor, Williamsburg, Wellington, Weld, Wayne.

Names of towns organized since 1832, and before 1900, and formerly parts of other towns :

Alton, Arrowsic, Auburn, Benton, Boothbay Harbor, Brooklin, Camden,, Casco, Cape Elizabeth, Cambridge, Chelsea, Columbia Falls, Damariscotta, Dayton, Dedham, East Livermore, Farmingdale Forest City, Hurricane Isle, Holden, Hanover, Isle au Haut, Kenduskeag, Lamoine, Ludlow, Morrill, Milbridge, Meddybemps, Mechanic Falls, Mattamiscontis, Manchester, Mariaville, Marshfield, North Haven, Naples, Old Orchard, Old Town, Oakland, Perkins, Passadumkeag, Randolph, Rockland, Roque Bluffs, Rockport, Searsport, Smithfield, Southport, Sorrento, South Thomaston, Stockton Springs,, Stow, St. Agatha,



SCHOOLHOUSE IN PIONEER SETTLEMENT, NORTHEASTERN, MAINE.

Stonington, Tremont, Veazie, Winter Harbor, Winterport, Whitneyville, West Gardiner, West Bath, Webster, Waltham, Yarmouth.

Names of towns organized since 1832, and before 1900, and not formerly parts of other towns, and yet having no permanent school fund:

Belgrade, Frenchville, Matinicus, Marion, Mason, Roxbury, Stoneham, Somerville, Swan's Island, Van Buren, Verona, Waldo.

Number of towns organized before 1789.....	58
Number of towns organized since 1788, and before 1833	237
Number of towns organized since 1832, and before 1900	147
Number of towns formerly part of other towns..	167
Number of towns not formerly part of other towns	286
Amount of permanent school fund.....	\$335,742 57
Annual interest of said fund.....	19,506 42

HISTORY OF EDUCATION AND THE EVOLUTION OF THE PRESENT SCHOOL SYSTEM IN MAINE.

In this, the closing report of the 19th century, it seems fitting and proper to give as briefly and succinctly as possible, a history of education in Maine and of the upbuilding of our present school system. As Maine was, until 1820, a part of the present state of Massachusetts and as there were settlers in Maine even before the landing of the Pilgrims at Plymouth Rock, any history of education in Maine or of the origin, growth and extension of the present school system of the State must necessarily commence with a description of the first efforts in that direction by the colonists in New England. These pioneer settlers, who had fled from the tyranny of the mother country and established homes in the wilderness of the New World, were a God-fearing people. It was their conscientious adherence to their own form of religious belief and worship that drove them to these shores, and, stern bigots though they were, they left an impress upon the people, the manners and customs and the social relations and educational institutions of New England which will endure for all time.

It is to the influence of Puritanism, softened by the kindly touch of time, that we owe that pronounced moral sentiment, that reverence for religious things, and also that interest in the education of the young which is observable throughout the New England States.

As they were pre-eminently a religious people and as their reverence for God and the Bible, as they interpreted it, was the foundation of all their institutions, both civil and religious, it was natural that their clergy should be the first teachers of the youth of the forest settlements, when any assembling together of the children for instruction was attempted. Before even the primitive school was organized with the pastor as teacher, in these forest homes the little ones received instruction at their mother's knee and were there taught to read with, in some cases, no text-book but the old family Bible.

The pioneer settlers of Massachusetts were an intelligent and in many cases a well educated people. They were not adventurers coming to these western shores with the greed of gold or with a desire to regain fortunes lost in the old world. Neither were they ignorant peasants sent here by a tyrant ruler to form new colonies for the enlargement of an empire. They were English yeomen and gentlemen, God-fearing, self-respecting, and desirous of providing as quickly as possible the means of an education for their children. Some of them were scholars who had worn the cap and gown at old Cambridge or Oxford, and it was to be expected that among the first things attempted after their homes were established would be the institution of some system of education.

In many respects they modeled their home life after the forms and customs of their former life in old England. Where they found that the old forms were unsuited for the new conditions and surroundings, they supplied the want by new modes better fitted for their primitive institutions.

The first evidence of any organized attempt to supply the means of education in the new colony is found upon the records of the town of Boston. In 1635, when the new town was five years old, the following record appears: "Agreed upon that our Brother Philemon Pormort shall be entreated to become school-master for the teaching and nurturing children with us." In part pay for his services, thirty acres of land were voted him. Soon after "a garden plot was voted to Mr. Danyell Maude, schoolmaster."

No school system, however primitive, had at that time been established nor had any been attempted. How "Brother Pormort" went about his labors, what branches he taught and how long his labors continued, we are not informed, but this simple record marks the beginning of an attempt at inaugurating a system of education in New England. In the same year was founded, through the efforts of Rev. John Cotton, the Boston Free Latin School.

In the following year we find the first action of the General Court in the direction of education. The first volume of the Massachusetts Records contains this most important entry: "At a court holden September 8, 1636, and continued by adjourn-

ment to the 28th of the 8th month, October, 1636, the Court agreed to give £400 toward a school or college; £200 to be paid next year and £200 when the work is finished, and the next Court to appoint where and what building."

The next court ordered that the college should be at Newtown and there, with modest beginning and most meagre and primitive equipment, was established the young college which has since developed into the great and wealthy Harvard University.

Very soon we find the name of Newtown was changed to Cambridge, in memory of that older Cambridge, beyond the sea, where so many of the colonists had pursued their studies and which they desired to reproduce as far as possible in their new home in New England. Small as it may seem, the endowment voted by the Court for the infant college,—£400—was indeed most liberal. It was equal to the entire tax of the colony for a year.

An appropriation of a million dollars by the present General Court of Massachusetts would hardly equal the value of that endowment and would in no degree represent its comparative burden upon the people who had to provide the money. This liberal endowment was soon to be followed by a most generous private bequest.

In 1637, the year of the establishment of the college at Newtown, Rev. John Harvard joined the colony. He was a man of means and of culture and at once became interested in the cause of education for the children of the colonists. What he might have accomplished in this direction had his life been spared we can only conjecture, but his labors were brought to an abrupt termination and, in 1638, he died, leaving by bequest to the new college his entire library and one-half of his estate. President Quincy in his history of Harvard University thus speaks of this timely aid. "An instance of benevolence thus striking and timely was accepted by our fathers as an omen of Divine favor. With prayer and thanksgiving they immediately commenced the seminary and conferred upon it the name of Harvard." Harvard College was formally opened in 1638 and graduated its first class in 1642. The requirements for entrance in those early days were such as might puzzle many who applied for admission to-day. In 1643 these requirements were given as follows:

"When any scholar is able to understand Tully, or such like classical authors extempore, and make and speak true Latin in verse and prose—and decline perfectly the paradigms of nouns and verbs in the Greek tongue, let him then and not before be capable of admission into the college."

With those old colonists religion and education went hand in hand. The clergy were, it is true, among the chief promoters of learning and it has been charged that the Puritan ministers fostered the new college mainly as a means of perpetuating their own influence and that of their class. Said an old writer among the colonists:

"After God had carried us safe to New England and we had builded our houses, provided necessaries for our livelihood, reared convenient places for God's worship and settled the civil government, one of the next things we longed for and looked after was to advance learning and perpetuate it to posterity; dreading to leave an illiterate ministry to the churches when our present ministry shall lie in the dust. And as we were thinking and consulting how to effect this great work it pleased God to stir up the heart of one Mr. Harvard (a Godly gentleman and a lover of learning then living among us) to give the one-half of his estate (it being in all about £1,700) towards the erecting of a college, and all his library. After him another gave £300; others after them cast in more and the publique hand of the State added the rest." This paragraph has been made, in part, the basis of the charge, but a close examination into their acts shows that their efforts were directed towards finding means for the education of all classes. Naturally the the colonists having come to these shores on account of religious tyranny at home and having established themselves in the new world in order that they might have "freedom to worship God," desired that the religious teachers of the next generation should be educated men. They also desired, and their acts immediately following the founding of Harvard College show, that they were determined as soon as possible to extend the benefits of a practical education to all the youth of the colony.

In 1642 an attempt was made to provide some general system of education which should be compulsory upon the colonists. The record of the Colonial Court, is, in part, as follows: "This Court taking into serious consideration the great neglect of many

persons and masters in training up their children in learning, and labor, and other employments which may be profitable to the commonwealth, do hereby order and decree, that in every town, the chosen men appointed to manage the prudential affairs of the same, shall henceforth stand charged with the care of the redress of this evil; * * * and for this end, they, or the greater number of them shall have power to take account from time to time, of all parents and masters, and of their children, especially of their ability to read and understand the principles of religion and the capital laws of this country and to impose fines upon such as shall fail to render such account to them when they shall be required; and they shall have power, with the consent of any court, or the magistrate, to put forth apprentices the children of such as they shall find not able and fit to employ and bring them up."

The selectmen of every town were further required "to have a vigilant eye over their brethren and neighbors, to see that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach, by themselves or others, their children and apprentices, so much learning as may enable them perfectly to read the English tongue and (obtain) a knowledge of the capital laws; upon penalty of twenty shillings for each neglect therein."

It will be noticed that this act of 1642, while insisting that children, whether apprentices or at home, shall be to a certain extent educated, yet does not provide the means for that education and says nothing whatever about public schools.

We come now to the act of 1647. Seventeen years had passed away since the establishment of the Massachusetts colony. In that time the population had increased to nearly twenty thousand. They had in that time founded "fifty towns and villages, built thirty or forty churches and more ministers' houses, a castle, a college, prisons, forts, cartways and causeways many; had comfortable houses, gardens and orchards, grounds fenced and cornfields." In many of the towns schools had been provided in which boys were fitted for the new college at Cambridge. There was, however, no general system and the schools were supported for the most part by voluntary contribution.

In 1647 was enacted the law which became the basis of the common school system of Massachusetts and which remained unchanged, except by an increase of penalty for its violation, for a period of one hundred and forty-two years.

Moreover it contained the nucleus of the entire school system of Massachusetts as it exists to-day.

The following extract shows the general scope of the law, the system it inaugurated and the principles upon which that system rested. The original form of spelling is given only in the preamble.

“It being one chiefe project of y^eould deluder, Sathan, to keepe men from y^e knowledge of y^e Scriptures, as in form^r times by keeping y^m in an unknown tongue, so in these latt^r times by perswading from ye use of tongues y^t so at least y^e true sence and meaning of y^e originall might be clouded by false glo of saint seeming deceivers, y^t learning may not be buried in y^e grave of o^r fath^{rs} in y^e church and commonwealth the Lord assisting o^r endeavors.

“It is therefore ordered by this Court and authority thereof that every township in this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him, to write and read; whose wages shall be paid, either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those who order the prudentials of the town shall appoint; provided that those who send their children be not oppressed by paying much more than they can have them taught for in the adjoining towns.

“And it is further ordered that when any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youths so far as they may be fitted for the university; and if any town neglect the performance above one year, then every such town shall pay five pounds per annum to the next such school, till they shall perform this order.”

It will be seen that this law was not in the interest of the select few, but that it provided a system of common schools for all and made that system compulsory. It will also be seen that

under the law were certain principles, now for the first time boldly proclaimed and clearly enunciated, but clung to, emphasized and reiterated by frequent legislation in Massachusetts and in Maine until this day. The first of the underlying principles of these earliest school laws was that the safety and prosperity of the State required that the youth of the State should be educated.

Second, That the parent was in the first instance responsible for the education of his children.

Third, That the State has a right to enforce this responsibility upon the part of parents.

Fourth, That the State may, by legislative enactment, not only require the child to attend school, but may fix a standard of rank which shall determine the kind of education and the minimum amount. These principles were set forth in the earlier and cruder law of 1642.

The law of 1647 required all that was demanded in the previous act and supplemented that act by providing the means for the support of schools which should give the required instruction. Under this law towns in their corporate capacity were required to provide adequate opportunity for the education of all, which provision might be made by a tax upon the property of all the free-holders. The later law also made provision, at public expense, for secondary schools in which pupils could be fitted for college. Therefore the law of 1647 added these two principles to those already enunciated, viz: Fifth, A general tax may be ordered upon all property to provide such education as the State requires and no property holder can evade the tax on account of having no scholars to educate.

Sixth, The State may provide for education higher than the rudiments and may support schools at public expense for fitting pupils for the colleges.

It should be particularly noticed here that the principle underlying these laws was not that the State should educate the child for the benefit of the child or its parents, but because the safety of the State demands that the child be educated.

It should also be noticed that attendance at the schools provided by the law was not made wholly compulsory, for the parent had a right to provide equivalent education in any way he might elect. The child must be educated, was the idea of the

law. If the parent does not provide means then the child must attend the public schools. This principle is retained in our school laws of today. A careful reading of the law of 1647 shows that under this act towns were not obliged to lay a general tax for the support of common schools. The one thing about the law which was compulsory was that the towns must provide for the education of the children. The schools might be supported by voluntary contribution, by reasonable tuition or by general taxation "as the major part of those who order the prudentials of the town shall appoint." As a matter of fact there was at first no uniformity in the manner of the support of schools by the towns, but in the course of years it came to be seen that the most equitable way was by the general tax which the law allowed but did not make compulsory.

With the enactment of the law of 1647 the school system, though crude and undeveloped, was in a measure complete and provision was made for elementary schools in which the rudiments of the English language were taught, the secondary classical schools, or grammar schools, as they were denominated in the act, in which pupils were fitted for college, and the college where those who wished and were able might obtain a liberal education.

In the Plymouth Colony, or the Old Colony, as it was called, where both population and wealth were less than in the younger settlement, there seems to have been no attempt to establish public schools during the first fifty years of its existence.

Still, in the Old Colony education was by no means neglected, in most towns the minister adding to his pastoral duties the task of instructing the youth of his flock. In 1663, the General Court of Plymouth Colony recommended "that some course may be taken that in every town there may be a schoolmaster set up to train up children to reading and writing." Very little attention, however, appears to have been paid to this recommendation. In 1670, the profits from the Cape Cod fisheries were set apart for a free school and a little later a grammar school was established at Plymouth. In 1677, thirty years after the Massachusetts law was passed, the Plymouth General Court authorized towns of fifty families, which chose to have a grammar school, to support it in part by a tax, and required towns of seventy families which

had no grammar school to pay a stated sum to the nearest town having one. By the same law the profits of the fisheries were divided among the towns supporting such schools. Thus in the Old Colony the three-fold method of the support of schools was fixed by law: fixed revenues, tuition fees and a town tax.

In 1691, came the new charter uniting the colonies of Massachusetts, Plymouth and Maine under one government and from that time onward the educational history of these colonies became identical. Though the colonial school laws were re-enacted after the reorganization under the new charter, there seems to have been a laxity in their enforcement and a diminution of interest on the part of the masses of the people as the years went on. The penalty for neglect on the part of the towns to provide a schoolmaster was by the re-enactment raised to £10 and, in 1701, the General Court declared that "the observance of the school law was shamefully neglected by divers towns, and the penalty thereof not required, tending greatly to the nourishment of ignorance and irreligion, whereof grievous complaint is made" and increased the penalty to £20.

In not a few towns the law was evaded by appointing the minister to act as schoolmaster, and this custom became so general that it was enacted that no minister should be considered as a schoolmaster within the intent of the law, and all magistrates and all grand juries were enjoined to special vigilance in the execution of the law. As a result of this enactment frequent "presentments" of towns for non-compliance with the law are on record, especially as regarded the maintaining of grammar schools, which some towns refused to support, paying the fine regularly as a matter of economy. On this account the penalty was in 1718 raised to £60 for towns consisting of 300 families. The Indian Wars and other trials and hardships incident to their pioneer life rendered the towns poor and the school tax often became a burden. Early in the eighteenth century, the system of "moving schools" was adopted in many towns. Instead of having a number of schools in session in a town at the same time, a school would be held for a certain number of weeks in one portion of the town and then, under the same schoolmaster, move to another part and sometimes again to a third locality during one year. In the sparsely settled towns and districts it was often dif-

difficult to find men who were willing to teach these small "moving schools" for the wages the town could afford to pay and special inducements were offered to such as would make teaching a profession. "Professed schoolmasters" were exempted from taxation, afterwards from militia duty and finally from watch duty. As a protection against this exemption being claimed by unworthy persons, it was required that "persons who keep schools" must be of sober and good conversation and must have the allowance and approbation of the selectmen and a penalty of forty shillings was imposed on all who should "keep school" without this approbation. The grammar master was required to be approved by the minister of the town in which he taught and of the two next adjacent towns, or two of them. In this law we see the first idea of compulsory examination and certification. Soon after we begin to read of "school-dames" and find that in many of the towns "dame-schools" were instituted in which elementary instruction was given the youngest children by women. Thus, in 1732, the town of Mendon voted to choose school-dames to teach school in the outskirts of the town. In 1764, Westford voted to hire a school-dame the following six months, to keep the school in six parts of the town. In this case we have an example of a dame-school on wheels. We read of one school-dame who took entire care of her own four little ones and taught a school of young children for twenty-two weeks in the warm season, for fourpence a week, eking out her wages by making shirts for eight pence each and breeches for a shilling and six pence a pair.

Thus the cause of education struggled along until the dark cloud of the Revolution absorbed the entire attention of the colonies. That struggle having been successfully terminated, Massachusetts changed from a province to a commonwealth and in the new constitution the importance of education was duly set forth. "Wisdom and knowledge as well as virtue diffused generally among the body of the people being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of Legislatures and magistrates, in all future periods of this Commonwealth, to

cherish the interests of literature and the sciences, and all seminaries of them, especially the University of Cambridge, public schools and grammar schools in the towns." In 1788 a law was enacted providing that in the disposition of all townships of the public lands thereafter, four lots of 320 acres each should be reserved for the following purposes. The first lot was for "the first settled minister" in the township and was known as the "minister lot." The second was for the "use of the ministry" and was known as the "ministerial lot." The third was for the support of common schools in that township and became known as the "school lot," while the fourth was reserved "for the future disposition of the State," and was designated as the "State lot."

In 1789 an elaborate school law was enacted which gathered and announced in the form of statute all the principles and ideas which an experience of a century and a half had demonstrated to be of value.

In the new law as in the old colonial laws the requirements were graduated according to the population of the towns. In regard to the common English schools it was required that every town having fifty families must furnish annually six months schooling by a master; this might be in one or more schools. A longer aggregate time was required of the larger towns. All towns of two hundred families must support a grammar school-master.

Under the old law instruction was required only in reading and writing. The new law required reading, writing, the English language, orthography, arithmetic and proper behavior. No youth could be sent to the grammar school unless he were already able to read. It was required that the "schoolmasters" should be graduates of some college or university, or they must produce a certificate of qualification from a learned minister of the town or neighborhood, and must produce a certificate of moral character from a minister or from a selectman of their own town.

The law of 1789 makes so important an advance in the history of our school system that we deem it advisable to give it entire.

An Act to provide for the Instruction of Youth and for the promotion of good education.

WHEREAS, The constitution of the Commonwealth hath declared it to be the duty of the General Court to provide for the

education of youth; and whereas, a general dissemination of knowledge and virtue is necessary to the prosperity of every State, and the very existence of a Commonwealth:

Section 1. Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, that every town or district within this Commonwealth containing fifty families or householders, shall be provided with a school-master or school-masters, of good morals, to teach children to read and write, and to instruct them in the English language, as well as in arithmetic, orthography, and decent behavior, for such term of time as shall be equivalent to six months in each year. And every town or district containing one hundred families or householders, shall be provided with such school-master or school-masters for such term of time as shall be equivalent to six months in each year; and shall, in addition thereto, be provided with a school-master or school-masters, as above described, to instruct children in the English language, for such term of time as shall be equivalent to twelve months in each year. And every town or district containing two hundred families or householders, shall be provided with a grammar school-master of good morals, well instructed in the Latin, Greek and English languages; and shall, in addition thereto, be provided with a school-master or school-masters, as above described, to instruct children in the English language, for such term of time as shall be equivalent to twelve months for each school in each year.

And whereas by means of the dispersed condition of the inhabitants of several towns and districts in this Commonwealth, the children and youth cannot be collected in any one place for their instruction, and it has hence become expedient that the towns and districts in the circumstances as aforesaid, should be divided into separate districts for the purpose aforesaid.

Sect. 2. Be it therefore enacted by the authority aforesaid, That the several towns and districts in this Commonwealth, be and they are hereby authorized and empowered, in town meetings, to be called for that purpose, to determine and define the limits of the school districts within their towns and districts respectively.

And to the end that grammar school-masters may not be prevented in their endeavours to discharge their trust in the most useful manner,

Sect. 3. Be it further enacted, That no youth shall be sent to such grammar schools unless they shall have in some other school or in some other way, learned to read the English language by spelling the same; or the selectmen of the town where such grammar school is, shall direct the grammar school-master to receive and instruct such youth.

Sect. 4. Be it further enacted, That it shall be and it is hereby made the duty of the President, Professors and Tutors, of the University at Cambridge, Preceptors and Teachers of Academies, and all other instructors of youth, to take diligent care, and to exert their best endeavours, to impress on the minds of children and youth committed to their care and instruction, the principles of Piety, justice, and a sacred regard to truth, love to their country, humanity, and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which the Republican Constitution is structured. And it shall be the duty of such instructors, to endeavor to lead those under their care (as their ages and capacities will admit) into a particular understanding of the tendency of the beforementioned virtues, to preserve and perfect a Republican Constitution, and to secure the blessings of liberty, as well as to promote their future happiness; and the tendency of the opposite vices to slavery and ruin.

And to the end that improper persons may not be employed in the important offices before mentioned,

Sect. 5. Be it further enacted by the Authority aforesaid, That no person shall be employed as a School-Master as aforesaid, unless he shall have received an education at some College or University, and, before entering on the said business shall produce satisfactory evidence thereof, or unless the person to be employed as aforesaid, shall produce a certificate from a learned minister, well skilled in the Greek and Latin languages, settled in the town or place where the school is proposed to be kept, or two other such ministers in the vicinity thereof, that they have reason to believe that he is well qualified to discharge the duties

devolved upon such School-Master by this Act; and in addition thereto, if for a grammar school, "that he is of competent skill in the Greek and Latin languages, for the said purpose." And the candidate of either of the descriptions aforesaid, shall moreover produce a certificate from a settled minister, of the town, district, parish or place, to which such candidate belongs, or from the selectmen of such town or district, or committee of such parish or place, "That to the best of his or their knowledge he sustains a good moral character." Provided nevertheless, that this last certificate, respecting morals, shall not be deemed necessary where the candidate for such school belongs to the place where the same is proposed to be constantly kept; it shall be the duty, however, of such Selectmen or Committee who may be authorized to hire such School-Master, especially to attend to his morals, and no settled minister shall be deemed, held, or accepted to be a School-Master within the intent of this Act.

Sect. 7. And it shall be the duty of the Minister or Ministers of the Gospel and the Selectmen (or such other persons as shall be specially chosen by each town or district for that purpose) of the several towns or districts, to use their influence and best endeavors that the youth of their respective towns and districts do regularly attend the schools appointed and supported as aforesaid, for their instruction; and once in every six months, at least, and as much oftener as they shall determine it necessary, to visit and inspect the several schools in their respective towns and districts, and shall inquire into the regulations and discipline thereof, and the proficiency of the scholars therein, giving reasonable notice of the time of their visitation.

Sect. 8. Be it enacted by the authority aforesaid, That all plantations which shall be taxed for the support of Government, and all parishes and precincts, are hereby authorized and empowered, at their annual meeting in March or April, to vote and raise such sums of money upon the polls and rateable estates of the respective inhabitants for the support and maintainance of a School-master to teach their children and youth to read, write and cypher, as they shall judge expedient, to be assessed by their Assessors in due proportion, and to be collected in like manner with the public taxes.

And whereas, schools for the education of children in the most early stages of life, may be kept in towns, districts and planta-

tions, which schools are not particularly described in this Act; and that the greatest attention may be given to the early establishing just principles in the tender minds of such children, and carefully instructing them in the first principles of reading,

Sect. 9. Be it enacted, That no person shall be allowed to be master or mistress of such school, or to keep the same, unless he or she shall obtain a certificate from the Selectmen of such town or district where the same may be kept, or the Committee appointed by such district, town or plantation to visit the schools, as well as from a learned minister settled therein, if such there be that he or she is a person of sober life and conversation, and well qualified to keep such school. And it shall be the duty of such Master or Mistress, carefully to instruct the children attending his or her school, in reading and writing (if contracted for) and to instill into their minds a sense of piety and virtue, and to teach them decent behaviour. And if any person shall presume to keep such school, without a certificate as aforesaid, he or she shall forfeit and pay the sum of Twenty Shillings, one moiety thereof to the informer and to the use of the poor of the town, district or plantation where such school may be kept."

Important as was the law of 1789, it still possessed many radical defects. While the law required that certain things should be done, it neglected to provide means for doing them. It provided for the establishment of school districts, but gave the districts no powers. The law made schoolhouses a necessity, but neglected to mark out the way for their erection, except by voluntary contributions of citizens. As these defects were brought sharply to the notice of the people it was natural that they should soon be remedied. In 1800, power was given the districts to tax the people within their limits and the money thus obtained was placed in the hands of officers regularly chosen, who had charge of its expenditure. The districts were authorized to hold meetings, to choose a clerk, to decide upon a site for a schoolhouse and to raise money by taxation for buying land and for building and furnishing the house and for subsequent repairs. One thing only was still lacking to make the districts full municipal units and that was supplied by the law of 1817, which made school districts corporations with power to hold property, enforce contracts, to sue and be sued, "so as to bring

and maintain any action or any agreement made with any person or persons for the non-performance thereof, or for any damage done to their property; and be liable to have any action brought and maintained against them for the non-performance of any contract made by them; to have and to hold in fee simple, or otherwise, any estate, real or personal, which has been or may be given by any person or persons, for the purpose of supporting a school or schools in said district, and to apply the same for the purposes aforesaid, and may prosecute and defend any suits relative to the same."

By this act the school districts became full municipal corporations and at the same time the ultimate subdivisions of American sovereign power.

To this point had the evolution of our school system advanced when the separation was made from the mother State.

On March 3, 1820, by act of Congress, Maine took her place as the twenty-third State in the American Union, with a population of 298,335, an increase of nearly 70,000 in the previous decade. At the time of its erection into a sovereign State Maine contained 236 towns, included within nine counties. The new State preserved the district system inherited from Massachusetts with a few special exceptions, until it was repealed by the law of 1893.

In 1822, the city of Portland, by special act of the Legislature, was given power to abolish its school districts and to give to its school committee the powers conferred by the old Massachusetts law upon district agents. Similar acts were passed in relation to Bath in 1828 and Bangor in 1832. At the first session of the Maine Legislature, which met on May 31, 1820, no action was taken in regard to schools.

At the second session, which commenced on the first Wednesday of January, 1821, the first Maine school law was passed in the following language:

WHEREAS, The Constitution of this State has declared that a general diffusion of the advantages of education is essential to the preservation of the rights and liberties of the people, and has made it the duty of the legislature to require the several towns, to make suitable provision at their own expense, for the support and maintenance of public schools:

Section 1. Be it enacted by the House of Representatives in Legislature assembled, That every town and plantation shall annually raise and expend for the maintenance and support of schools therein, to be taught by schoolmasters, duly qualified, a sum of money including the income of any corporate school fund, not less than forty cents for each inhabitant, the number to be computed according to the next preceding census of the states, by which the representation thereof has been apportioned; Provided that a part, not exceeding one-third of the money allotted to any district, may, if the district so determine, be applied to the support of a school taught by a mistress, or when the sum so allotted to a district in any year shall not exceed thirty-five dollars, the whole may be expended in the same manner.

Sect. 2. Be it further enacted, That it shall be the duty of Presidents, Professors, and Tutors in Colleges, and the preceptors and teachers in Academies, and all other instructors of youth, to take diligent care and exert their best endeavours, to impress on the minds of children and youth, committed to their care and instruction the principles of piety and justice, and a sacred regard to truth, love to their country, humanity and a universal benevolence; sobriety, industry and frugality; chastity, moderation and temperance, and all other virtues which are the ornaments of human society; and it shall be the duty of such instructors to endeavour to lead those under their care, (as their ages and capacities will admit), into a particular understanding of the tendency of the beforementioned virtues, to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and the tendency of the opposite vices to slavery and ruin.

Sect. 3. Be it further enacted, That there shall be chosen by ballot, at the annual meeting in each town and plantation, a superintending school committee, consisting of not less than three nor more than seven persons, whose duty it shall be to examine schoolmasters and schoolmistresses proposing to teach school therein. And it shall be the duty of such committee to visit and inspect the schools in their respective towns and plantations, and inquire into the discipline and regulations thereof, and the proficiency of the scholars therein, and use their influence and best endeavors that the youth in the several districts regularly

attend the schools; and the said committee shall have power to dismiss any schoolmaster or mistress who shall be found incapable or unfit to teach any school, notwithstanding their having procured the requisite certificates, but the towns and plantations shall be bound to pay such instructors for the time they have been employed; and the superintending committee shall have power to direct what school-books shall be used in the respective schools; and at the meeting for the choice of town officers, there shall be chosen an agent for each school district, whose duty it shall be to hire the school-masters or mistresses for their respective districts, and to provide the necessary utensils and fuel for the schools. If any parent, master or guardian shall, after notice given him by the master or mistress of any school, refuse or neglect to furnish their several scholars with suitable books, the selectmen of the town or the assessors of the plantation thereof, on being notified by such master or mistress, shall furnish the same at the expense of the town or plantation, which expense shall be added to the next town or plantation tax of such parent, master or guardian.

Sect. 4. Be it further enacted, That no person shall be employed as a schoolmaster unless he be a citizen of the United States, and shall produce a certificate from the superintending school committee of the town or plantation where the school is to be kept, and also from some person of liberal education, literary pursuits and good moral character, residing within the county, that he is well qualified to instruct youth in reading, in writing the English language grammatically, and in arithmetic and other branches of learning taught in the public schools; and also a certificate from the selectmen of the town or assessors of the plantation where he belongs, that to the best of their knowledge he is a person of sober life and conversation and sustains a good moral character. And no person shall be employed as a schoolmistress unless she shall produce a certificate from the superintending school committee of the town or plantation where the school is to be kept, that she is suitably qualified to teach the English language grammatically, and the rudiments of arithmetic, and produce satisfactory evidence of her good moral character.

Sect. 5. Be it further enacted, That it shall be the duty of each town and plantation to assign to each school district, a proportion of the money raised in each year for the support of schools according to the number of children therein, between the ages of four and twenty-one years; and the assessors of towns shall certify such assignment to the selectmen; Provided, That whenever any town or plantation shall raise a sum of money exceeding that required by this Act, such surplus may be distributed among the several school districts in such manner as the town or plantation may determine. And if any town or plantation shall fail to raise and expend annually for the support of schools the amount of money required by this Act, they shall forfeit and pay a sum not less than twice nor more than four times the amount of such deficiency. And any person who shall teach any school required by this Act, without producing prior to his commencing the same, the certificates required by this Act shall forfeit and pay seventy-five cents for each day he shall so teach such school, and shall be barred from recovering from any town, plantation or person, any pay for teaching such school.

Sect. 6. Be it further enacted, That all forfeitures for any breach of this Act, shall be recovered by indictment or information before any court of competent jurisdiction; and it shall be the duty of all Grand Jurors, to make due preparation thereof, in all cases that shall come to their knowledge, and such penalty when recovered, shall, in all instances be paid into the treasury of the town, or plantation, where the same was incurred, for the support of schools therein, in addition to the sum annually required to be raised by this Act, and the cost of prosecution into the county treasury. And if any town or plantation shall neglect for the space of one year, so to appropriate and expend any fine or penalty, they shall forfeit the same, to be recovered in an action of debt to the use of the person who may sue therefor.

Sect. 7. Be it further enacted, That the several towns and plantations, be, and they are hereby authorized and empowered, to determine the number and define the limits of the school districts within the same; and each and every school district in this State is hereby made a body corporate, with power to sue

and be sued, and to take and hold any estate, real and personal, for the purpose of supporting a school or schools therein, and to apply the same agreeably to the provisions of this Act, independently of the money raised by the town for that purpose.

Sect. 8. Be it further enacted, That the inhabitants of any school district, qualified to vote in town affairs, be, and they hereby are empowered, at any district meeting called in manner hereinafter provided, to raise money for the purpose of erecting, repairing, purchasing, or removing a schoolhouse and of purchasing land on which the same may stand, and utensils therefor, and to determine where the said schoolhouse shall be erected or located in said district, and also to determine at what age the youth in said district may be admitted into a school kept by a master or mistress, and whether any scholars shall be admitted into such school from other school districts.

Sect. 9. Be it further enacted, That for the purpose aforesaid all lands, whether improved or unimproved, shall be taxed in the district in which they lie; and the assessors of any town or plantation, shall assess in the same manner as town taxes are assessed on the polls and estates of the inhabitants composing any school district, in their town or plantation, and on lands lying within the same, belonging to persons not living therein, all monies voted to be raised by the inhabitants of such district for the purpose aforesaid within thirty days after the clerk of the district shall have certified to said assessors, the sum raised by said district, to be raised as aforesaid. And it shall be the duty of the said assessors to make a warrant in due form of law, directed to one of the assessors of the town or plantation, requiring and empowering the said collector to levy and collect the tax so assessed and pay the same, within a time limited by said warrant, to the treasurer of the town or plantation, to whom a certificate of the assessment shall be made by the assessors; and the money so collected and paid shall be at the disposal of the committee of the district, to be by them applied agreeably to a vote of their district aforesaid. And such collector in collecting such taxes shall have the same powers and be holden to proceed in such manner as is by law provided in the collection of town taxes.

Sect. 10. Be it further enacted, That the treasurer of any town or plantation, who shall receive a certificate of the assess-

ment of a district tax, shall have the same authority to enforce the collection and payment thereof, as of town or plantation taxes. And the assessors of any town or plantation shall have the same power to abate such district tax, as they have to abate a town or plantation tax. And the assessors, collector and treasurer shall be allowed by the school district the same compensation for assessing, collecting and paying any district tax, as they are allowed by the town or plantation for similar services.

Sect. 11. Be it further enacted, That it shall be the duty of the selectmen of any town and the assessors of any plantation, upon application made to them in writing by three or more freeholders residing in any school district in such town or plantation, to issue their warrant directed to one of the persons making such application, requiring him to warn the inhabitants of such district, qualified to vote in town affairs, to meet at such time and place in the same district as shall in the warrant be appointed. And the warning aforesaid shall be by notifying personally every person in the district qualified to vote in town affairs, or by leaving at his usual place of abode a notification in writing, expressing therein the time, place and purpose of the meeting, seven days at least before the time appointed for holding the same; Provided, That any town or plantation, at the request of such district, may at any legal meeting thereof, determine the manner in which notice of future meetings in such town or plantation may be given. And such inhabitants, so assembled, may choose a moderator, and also a clerk, who shall be sworn faithfully to discharge the duties of his office before a justice of the peace, or before the moderator, and it shall be the duty of such clerk to make a fair record of all votes passed at any meeting of the district, and to certify the same when required; and may also choose a committee to superintend the laying out and expending the money raised by such district agreeably to their vote, for the purposes aforesaid, to examine and allow such accounts as they may think proper, and to draw orders on the town or plantation treasury for the amount of money raised.

Sect. 12. Be it further enacted, That whenever at any legal meeting of a school district, called for the purpose of raising money for the erecting, repairing, purchasing or removing a

schoolhouse, or for purchasing land on which the same may stand, or for procuring utensils therefor, a majority of the voters present are opposed to raising money for any such purpose, it shall be lawful for the selectmen of the town or the assessors of the plantation in which such district is situated, on application in writing of any five or more freeholders, inhabitants of such district, to insert in their warrant for calling the next town or plantation meeting, an article requiring the opinion of the town or plantation, relative to such subject as proposed in the said district meeting; and if a majority of the voters present in such town or plantation meeting, shall think it necessary and expedient, they may grant a sufficient sum for the purposes aforesaid, to be assessed on the polls and estates in said district, to be collected and paid as in this Act provided.

Sect. 13. Be it further enacted, That when the inhabitants of any school district cannot agree where to erect or locate a schoolhouse in their district, the selectmen of the town or assessors of the plantation to which such district belongs, upon application made to them in writing by the committee of the district, chosen to superintend the building or purchasing of such school house, are hereby authorized and empowered to determine on the place where such schoolhouse shall be erected or located."

A careful analysis of this law discloses the following provisions: 1st. It established a minimum amount of money which each town and plantation was required to raise and expend, annually, for the support of schools. It will be noticed that in Section 1, it provides that the schools shall be "taught by schoolmasters duly qualified," while in Section 3 provision is made for examining "schoolmasters and schoolmistresses proposing to teach school therein." 2d. It establishes the plan of apportioning the money thus raised among the several school districts in the town. 3d. It provides for a closer organization of the school districts, reciting how they shall be formed, how the district agents shall be chosen; defining the powers of the district in raising money, locating and erecting schoolhouses and assessing, collecting and expending money. 4. It provides for the election by the town of a superintending school committee, and defines their powers and duties. 5. It defines the qualifications of teachers and establishes the mode of deter-

mining those qualifications. 6. It enumerates the subjects to be taught in the common schools including morality, sobriety and industry, (Section 2) as well as the usual public school branches. (Section 4). 7. It establishes penalties for non-compliance with its requirements and recites the manner of appeal from the decision of the school districts to the town by aggrieved parties. In 1822, an amendment was proposed, taking the power of choosing agents from the town and giving it to the district. This met with opposition and a compromise amendment was passed making it optional with the towns to allow the districts to choose their agents.

As time progressed defects in the law became apparent, and these the friends of education sought to remedy by suitable legislation. Several amendments were enacted by the legislature of 1825. The original law of 1821 provided that each town should choose a superintending school committee; it neglected, however, to append any penalty for non-compliance. The committee were required by the first law to visit the schools but nothing was said as to how often or at what periods, neither were the committee given any authority over unruly scholars. The amendatory act of 1825 fixed a penalty of from \$30 to \$200 upon any town neglecting to choose a school committee and gave the committee power to exclude unruly and disobedient pupils. It provided that the district agent should inform the committee of the date of opening and closing of the school and that the committee should visit each school at least twice during its session, once within three weeks after its commencement and again within two weeks of its close. The act of 1821 provided for an annual enumeration of the persons between four and twenty-one in the district as the basis for the division of the school fund, but did not specify any date for such enumeration. The law of 1825 named the first day of May as that date. It also allowed ten per cent. of the school fund to be expended for fuel and necessary repairs upon schoolhouses.

The original statute provided that any district receiving less than \$35 as its portion of the school fund for the year, might expend the entire sum in a school taught by a mistress; but if more than that amount were received, at least two-thirds of it should be expended in a school taught by a master. The act of

1825 left it to the discretion of the district and the committee to decide how much of the school fund should be expended for each class of schools.

Experience proved that some basis must be fixed on which to apportion to the several towns any school funds that might be distributed by the State. The original law made no provision for any returns of school statistics to be made by the towns. The law of 1825 made it the duty of the selectmen of the several towns to make returns, once in three years to the Secretary of State, on blanks furnished by him, giving the number of districts in town; the number of scholars in each; the number usually attending school; the length of the schools and the amount of money expended for their support. The provision was only partially complied with and the returns lacked accuracy and were of little value. No apportionment of school money on returns from the towns was made until 1833.

The legislature of 1827 made further enactments in regard to education. Provision was made for forming districts out of portions of two or more towns and for the apportionment of school money to persons living upon islands, or in remote portions of towns outside of district limits, said money to be expended under the direction of the superintending school committee. Districts were authorized to instruct their agents as to the time when the schools should commence. The act of 1827 also contained the first hint of anything like a graded system of schools. It provided that where, in any district, a school was taught a portion of the year by a master and the remaining portion by a mistress, the district, by a committee appointed by themselves, or by the school committee of the town, should the districts so choose, might determine what class of scholars should be admitted to each school.

The legislature of 1828 enacted a law directing the land agent to set apart twenty townships of the public lands to be sold and the proceeds to be deposited in the State treasury to form a permanent State school fund, the interest to be distributed annually among the several towns and plantations in the State according to the number of scholars therein. The same law provides that a certain portion ("the excess over and above what the State may then owe"), of all moneys received from Massachusetts on

account of claims against the United States for services in the war of 1812, should also be set apart for the support of schools. These two items form what is officially known as the State permanent School Fund, the interest upon which at six per cent. is annually distributed among the towns and plantations for the support of common schools. For the year 1900 this interest amounts to \$26,565.47. The legislature of 1828 also passed a law that one thousand acres should be set apart in all townships thereafter sold or surveyed instead of the four lots of 320 acres provided for by the old Massachusetts law of 1788. In 1830 an act was passed specifying the manner of calling school district meetings. By an act passed in 1831 it was provided that the "Act of Separation" between Massachusetts and Maine should be so far modified or annulled that the Legislature of Maine should have the power to direct that the income of any lands reserved for the benefit of the ministry should be applied to the support of "primary schools" provided the consent of Massachusetts should be obtained.

That consent having been obtained the following law was enacted by the Legislature of 1832.

CHAPTER 39 PUBLIC LAWS OF 1832.

An Act appropriating the income of certain Ministerial Funds to the support of Schools.

Section 1. Be it enacted by the Senate and House of Representatives in Legislature assembled, That the Trustees of any Ministerial Fund incorporated by the Legislature of Massachusetts, in any town within this State, be and they are hereby authorized, with the consent of the town for whose benefit such fund was established, to surrender and transfer said fund to the Selectmen, Town Clerk and Treasurer of such town; and said town officers shall be and they are hereby made, *ex officio*, the Trustees of the fund aforesaid; and, after such transfer, the annual income of said fund shall be applied to the support of primary schools in such town.

Sect. 2. Be it further enacted, That the income of any fund, which has arisen or which may arise, from the proceeds of the sales of lands reserved for the use of the ministry, or of the first settled minister, in any town in this State, and which fund, or the land from which it may arise has not become vested in some

particular parish within such town, or in some individual, is hereby directed and required to be annually applied to the support of primary schools in such town.

Sect. 3. Be it further enacted, That the income of the funds aforesaid shall be expended for the benefit of schools in the same manner that other money raised for the support of schools, in the several towns in this State, is by law required to be expended.

But this act shall not be construed to exempt any town from raising, for the use of schools, the same sum of money, beyond the income of the fund aforesaid, that it is now by law required to raise for that purpose.

Sect. 4. Be it further enacted, That all Acts, and parts of Acts, inconsistent with the provisions of this Act, be and the same are hereby repealed.

(Approved by the Governor March 9, 1832).

At the same session the law was passed allowing the town of Bangor to abolish its school districts and also giving that town authority to pay its school committee such sum for their services as might be deemed proper. No legal provision had before been made for the payment of school committees and this act applied to Bangor alone. This act also gave Bangor the right "to determine the age at which scholars may be admitted into the several schools in said town, and of transferring the scholars from school to school." Here at this early date we find the germ of our present law for the conveyance of scholars.

The Legislature of 1833 passed an act additional to an act to provide for the Education of Youth. This act provides "That all sums which may hereafter be received by the State for the tax on the several banks, excepting the sum of one thousand dollars appropriated for the benefit of the Parsonsfield Seminary, shall be and the same hereby are appropriated to the support of primary schools." Section 2, provided that school agents should be sworn and that they should in the month of December in each year return to the Selectmen a certified list of the number of scholars between four and twenty-one.

Section 3, required the Selectmen to make the return called for in the act of 1825 to the Secretary of State "in the month of

January annually" instead of once in three years as the original act prescribed.

Section 4, required the Secretary of State to notify the State treasurer of the number of scholars "in the several towns, plantations and city aforesaid from which returns were seasonably made." Section 5, required the State Treasurer to apportion the bank tax among the several towns, etc., according to the number of scholars and to send the amount to the several town treasurers on or after the fifteenth day of February in each year. Section 6, required the Selectmen to apportion the amount received among the several school districts according to the number of scholars in each. Section 7, provided that the towns should not be relieved by this distribution from raising the 40 cents per capita required by the former law.

In 1834 was passed "An Act to provide for the Instruction of Youth," Chapter 129, Public Laws of 1834. In this act all the school laws previously enacted were collected in one statute, a few slight changes were made and all acts inconsistent therewith were repealed. In this act the superintending school committee of each town were to consist of not less than three nor more than five, instead of seven as in the former law. The committee were required to be sworn and to make a written report of the condition of the schools, to be read at the annual town meeting. Districts were allowed to vote to receive scholars from other towns and other districts into their schools. The act also allowed all towns in the State, if they should so vote at any legal meeting called for that purpose, to adopt the school organization allowed by former laws to Portland, Bath and Bangor.

In March, 1835, the third section of the act of February 23, 1828, which provided that certain moneys received from Massachusetts on claims against the United States for services in "the late war" should be set apart for a school fund, was repealed.

An act approved February 13, 1837, repealed certain sections of the general act of 1834 and provided "That it shall be the duty of the Selectmen of Towns and the Overseers of Plantations, respectively, to make out a statement, annually, of the number of scholars in each of their districts, between the ages of four and

twenty-one years, as the same existed on the first day of May preceding; the number of school districts within their respective towns or plantations; the number of scholars who usually attend school in each; the amount of money raised and expended for the support of schools; designating what part is raised by taxes, and what part from funds, and how such funds have accrued; and the time the school has been kept in each, designating how much by a schoolmistress; and to certify upon oath in said statement, that the same is true and correct according to their best knowledge and belief; and to transmit the said statement to the office of the Secretary of State, on or before the twentieth day of January in each year." This law also provided that the distribution of the bank tax should be predicated upon the statements made in these returns; also that the Secretary of State should furnish proper blanks for making the required returns. On March 20, 1838, a resolve was passed in the following words:

"Resolved, That the Secretary of State be required to make an abstract in tabular form, by counties, of the returns of Common Schools made by the several towns, cities and plantations for the year one thousand eight hundred and thirty-seven, together with a statement of the population of each town, city and plantation according to the census taken in that year, and such comparisons of the returns of schools and of population and such deductions therefrom as may be usefully and conveniently made, and a statement of the amount paid, or to be paid, to each town, city and plantation out of the Bank Tax or School Fund for the same year."

"Resolved, That the Secretary of State be authorized to cause ten thousand copies of the abstract and statements aforesaid to be printed and distributed for the information of the people, reserving five hundred copies thereof to be laid before the next Legislature for the use of the members."

Abstracts, as contemplated by this resolve, were made each year until 1842, but the tables proved to be so faulty and unreliable that the resolve of 1838 was repealed in January, 1842, and the publication of the abstracts discontinued.

On March 16, 1840, an act was approved providing for a fine of not more than twenty nor less than two dollars for disturb-

ing schools. Offenses against this act were to be prosecuted by presentment of the Grand Jury or by complaint before a Justice of the Peace.

Occasionally during these early years we find resolves giving persons residing at a distance from schools a certain sum in full of their share of the school fund when they shall make it appear that they have expended a like amount in the education of their children.

In 1840, a resolve was passed directing the State Treasurer to include in his apportionment of the School Fund all returns of scholars received up to February twenty-second, and to assume as the basis of apportionment for such towns as had not made a return at that time the number of scholars given by the last census. In 1841, the time for making the returns was extended to the twelfth of March. A resolve approved March 20, 1841, directed the State Treasurer to pay to the County Treasurers the amount of school money due "unincorporated and unorganized plantations in their respective Counties," the same to be paid by the County Treasurers to the treasurers or agents of the several plantations.

Chapter 17 of the Revised Statutes of 1841 collects in one act the entire school legislation of the State. In this revision certain changes were made. The superintending school committee were required to make their return of school statistics to the selectmen fourteen days prior to the annual town meeting. For the first time a general provision was made for paying the committees for services rendered, the pay being fixed at "not more than one dollar per day for their services, unless otherwise ordered by the town." A slight change was made in the required qualifications of teachers, "writing" being added as one of the requirements of schoolmistresses.

In his inaugural address, January 15, 1841, Governor Kent says: "We are justly proud of our system of common schools and New England can point to no higher evidence of the wisdom, patriotism and foresight of the fathers of our land. The principle of universal education, upon which the system is based, lies at the very foundation of our republican institutions.

* * * * To aid in the great work of renovation, we need a higher standard of qualifications for teachers, institutions par-



A WILDERNESS SCHOOL.

ticularly adapted to instruct and prepare them for the great work before them, schoolhouses of better and more suitable construction, and a more general interest on the part of the people in the researches and suggestions of those who have investigated the whole subject with patience, ability and minuteness, a dissemination of the able treatises which have been published and a determination to adopt and carry out in practice judicious reforms and unquestionable improvements. In aid of their views, I would suggest the expediency of authorizing school districts to raise money for the purchase of district libraries, of standard works, under the direction of a committee or otherwise. * * * * I am not prepared to recommend at this time, the establishment of a Board of Education, but I have no doubt that the employment of one or more intelligent, active, judicious commissioners, whose duty it shall be to devote their time and talents to this subject, visit different parts of the State and disseminate information, awaken attention and interest among the citizens and carry into practical operation well established improvements, and gather and arrange statistics, would be highly advantageous to the cause of popular education, and amply repay, in substantial benefits, the cost of the experiment. * * * * I cannot but regard the course adopted in most of our compact and populous towns and villages, by which the public and common schools are made of secondary importance by the preeminence given to private instruction, as injurious to the cause of general education, and as fostering a spirit which leads to invidious distinctions in society and serves to degrade the public seminaries, in many minds, to a point little short of absolute contempt."

In 1842 a law was passed prescribing the duties of school officers in districts composed of parts of two or more towns. This act also provided for the grading of schools in districts having a sufficient number of scholars to require two or more schools to be in operation at the same time.

In the session of 1843, the committee on education, through its chairman, reported a bill to provide for a board of school commissioners, to consist of one from each of the thirteen counties in the State, to be appointed by the governor and council. This bill was thoroughly discussed in the House and the arguments for and against were fully brought out. The bill passed the

House by a small majority, but was, without debate, indefinitely postponed by the Senate. The discussion was, however, of great importance in awakening public interest throughout the State in the improvement of the common schools. The legislature of 1844 enacted four laws in relation to public schools. The first, approved February 29, provided that plantations organized for election purposes only should be empowered to establish schools and should receive a share of the apportionment of the State school fund, according to the number of persons of school age living therein. The law recited at length the manner of organization, of census enumeration, and prescribed the powers and duties of the school officers. The act of March 6 gave to districts "where more than one school is necessary to accommodate the scholars in said district," power to build "such a number of schoolhouses as the wants of said district may require." The third act, approved March 19, authorized school districts to expend not to exceed five per cent. of their school money in any one year for the purchase of district libraries. The fourth act, approved March 21, provided that when any district declined to raise money for any purpose which the town considered necessary, the town might require the district to raise the sum needed and the selectmen were required to appoint, in writing, three suitable inhabitants of said district, to be a committee to superintend the expenditure of the money, etc., etc.

In 1845, the committee on education again reported a bill providing for a board of school commissioners, to be appointed by the governor and council and to consist of not less than three nor more than five persons. After full and free discussion in both branches of the legislature, the bill failed of a passage.

In January, 1846, a convention of teachers and of those interested in education was held in Augusta. A committee consisting of Amos Brown, Phillip Eastman, A. S. Packard and Samuel P. Benson, was appointed by this convention, with instructions to consider carefully "the defects in our educational system and to suggest measures for their removal." This committee was instructed also to prepare a memorial upon the subject and submit it to the legislature at its next session. In their memorial the committee emphasized the following as the principal evils then existing in the common school systems of Maine:

1. "The multiplying of school districts." 2, "The prevalent inefficiency of school committees." 3. "The want of suitable qualifications in teachers." 4. "The want of proper classification in schools, arising from multiplicity of school books and want of system in the course of study." The committee strongly recommended the establishment of a State Board of Education. This memorial was presented to the legislature and was by them referred to the committee on Education who reported the following bill, which was enacted by the legislature and was approved by the governor, July 27, 1846:

An Act to establish a board of education.

Be it enacted by the Senate and House of Representatives in Legislature assembled:

Section 1. A board of education is hereby established in this State, to consist of one member from each county who shall be elected in the manner hereinafter provided.

Sect. 2. The superintending school committees of the several towns, and the clerks of the several plantations in each county are hereby required to assemble, annually, at the times and places hereinafter designated, and when so assembled in each county, to choose, by the majority of those present, one person, a resident of the county, who shall be the member of the board of education for such county, and shall hold his office until a successor is duly chosen and qualified. The county meetings aforesaid shall be organized by the choice of a chairman and clerk, who shall severally certify the election of the member chosen, and transmit one copy of such certificate to the secretary of State, and one copy to the person chosen.

Sect. 3. A quorum of each county meeting shall consist of one or more members of the superintending school committee from a majority of the towns in each county, but if any town or city shall have a superintending school committee consisting of more than five members, such committee shall appoint delegates from their own number, not exceeding five, which delegates shall exercise the duties and powers herein provided.

Sect. 4. The county meetings aforesaid shall be held at the shire towns in each county, and at Wiscasset in the county of Lincoln, at the times following:

York, third Tuesday of September.

Cumberland, Friday next after the third Tuesday of September.

Oxford, fourth Tuesday of September.

Franklin, first Tuesday of October.

Somerset, Friday next after the first Tuesday of October.

Piscataquis, second Tuesday in October.

Penobscot, Friday next after the second Tuesday in October.

Aroostook, third Tuesday in October.

Washington, Friday next after the third Tuesday in October.

Hancock, fourth Tuesday in October.

Waldo, first Tuesday in November.

Lincoln, Friday next after third Tuesday in November.

Kennebec, second Tuesday in November.

And each meeting shall be held at eleven o'clock on the days aforesaid.

Sect. 5. The members of the board of education thus chosen shall hold their first meeting on the first Wednesday of May in each year at Augusta, and may meet thereafter, at such times and places as they shall by vote determine. They shall appoint a chairman and clerk from their own number. Five members shall be a quorum for the transaction of business. In case of any vacancy in the board, or if in any county an election shall not have been effected at the county meeting herein provided, the members of the board actually elected and in office, may fill such vacancy and supply such failure for any county where the same may occur.

Sect. 6. The board of education first chosen, shall meet for organization, and for choice of the secretary hereinafter provided, on the third Wednesday of December next, at Augusta, and shall hold their offices until the first Wednesday of May, eighteen hundred and forty-eight, and the term of each new board of education thereafter shall commence on the first Wednesday of May, annually.

Sect. 7. The board of education shall, at their first meeting in each year, elect by ballot, one person, who shall be styled the secretary of the board of education, and shall hold his office for one year, and until another shall be chosen. But the secretary first elected, shall hold his office, until the first Wednesday of May, eighteen hundred and forty-eight. In case of a vacancy

in the office of secretary, it shall be the duty of the board, as soon as may be, after the occurrence of such vacancy, to elect another for the remainder of the year.

Sect. 8. The members of the board, and the secretary, shall severally be sworn to the faithful performance of their respective duties, before any magistrate authorized to qualify civil officers.

Sect. 9. It shall be the duty of the board of education, and especially of the secretary, to devote themselves assiduously to examine the practical operation of those parts of the constitution and laws of the State, which provide for public education, and the diffusion of knowledge among the people. In pursuance of this object, the secretary shall attend the county meetings herein provided for the election of members of the board, and communicate with the superintending school committees there assembled, and with teachers and the friends of public instruction generally. And the board of education, directly, or through the agency of the secretary, are authorized and required to collect and disseminate information in regard to the location and construction of schoolhouses; on the arrangement of school districts and the use of the best school apparatus; to consult with superintending school committees and school agents on the best and cheapest method of introducing uniform school books, and on the practicability and expediency of establishing school district libraries; to inquire and report on the advantages of normal schools, or schools for the education of teachers; to consider the best methods of aiding and promoting education in the new settlements of the State; to devise improvements in teaching the branches of instruction now pursued in the common schools, and for the introduction of such other branches of useful knowledge as may be practicable, and generally to consult with school committees, school agents, and other authorities and inhabitants of the State, for the purpose of ascertaining, recommending and promoting all such improvements in the common school system as may be consistent with the constitution and laws of the State, and the welfare of its inhabitants. And it shall be the duty of the board in the month of April, annually, to prepare a report of their doings, and the results of their investigations during the preceding year, which shall be presented to the governor, and by him laid before the legislature.

Sect. 10. The secretary of State is hereby authorized, under the direction of the governor and council, to furnish such blank forms for returns respecting schools, as the board of education may recommend; and all such returns may be addressed to the secretary of State.

Sect. 11. The members of the board of education shall each receive for their travel from their several places of residence to the place of their several meetings, ten cents per mile, and one dollar for each day's attendance at any meeting, but not exceeding in the aggregate thirty days in each year.

Sect. 12. The secretary of the board of education shall receive an annual salary of one thousand dollars, payable in quarterly payments, which shall be in full for all services and expenses of said office.

Sect. 13. The board of education, at such times as they may appoint, shall make up their pay roll for travel and attendance, which, when examined and allowed by the governor and council, shall be paid to them, out of any money in the treasury not otherwise appropriated.

Sect. 14. For the purpose of providing for the organization of the first board of education, the governor, with the advice of his council, is hereby authorized to appoint, before the first day of August next, a provisional school agent for the State, whose duty it shall be to communicate with the superintending school committees of the several towns respecting the duties required by this act, to make such arrangements as may be necessary for the first county meetings herein provided, and to obtain, from the returns now in the office of the secretary of State, and from other sources, such information respecting the actual condition of common schools within this State, as may be usefully laid before the county meetings, and the board of education, at their first organization, to enable them to enter without delay, upon the discharge of their duties. The duties of such agent shall continue until the board of education is organized; and he shall receive therefor such compensation as shall be allowed by the governor and council, not exceeding two hundred and fifty dollars.

Sect. 15. This act shall take effect from and after its approval by the governor.

The law provided that the board should consist of one member from each county, to be elected by the school committees of the several towns and the clerks of the several plantations. The following persons were elected members of this board, viz: Stephen Emery, Horace Piper, Philip Eastman, Benjamin Randall, A. F. Drinkwater, Aaron Hayden, R. H. Vose, Samuel Taylor, Ebenezer Knowlton, David Worcester, Oliver L. Currier, Samuel Adams and William I. Savage. This committee chose as its first secretary of the board Mr. William G. Crosby of Belfast. The first session commenced December 16 and closed December 21, 1846. The second session began on the 5th of May, 1847. The secretary presented his report, which was afterwards submitted to the legislature. The report gives the first reliable statistics concerning the common schools of Maine. By the report the average wages of female teachers was \$1.52 per week and of male teachers \$16.71 per month, exclusive of board. The average length of schools for the year was 21 weeks, 1 day. The number of persons between 4 and 21 years was 201,992; whole number in winter schools, 94,217; in summer schools, 96,127. Thus it will be seen that less than fifty per cent. of persons of legal school age were enrolled in public schools.

An act approved August 10, 1864, provided that moneys arising from the sale of timber on the reserved lots in unincorporated townships should constitute funds for school purposes, the income only to be expended. The funds were to be invested by the County Commissioners of the several counties. If there were no inhabitants on a township from which timber was sold, the interest should be added annually to the principal. If the township had inhabitants and if they became organized into a plantation, then the interest should be paid yearly to the plantation clerk, to be applied to the support of schools.

Aug. 2, 1847, an act was approved providing for the better education of youth in cotton and woolen mills. Children employed between the ages of twelve and fifteen years were required to attend school three months in each year, and children under twelve years, four months, a certificate to that effect to be deposited with the clerk or agent of the mills. A penalty of fifty dollars for each offense was provided, and superintend-

ing school committees were required to inquire into violations of the law and report to the County Attorneys.

In June, 1847, largely through the influence of the board of education, a law was passed providing for the establishment of county teachers' institutes. To defray the expense of these institutes the sum of twenty-six hundred dollars was to be set apart annually from the income of the permanent school fund and a maximum of two hundred dollars was appropriated from this sum for the expenses of each county institute.

One institute was held in each county, thirteen in all, during the latter part of the year 1847. Sixteen hundred and eighty-six teachers attended the sessions and great good resulted to the teaching force of the State.

An act approved July 31, 1847, made several amendments to the laws in relation to schools. Additional duties were imposed upon superintending school committees and they were denied pay until they had furnished evidence to the selectmen that they had made the required returns to the secretary of State. Districts were authorized to unite and appropriate a certain portion of their school funds for a graded school.

Districts were also authorized to determine what proportion of their school money should be applied for the support of schools taught by schoolmistresses. In case school agents failed to take the census of scholars, it was made the duty of the assessors to make the enumeration and return. The clause requiring teachers to be United States citizens was repealed. The time of making school returns to the secretary of State was changed from January 20, to April 1, and towns neglecting to make returns were made to forfeit their share of the State School Fund. Additional penalties were provided for disturbing schools and destroying school property. School districts were allowed to purchase "apparatus" as well as libraries, and teachers were required to keep registers and were denied pay until the register, properly filled out, was deposited with the school committee.

An act approved June 27, 1848, made some amendments to the law establishing a board of education. By this act it was prescribed that the annual meeting of the superintending school committees should be held at such time and place in each

county as the member of the board for the county should appoint; he to give thirty days' notice to the committees of the several towns in his county. In case of a vacancy on the board from any county, the secretary of the board should call the meeting of the committees. The annual report of the board should be made in the month of May, instead of April as required by the original act. Chapter 44 of the laws of 1848 directed the State treasurer to discontinue the apportionment and distribution of the annual school funds to unincorporated or unorganized places.

Chapter 48, of the laws of 1848 required that school agents, whether elected by towns or school districts, should be sworn either by the district clerk, the town clerk or by some justice of the peace. Chapter 54, same year, provides that when a majority of the selectmen of any town shall reside in one school district in which it becomes necessary to locate a schoolhouse, or shall not be able to agree, the superintending school committee shall locate the house.

Chapter 124 of the laws of 1849 directed that an amount equal to six per cent. of the permanent school fund shall be annually appropriated for the support of primary schools. The treasurer of State shall annually in the month of May distribute the fund in the same manner as required in case of the bank tax. This act shall not exonerate towns from raising the required forty cents per capita.

Chapter 129, 1849, authorized the land agent to dispose of any timber lands appropriated for the benefit of common schools without regard to the law requiring that no more than three townships should be sold in any one year.

Chapter 137, 1849, authorized school districts to elect tax collectors.

Chapter 143, 1849, amended the act establishing teachers' institutes by directing that the expense of their maintenance should be paid from "any money not otherwise appropriated" instead of "from the income of the permanent school fund" as provided in the original act.

Chapter 193 of the Public Laws of 1850 entitled: "An act to provide for the education of youth," approved August 27, 1850, is a complete codification in twelve Articles of the school laws of the State.

Article I. Containing sixteen sections, relates to "the general duties of towns." In section eight of this Article it is provided that the number of superintending school committee in each town shall be limited to three, one of whom shall be chosen each year, the term of office to be three years. Section 9 provides that any town containing two thousand inhabitants or more may, instead of a committee, choose a supervisor of schools. It required that the supervisor be a resident of the town and a "competent individual."

Section 11 allowed towns to choose annually a committee of not less than three and were authorized to "invest such committee with the rights, powers and obligations pertaining to school agents as well as to a superintending school committee." Section 14, 15 and 16 authorized towns to make "all needful provisions and arrangements concerning habitual truants."

Article II containing twenty-one sections treats "of the powers and obligations of school districts." Article III, with nineteen sections, treats "of the assessment and collection of money raised or borrowed by school districts." No change of importance is made in these two articles. Article IV, consisting of five sections, treats "of school districts formed from two or more towns." This article provides for the formation of school districts from two or more towns, prescribes the manner of organization, how money shall be apportioned, location of school-houses decided and schools superintended. Article V, containing three sections, the first two being subdivided into nine paragraphs each, treats "of the powers and duties of superintending school committees." Section one enumerates the duties of the committee as, 1st to fill any vacancies occurring on the board until the next annual meeting; 2d and 3d, to examine teachers; 4th, to select books; 5th, to visit schools twice each term; 6th, to dismiss unfit or incapable teachers; 7th, to expel obstinately disobedient and disorderly scholars; 8th, to exclude persons not vaccinated; 9th, to report the state of the schools to the town. Section 2d, defines what the returns shall include. 1st, amount of money raised and expended for schools and how raised or obtained; 2d, number of districts and parts of districts. 3d, number of persons between 4 and 21 on May 1st. 4th, number of persons of school age residing on islands or in por-

tions of town not classed with any district. 5th, whole number and average number attending summer schools and same of winter schools. 6th, average length of schools, summer, winter, and for the year. 8th, wages of male teachers per month and of female teachers per week exclusive of board. 9th, returns to be made, certified and transmitted to office of Secretary of State on or before the first day of April each year. When for any reason, only one member of the committee is left, it shall be his duty to make the return. Section 3. Requires parents, masters and guardians to furnish books to pupils. If they neglect or refuse, the town shall furnish books and add expense to next town tax of the delinquent. Article VI, containing one section with six subdivisions, treats "of the powers and duties of school agents. 1st, to call district meetings. 2d, to employ teachers. 3d, to provide fuel and utensils and make repairs. One-tenth of the school money was allowed for repairs, exclusive of fuel and insurance. 4th, to notify the committee of time when school is to commence; whether to be kept by master or mistress, and for how long a term. 6th, to make annual return to the assessors, of the number of scholars in the district. Article VII, containing three sections, was devoted to "Duties and qualifications of instructors. Section 1, required teachers to keep a register. Section 2, made it the duty of all instructors in colleges, academies and schools to inculcate morality and virtue. Section 3, prescribed a forfeiture for teaching without a certificate and provided that no certificate should be valid for more than one year unless annually endorsed by the committee. Article VIII, consisting of ten sections, relates to "scholars in certain plantations." Article IX, containing fourteen sections, treated of "a board of education and secretary; how elected and their powers and duties." Section 1, provided that the board should consist of one member from each county; section 2, that the members of the board should be chosen annually by the superintending school committees of the several towns, etc., etc.; section 3, treated of the details of conducting meetings for the choice of a member of the board; section 4, of the time and place of holding such meetings; section 5, provided that the board should meet for organization and for choice of a secretary at Augusta on the first Wednesday of May in each year, at which

time the term of each new board should commence; section 6, treated of the manner of organization, five members to constitute a quorum and the board to have power to fill vacancies if any county neglected to do so; section 7, required the board at their first meeting each year, to choose a secretary who should hold office for one year, or until his successor was chosen; section 8, required members of the board and the secretary to be sworn by a magistrate; section 9 prescribed the duties of the members and secretary. They should examine carefully all the laws relating to schools and their practical operation; the secretary should attend the county meetings for election of members; the board, directly or through the agency of the secretary, should collect and disseminate information in regard to the location and construction of schoolhouses, the arrangement of school districts and the use of the best school apparatus; to consult with school officers on the best and cheapest method of introducing uniform school books, etc.; to inquire and report upon the advantages of normal schools; to consider the best methods of aiding and promoting education in the new settlements of the State; to devise improvements in methods of instruction in branches now taught in the common schools and to introduce other branches, if practicable, and to promote "all such improvements in the common school system as may be consistent with the constitution and laws of the State and the welfare of its inhabitants." It was made the duty of the board, "before the first Wednesday of May, annually, to prepare a report of their doings, and the result of their investigations during the preceding year, which shall be presented to the governor and by him laid before the legislature." Section 10, authorized the Secretary of State to furnish blank forms for school returns and provided that all such returns should be addressed to the Secretary of State. Section 11 fixed the compensation of the members of the board of education at one dollar a day for attendance upon the meetings of the board, not to exceed thirty days in each year, and ten cents per mile travel from place of residence to place of meeting. Section 12 fixed the salary of the secretary of the board at one thousand dollars "in full for all services and expenses." Section 13 required the pay-roll of the board to be audited by the governor and council. Section 14 required that each member of

the board should have sole charge of the teachers' institutes in his county and should make a report to the board, before the first Wednesday in May, of the result of his labors, of the character of the teachers and the condition of the schools of his county, together with such other information as he may deem necessary and proper.

Article X contained sixteen articles and was devoted to "special provisions relating to the regulation and endowment of schools, and affecting the government and discipline of literary institutions." Section 1 provided that all forfeitures and penalties under this act should be recovered by indictment before any court of competent jurisdiction, the amount of the penalty to be paid into the treasury of the town where the same was incurred and the costs of prosecution to be turned into the county treasury. Section 2 provided that any town neglecting to expend the fines and penalties for the support of schools should forfeit an equal amount to the use of any person who should sue therefor.

Section 3 provided that all moneys received for the sale of public lands shall be set apart for a common school fund, the interest to be distributed among the towns according to the number of children between four and twenty-one in the town.

Section 4 specified that all the money received on the bank tax should be added to the school fund. Section 5 required the Secretary of State annually to report to the State Treasurer the number of children in each town. Section 6 required the State Treasurer, in the month of May of each year, to distribute to the several cities, towns and plantations the funds set apart for the support of schools, according to the number of children between four and twenty-one, provided, however, that no town should receive any part of the school fund, unless its returns were received by the Secretary of State on, or before, the tenth day of April. Section 7 required the Secretary of State to furnish the superintending school committees with blanks for making returns. Section 8 provided that the president of any college should be removable at any time at the pleasure of the trustees who elected him. Section 9 required that all fees for diplomas or medical degrees granted by any college should be paid into the treasury of said college and no part thereof should be

received as a perquisite of any officer of the college. Section 10 provided that no inn-holder, tavern, boarding-house or livery stable keeper should give credit to students without the consent of the officers of the college or other literary institution. Section 11 provided that no license should be given to any person guilty of giving credit to students. Section 12 provided that if any person should, contrary to this provision, give credit to a student, he should forfeit a sum equal to the amount so credited. Section 13 prescribed a penalty for interrupting or disturbing schools. Section 14 made parents and guardians liable for all injuries done by a minor to school property. Section 15 provided that in the construction of this act, the word "town" should include "city" and "plantation," wherever consistent with the context. Section 16 provided that all provisions of the school law should apply as well to executions against school districts as against towns. Article XI contained three sections and treated of teachers' institutes. Section 1 provided for holding teachers' institutes for not less than ten working days, "said meetings to be held annually in different sections of the county and not oftener than once in four years in the same or adjoining towns, except in those counties where suitable places cannot be obtained for said meeting." Section 2 provided that a sum not to exceed two hundred dollars should be expended for the support of each institute. Section 3 authorized the governor to draw his warrant upon the treasury for a sum not exceeding twenty-six hundred dollars annually to meet the expenses of the institutes.

Article 12, consisting of one section, repealed by title all acts inconsistent with this act.

Chapter 233, of the public laws of 1852, extended the term for which school districts might borrow money, from five to ten years.

Chapter 243 of the acts of 1852 provided for the establishment of graded free schools by the union of two or more school districts. Chapter 268 of the same year specified that supervisors of schools should be elected annually. Chapter 293 of the public laws of 1852 is entitled "An act establishing a commissioner of common schools in each county in the State." Section 1 of this act required the governor and council to appoint, annually, a commissioner of common schools in each county of the State,

to hold office for one year from the first day of May. Section 2 specified the duties of the commissioner "to spend at least fifty days (during the term of the winter schools) in visiting the towns in his county, for the purpose of promoting, by addresses, inquiries and other means, the cause of common school education, and annually to make a report to the legislature of his doings under this act, of the character of teachers and of the order and condition of the schools and schoolhouses in his county, together with all such other information and suggestions as his experience and observation may enable him to offer, calculated to advance the cause of popular education." Section 3 forbade the school commissioner to be interested, directly or indirectly, in the sale of school books under penalty of forfeiting his office and being ineligible to reappointment. Section 4 fixed the compensation of the school commissioners at two hundred dollars per year "in full for all services rendered and expenses incurred." Section 5 required the commissioners to be sworn. Section 6 is as follows: "All the sections of an act approved August twenty-seventh, in the year of our Lord one thousand eight hundred and fifty, establishing teachers' institutes, a board of education and secretary, and also all other acts and parts of acts inconsistent with the provisions of this act are hereby repealed." In accordance with the provisions of this act, the following named gentlemen were appointed as school commissioners in their several counties, viz: York, R. A. Chapman, Biddeford; Cumberland, John M. Adams, Portland; Lincoln, Daniel Small, Thomaston; Hancock, Charles Jarvis, Ellsworth; Washington, Robert N. Smith, Calais; Kennebec, David Fales, Augusta; Oxford, William Frye, Bethel; Somerset, William M. E. Brown, Solon; Penobscot, Joseph Bartlett, Bangor; Franklin, A. B. Caswell, Farmington; Aroostook, George A. Nourse, Limestone; Waldo, Nathan G. Hichborn, Prospect; Piscataquis, Valentine B. Oak, Sangerville. Messrs. Chapman of York and Smith of Washington declined to accept, and Abner Oaks of Kennebunk and George F. Talbot of East Machias were substituted. Whatever work they may have done is unrecorded for no reports remain, if any were ever made. In 1853 the list of commissioners appears as follows, viz: York, Caleb B. Lord, Limerick; Cumberland, John N. Adams, Portland; Lincoln,

Joseph T. Huston, Bath; Hancock, Charles Jarvis, Ellsworth; Washington, George F. Talbot, East Machias; Kennebec, William B. Snell, Winthrop; Oxford, Mark H. Dunnell, Hebron; Somerset, Henry D. Wyman, Skowhegan; Penobscot, Henry B. Haynes, Bangor; Waldo, Edward H. Cutler, Belfast; Piscataquis, Ephraim Flint, Dover; Franklin, Eben F. Pillsbury, Kingfield; Aroostook, Jotham Donnell, Houlton. The system of county school commissioners was hardly given a trial before the law establishing it was repealed.

By an act approved March 30, 1853, the amount to be raised and expended by towns for the support of schools was raised from forty to fifty cents per inhabitant, exclusive of all other funds for school purposes. This act also empowered any town to choose a supervisor of schools instead of a superintending school committee, if the town so desired. The age of truants was changed from "six and fifteen" to "four and twenty-one," thus bringing all persons enumerated as scholars under the penalties of the truant law.

Chapter 80 of the public laws of 1854 prescribed the method of assessing school taxes in districts formed of parts of two or more towns.

Chapter 89 of the public laws of 1854, by which the system of county school commissioners was abolished and a State superintendent of common schools appointed, is of so much importance that it is given entire.

An Act to provide for the appointment of a superintendent of common schools and for county conventions of teachers.

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

Section 1. There shall be appointed by the governor and council a superintendent of common schools, who shall be duly sworn and whose term of office shall continue for three years from the first day of May next; and on the expiration of said term, or the occurrence of a vacancy in said office by death, resignation or removal, a new appointment shall be made for a like term of three years.

Sect. 2. It shall be the duty of the superintendent to devote his time to the improvement of common schools and the promotion of the general interests of education in this state. He shall

carefully investigate the operation of our common laws; collect information in regard to the arrangement of school districts, the location and construction of schoolhouses and the use of the best school apparatus; consult and advise with superintending school committees on the selection of text-books adapted to the wants of schools, and on the methods of ascertaining the qualifications of teachers, and of visiting and examining schools, inquire into the most approved modes of teaching, and the best means of training and qualifying teachers for their duties; examine the returns made by superintending school committees to the office of Secretary of State, and obtain from them such facts and statistics as may be useful, and, in general, procure information from every available source, for the improvement of common schools.

Sect. 3. It shall be the duty of the superintendent, by correspondence with teachers, school officers and others, and by public addresses from time to time in different parts of the State, to disseminate the information he may have acquired, and endeavor to awaken a more general interest in public education.

Sect. 4. The superintendent shall annually, prior to the session of the legislature, make a report to the governor and council of the results of his inquiries and investigations, and of the facts obtained from the school returns, including such suggestions and recommendations as in his judgment will best promote the improvement of common schools.

Sect. 5. The superintendent shall receive an annual salary of twelve hundred dollars, payable quarterly, and he shall render an account of his traveling and other necessary expenses to the governor and council, to be by them audited and paid out of the treasury of the State.

Sect. 6. The superintendent shall prepare blank forms for all returns which are required by law, or which he may deem necessary to be made by school officers and teachers; and such blank forms shall be printed and distributed by the Secretary of State.

Sect. 7. It shall be the duty of all superintending school committees, supervisors and district committees, whose annual reports shall be printed, to forward copies thereof to the superintendent.

Sect. 8. The superintendent shall hold annually, in each county, a teachers' convention, to continue in session one week at least; and it shall be his duty to give due notice of such convention to all teachers and persons proposing to become such, and to invite their attendance for the purpose of mutual consultation, discussion and instruction; and for that of receiving lectures and addresses on subjects relating to education and the duties of teachers.

Sect. 9. The superintendent shall attend and have charge of each convention; and shall employ suitable instructors and lecturers to instruct and address those who may there assemble, with the view of aiding them in qualifying themselves for a better and more successful discharge of their duties as teachers.

Sect. 10. For the purpose of defraying the expense of the teachers' conventions, there shall be annually appropriated the sum of two thousand dollars, to be expended by the superintendent; and he shall render to the governor and council an annual account of his expenditure of the said appropriation, to be by them examined and audited.

Sect. 11. The act entitled "An act establishing a commissioner of common schools, in each county in the State," passed the twenty-sixth day of April, in the year of our Lord one thousand eight hundred and fifty-two, is hereby repealed.

Sect. 12. This act shall take effect and be in force from and after its approval by the governor.

Mr. Charles H. Lord of Portland was the first State Superintendent of Common Schools, having been appointed June 12, 1854. His report is a scholarly production, making thirty-six printed pages, and is devoted to an account of his visits to schools in various portions of the State and of his observations and experiences during those visits. The particular evils spoken of in the report are irregularity in attendance, want of interest on the part of parents, lack of discipline, incompetent teachers and improper classification. He recommended a normal school for the instruction of teachers and some means of awakening an intelligent interest on the part of parents. His report contains no tables nor statistics regarding schools or the expense of their maintenance.

Chapter 104 of the Public Laws of 1854 gave towns the right to determine the number and limits of school districts and, if

necessary, to divide or discontinue any district or to annex it to any other district or town. These changes could only be made upon the written recommendation of the selectmen and superintending school committee of the town, who were constituted a committee for that purpose. Section 2 of this law raised the per capita tax from fifty cents to sixty cents exclusive of all moneys received from any other source for the support of common schools. Section 3 made it the duty of the school agent to expend the money apportioned to his district for the support of schools taught by instructors, duly qualified, in said district, within the year for which such agent was chosen. If the agent neglected or refused to expend the money as the law required, the municipal officers were empowered to appoint a special agent who should be sworn and should have all the powers and perform all the duties of the school agent for said district.

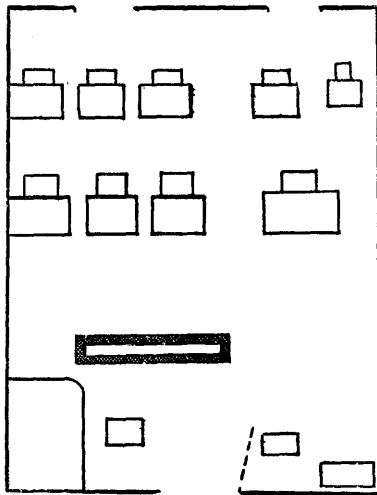
Sect. 4 authorized any city or town choosing a committee, with the powers of committees and agents, to elect one-third of such committee annually and for three years, instead of electing the whole committee annually as formerly. Section 5 gave school districts the right to elect a district committee in the same manner as was allowed to towns. Section 6 required the State Treasurer to set apart all moneys received from the sale of school lands, to serve as a permanent school fund, the interest of which at six per cent. should be annually distributed among the several cities and towns in the State according to the number of inhabitants. Section 7 empowered towns to take land for schoolhouses if the owner refused to sell, and gave the selectmen, or mayor and aldermen, power to select a lot, not exceeding in quantity forty square rods and at least ten rods from any dwelling-house, and to appraise the damages in the same manner as is provided for laying out town ways.

Section 8 provided that if the owner of the lot was not satisfied with the appraisal he might have the matter settled by a jury appointed by the County Commissioners. The land so taken should revert to the owner when it had ceased for two years to be used for school purposes.

In March, 1855, Mark H. Dunnell of Norway was appointed to succeed Mr. Lord as State Superintendent of Common Schools. Mr. Dunnell made a very carefully written report,

followed by full statistical tables, also plans for schoolhouses and common school apparatus and extracts from the reports of superintending school committees of many of the cities and towns throughout the State. The following "summary of statistics relating to the Common Schools of the State for the school year ending April 1, 1855," is given in this report.

Number of towns in the State,.....	384
Number of towns that have made returns,.....	379
Number of towns that have made no returns,....	5
Number of organized plantations,.....	99
Number that have made returns,.....	62
Number that have made no returns,.....	37
Number of school districts in the State,.....	3,965
Number of parts of districts,.....	277
Number of children in the State between the ages of 4 and 21 years,.....	238,248
Number of scholars in the summer schools,.....	123,641
Average number in the summer schools,.....	91,894
Number of scholars in the winter schools,.....	142,220
Average number in the winter schools.....	100,560
Mean average in summer and winter schools....	96,227
Ration of mean average to whole number,.....	.44
Number of male teachers,.....	2,559
Number of female teachers,.....	4,137
Average wages of male teachers per month, ex- clusive of board,.....	\$20 57
Average wages of female teachers per week, ex- clusive of board,.....	1 90
Average length of all the schools for the year,...	18.9 weeks
Amount of money raised by taxes for the support of schools in 1854,.....	\$333,019 76
Amount required by law,.....	281,148 00
Excess over amount required by law.....	51,871 76
Amount of money received from State,.....	54,398 96
Amount received from local funds,.....	16,990 57
Amount expended for private schools.....	23,843 00
Number of schoolhouses built the past year,....	128
Cost of same,.....	\$62,808 00
Aggregate amount expended for school purposes the past year,.....	491,060 29



PLAN OF SCHOOLROOM IN UNORGANIZED TOWNSHIP.

Number of good schoolhouses in the State,	1,752
Number of poor schoolhouses,	2,088
Estimated value of the schoolhouses in the State, \$870,005 00	
Average amount of school money raised per scholar,	1 36
Amount received from the State per scholar,	30
Number of towns that have raised, as required in 1854, 50 cents per inhabitant,	292
Number of towns that have raised less than 50 cents per inhabitant,	75
Percentage of the valuation of 1850 appropriated to common schools, in mills and tenths,	3.4
Number of towns that have raised \$3.00 or more per scholar,	3
Number of towns that have raised \$2.00 and less than \$3.00	23
Number of towns that have raised \$1.00 and less than \$2.00	334
Number that have raised less than \$1.00.	22

During the year 1855 teachers' conventions were held in every county. These conventions in most instances continued through five days. Sixty-nine public lectures were delivered at the evening sessions of the conventions, and much interest was manifested. The number of teachers in attendance at all of the conventions was 1,691.

Chapter 127 of the public laws of 1855 provided that superintending school committees should be entitled to all necessary traveling expenses. Chapter 128 stated that one-half of the fine for violation of the school laws in regard to disturbing schools should go to the complainant. Chapter 147, of 1855, directed municipal officers and school committees "annually to apportion ten cents of the sixty cents required to be raised" per inhabitant "in such manner as in their judgment shall give to the smaller districts a more equal opportunity of enjoying the benefits of common school education with the larger districts."

Chapter 154, of 1855, required towns to make all needful provisions concerning habitual truants. A resolve, approved April 9, 1856, authorized the land agent, under the advice and direction of the governor and council, to set apart a quantity of the public

lands equal to twenty-four half townships, "to be reserved and applied for the benefit of common schools, and to be held in trust for that purpose only." This resolve provided for the sale of not more than one township each year, the proceeds to be appropriated as a permanent fund for the benefit of common schools, the interest of which fund should be annually distributed among the towns according to the number of scholars. Chapter 228 of the public laws of 1856 provided that when three school committee were elected at one time, they should at their first meeting designate by lot one member to remain in office three years, another two and the other one year. Chapter 230 of the laws of 1856 repealed the act passed in 1855 directing that ten cents of the sixty cent per capita tax should be distributed among the smaller districts.

J. P. Craig of Readfield, was appointed State Superintendent of Common Schools for the year ending December 31, 1856. From the statistics of his report the following items are taken, viz:

Whole number of children between 4 and 21,	241,097
Average number in school for the year,	89,712
Average wages of male teachers per month,	\$21 96
Average wages of female teachers per week,	2 11
Aggregate expenditures for school purposes in the State,	\$499,424 00

Teachers' institutes were held during this year in every county.

By a resolve approved April 13, 1857, it was directed that twenty per cent. of all moneys accruing from the sale of the public lands should be added to the permanent school fund for the benefit of common schools. The State Superintendent was directed to prepare in pamphlet form a compilation of the laws relating to public schools for distribution among the school officers throughout the State. By a resolve approved March 6, 1857, the sum of three hundred and fifty dollars was appropriated from the State Treasury to be expended by the school committee of Oldtown for education among the Penobscot Indians.

Mark H. Dunnell was appointed State Superintendent in 1857 and remained in office until 1860, during which period there

were no important changes in school legislation. The first State teachers' convention ever held in Maine met in Waterville, on the 16th of November, 1859, and continued in session three days. The exercises consisted of lectures and essays upon educational subjects, followed by discussion. A State Teacher's Association was organized, officers were chosen, a constitution and by-laws adopted and provision made for an annual meeting. Chapter 163 of the laws of 1860 gave towns the power to apportion ten per cent. of the per capita tax for the benefit of the smaller districts. Chapter 192 of the public laws of 1860 repealed the act providing for teachers' conventions. Section 1 of this act appropriated eighteen hundred dollars for that year and directed that thirty-six hundred dollars should thereafter be annually appropriated for the support of normal schools in connection with eighteen academies in the State. Section 2 provided that in each of these academies a normal school should be "kept" during the spring and fall terms, each term to be not less than eleven weeks, with suitable and qualified teachers and good accommodations for at least fifty pupils. Section 3 provided that a committee appointed by the trustees of each academy should examine in common school branches all pupils applying for admission to the normal school, and if in their opinion two terms of instruction would fit the applicant to teach, they should give him or her a certificate of admission. Care was to be taken that an equal number, population considered, should be admitted from each town. Females were to have preference in the spring term and males in the fall term. Section 4 prescribed that each male student should pay, upon entering, one dollar, and each female student fifty cents per term in full for tuition for said term. Section 5 required the State Superintendent to visit each academy during each term of normal school, examine the course and character of instruction and make such rules for the management of the school as he saw fit. Section 6 reduced the salary of the State Superintendent from twelve hundred to one thousand dollars per year, with not exceeding four hundred dollars for expenses. The remaining sections provided that the trustees of the several academies designated should make full returns, at the close of each term, to the Secretary of State on blanks furnished by him

and prepared by the State Superintendent. Also that in case any academy designated should decline or fail to accept the provisions of the act, the governor, with the advice of the State Superintendent, should name some other academy in the same county. Also that former acts inconsistent with this act be repealed.

Mr. E. P. Weston was appointed State Superintendent in 1860 for the term of three years. The act providing for county normal schools was amended by Chapter 12 of the public laws of 1861. This act provided, first, that the two hundred dollars allowed each academy should be paid in installments of one hundred dollars each on the first day of May and November annually, on certificate of the State Superintendent that the law had been complied with. Second, each term of normal instruction should continue ten weeks. Third, the superintendent should prescribe such qualifications for admission as would enable the students to pursue their subsequent course with uniformity and success and the committee should issue certificates of admission to those who passed a satisfactory examination. Fourth, each student was required to pay three dollars per term for instruction in the normal course. Fifth, in case the academy designated in any county should fail to fulfill the provisions of the act, and no other school in the county be selected, the superintendent was authorized to hold a normal institute, not exceeding ten days, at any suitable place in the county, provided he is assured that not less than one hundred students desire to attend the institute; and he was allowed to draw the amount appropriated for the normal school of such county, to defray the expenses of said institute.

Chapter 55, of the public laws of 1861, gave districts maintaining graded schools the right to raise money by taxation for the support of such schools. It also raised the amount allowed the State Superintendent for traveling and other expenses from four hundred dollars to five hundred dollars per year.

During the same year the truant law was amended, making the age of compulsory attendance at school "between six and seventeen" and requiring towns to appoint one person instead of three to make complaint for violations of the truant law. Chapter 72 of the public laws of 1862 repealed the laws provid-

ing for county normal schools and made it the duty of the State superintendent to visit the academic institutions when "consistent with his other duties" and "assist the teachers' classes there organized in acquiring a familiarity with the best methods of instruction and school management." Section 3 of this act is as follows: "With the view to the future establishment of one or more state normal schools which, in point of character, shall be worthy of the State and the age, the superintendent is authorized to receive from any individuals or from the trustees of any institution, proposals for conducting the same, with offers of buildings, funds and apparatus, the same to be reported to the next legislature for such action as the circumstances of the State and of the treasury may warrant."

Chapter 92, of 1862, reduced the amount allowed the State Superintendent for traveling and other expenses from five hundred dollars to two hundred dollars. Chapter 103, of 1862, repealed the provision of the school law allowing towns to choose a supervisor of schools and inserted in its stead a clause allowing the school committee to appoint one of their number who should have power to visit and examine schools and make the annual report. It struck out the clause requiring a schoolhouse to be "ten rods at least from any dwelling house." It made it the duty of the superintending school committee to select a uniform system of text-books to be used in the schools of the town, and provided that a text-book once adopted should not be changed for five years unless by vote of the town. It also provided that the school agent should call a meeting of his district, annually, in the month of March or April, without any written application. Chapter 210, of the public laws of 1863, provided for the establishment of two normal schools. The term of office of Superintendent Weston having expired, he was reappointed, in 1863.

Chapter 217, of 1863, remitted to the banks of the State an amount of their State tax equal to the amount required to be paid to the United States by the law establishing the national banks. This remission took from the school fund over \$39,000. Chapter 329, of the resolves of 1864, directed the land agent to sell the lumber and timber upon "any township of land belonging to the State not already selected for the permanent school fund and not otherwise appropriated," "the proceeds of said sale of

lumber and timber to be paid into the State Treasury for educational purposes. The Western State Normal School was opened at Farmington August 24, 1864. State Superintendent E. P. Weston resigned his office at the close of the year 1864 and Rev. Edward Ballard of Brunswick was in May, 1865, appointed to succeed him.

The amount of school fund derived from the bank tax continued to decrease, and to supply the deficiency the amount to be raised by the towns for the support of schools was increased from sixty cents to seventy-five cents for each inhabitant and any town neglecting to raise the required amount was by law deprived of its share of the State school fund. Each school agent was required to return to the school committee, in the month of April, annually, a certified list of the names and ages of all persons in his district from four to twenty-one years, as they existed on April first, excepting those coming from other places to attend any college or academy or to work in any factory or other business. In case the agent neglected to make the enumeration, the school committee were required to do it, the expense to be taken from the amount apportioned the district. The committee were required to return to the assessors, on or before the fifteenth of May, annually, the number of scholars in each school district. Any district maintaining graded schools was allowed to raise for their support a sum not exceeding that received from the town. In order to increase the amount of money available for the common schools the legislature passed a resolve in 1866, "That the residuary interest of the State in the public lands shall be applied in aid of the permanent school fund of the State."

In 1867, the State Teachers' Association held a meeting in Lewiston, the first for several years, and a renewed interest was awakened in its behalf. Chapter 77 of the public laws of 1867 allowed assessors of plantations organized for election purposes to take a census of the inhabitants at the expense of the plantation, as a basis for raising and expending school money. Chapter 81 amended the school laws, thereby making it the duty of the Secretary of State to forward blank returns and school registers to the several town clerks, to be by them delivered to the superintending school committee. Chapter 83 fixed the pay of school committees and supervisors at one dollar and fifty cents per day,

and all necessary traveling expenses. Chapter 93 allowed districts to raise money and choose committees to build, buy or hire schoolhouses, and the assessors should assess the tax upon the polls and the estates in the district "including wild lands." Chapter 132 provided that when districts neglected to furnish necessary schoolhouses, the town might vote to do so at its annual meeting. Also that in districts not having any legal voters, the town should transact the business of the district and the school committee should perform the duties of school agents therein. By a resolve the Secretary of State was instructed to cause the school laws to be compiled and 8,000 copies to be printed for distribution. A normal school was during this year established at Castine.

In 1868 the per capita tax to be raised by towns for the support of schools was increased to one dollar for each inhabitant. A resolve was passed giving the sum of two hundred dollars to the Maine Educational Association, which was thus for the first time recognized by the legislature, and which since that time has held regular annual meetings. Another resolve directed the land agent within six months of the passage of the resolve to set apart the ten townships devoted to common school purposes by resolve of March 21, 1864. By far the most important item of school legislation in 1868 was Chapter 221, which stated more definitely the duties of the State Superintendent of Common Schools and required that an office should be provided for him at the State House. This act was as follows:

"An Act to increase the efficiency of the State Supervisor of Common Schools."

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

Section 1. The governor and council shall appoint a state Superintendent of Common Schools, who shall be duly sworn and continue in office three years, or during the pleasure of the executive; and when a vacancy occurs, a new appointment shall be made for a like term.

Sect. 2. An office shall be provided for the State Superintendent at the seat of government, where he shall preserve all school reports of this State and of other States which may be sent to his office, the returns of the superintending school com-

mittees of the various towns, and such books, apparatus, maps, charts, works on education, plans for school buildings, models, and other articles of interest to school officers and teachers as may be procured without expense to the State.

DUTIES OF STATE SUPERINTENDENT.

Sect. 3. The duties of the State Superintendent shall be as follows.

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

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

Third—To take such measures as he may deem necessary to secure the holding of a State educational convention once each year, with a view of bringing together teachers, school committees and friends of education generally, for the purposes of consultation with reference to the interests of common schools and the most improved method of instruction.

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

Fifth—To prepare and cause to be printed and distributed such portions of the proceedings of the county and State institutes of teachers' conventions as he may deem important in the furtherance of the interests of education.

Sixth—To prescribe the studies that shall be taught in the common schools of this State, reserving to town committees the right to prescribe additional studies.

Seventh—To act as superintendent of the state normal schools, and perform the duties imposed upon the superintendent of common schools by the ninth section of the act establishing normal schools.

Eighth—Annually, prior to the session of the legislature, to make a report to the governor and council of the result of his inquiries and investigations, and the facts obtained from the school returns, with such suggestions and recommendations as in his judgment will best promote the improvement of common schools.

Sect. 4. The annual salary of the State Superintendent shall be eighteen hundred dollars, exclusive of traveling and other necessary expenses incurred in the discharge of his duties, for which he shall receive such sums as he may actually expend, to be approved by the governor and council, not, however, exceeding five hundred dollars, to be paid quarterly, on the first days of April, July, October and January.

Sect. 5. Sections sixty-two to sections sixty-nine, inclusive, of chapter eleven of the revised statutes, providing for the appointment of a superintendent of common schools, and all acts and parts of acts inconsistent with this act, are hereby repealed.

Sect. 6. This act shall take effect when approved.

On March 30, 1868, Mr. Warren Johnson was appointed State Superintendent of Common Schools. In his first report he emphasizes several causes which stood in the way of the complete success of the school system. The principal among these were the district system, the lack of school inspection, incompetency of teachers, the low rate of wages for teachers and short terms of schools.

Several acts in the interest of education were passed in 1869. Chapter 13, of 1869, made it the duty of the State Superintendent to prepare and forward blanks and registers to the town clerks and the school committees or supervisors were required to make their returns on the first day of May to the State Superintendent, who should ascertain the number of scholars in the several towns and furnish a list of them to the State Treasurer on the first day of July, and immediately thereafter the State Treasurer should apportion the school fund and notify each town of its proportion. No town should receive its proportion

of the school fund until its returns were made. Chapter 50 provided a penalty of not exceeding five hundred dollars for the violation of the law in regard to change of text-books. Chapter 69 allowed cities to take land for schoolhouses in the same manner as towns. Chapter 74 made it the duty of the State Superintendent, on the written request of twenty-five teachers in any county to hold a teachers' institute in that county. An examination of teachers should be held at the close of the session and certificates granted of such grade as deemed best by the State Superintendent. The sum of four thousand dollars was appropriated to defray the expense of these institutes. Chapter 75 was as follows:

An Act for the establishment of county supervisorships of schools.

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

Section 1. The governor and council shall appoint for each county, on the recommendation of the state superintendent of common schools, one person as county supervisor of public schools for each county, whose term of office shall continue three years, unless he be sooner removed by the governor.

Sect. 2. It shall be the duty of the county supervisor to visit the schools of his county as often as practicable, to note at such visits in a book provided for the purpose, to be designated the "Supervisor's Visiting Book," the condition of the school buildings and outhouses, the efficiency of the teachers, the method of instruction, the branches taught, the text-books and apparatus used, and the discipline, government and general condition of each school. He shall give each such directions in the science, art and method of teaching as he may deem expedient, shall distribute promptly all reports, forms, laws, circulars and instructions which he may receive from and in accordance with the direction of the state superintendent, and in general shall act as the official advisor and constant assistant of the school officers and teachers in his county.

Sect. 3. He shall assist the state superintendent in the organization and management of county institutes, and labor in every practicable way to elevate the standard of teaching and improve the condition of public schools in his county, by organizing town and county associations of teachers, and by personal efforts with pupils, school committees, teachers and parents.

Sect. 4. No county supervisor shall act as agent for any author, publisher or book-seller, nor directly or indirectly receive any gift, emolument or reward for his influence in recommending or procuring the use of any book, school apparatus or furniture of any kind whatever in any public school in the State; and anyone who shall violate this provision shall be removed from office, and shall further forfeit all moneys due him from the State for salary and traveling expenses.

Sect. 5. The State superintendent and the county supervisors shall constitute a State board of education, of which the State superintendent shall be *ex officio* secretary, and said board shall hold a session at the capital of the State at least once a year during the session of the legislature, for the purpose of conferring with the legislative educational committee on matters pertaining to the common schools of the State, and to mature plans of operations for the following year, and in general to devise ways and means to promote and elevate the public schools of the State.

Sect. 6. The county supervisor shall receive three dollars per diem for service actually performed in the discharge of his duties, and also reimbursement for traveling expenses necessarily incurred; said services and traveling expenses to appear in his "working report," rendered quarterly to the State superintendent for his inspection, and thence transmitted to the governor and council for their examination and approval; *provided* that the total annual expense for county supervisorships shall not exceed the sum of sixteen thousand dollars.

Sect. 7. This act shall take effect when approved.

The following named gentlemen were appointed as county supervisors for the term of three years: Androscoggin, C. B. Stetson, Lewiston; Aroostook, W. T. Sleeper, Sherman; Cumberland, J. B. Webb, Gorham; Franklin, A. H. Abbott, Farmington; Hancock, Charles J. Abbott, Castine; Kennebec, W. H. Bigelow, Clinton; Knox, A. R. Abbott, Rockland; Lincoln, David S. Glidden, Newcastle; Oxford, N. T. True, Bethel; Piscataquis, W. S. Knowlton, Monson; Penobscot, S. A. Plummer, Dexter; Sagadahoc, D. F. Potter, Topsham; Somerset, G. W. Hathaway, Skowhegan; Waldo, N. A. Luce, Freedom; Washington, W. J. Corthell, Calais; York, Charles H. Milliken, Saco.

The State superintendent issued the following instructions to the county supervisors.

1st, *Preliminary*. Examine carefully the several requirements and provisions of the legislative act by which the office of County Supervisorship was established. A copy of this act has been sent you in circular No. 3.

2nd, *Preparatory*. Lay out your tour for visiting the several towns and districts in your department, while the schools are in session. Determine as nearly as possible the towns to be visited, and time of visitation, notifying the town committee of the same. If all the schools in the county cannot be visited in the same year, omit towns rather than districts, thus doing thorough work in each town. Make the required entries in "Visiting Book."

3d, *Inside Work*. Visit schools in company with the superintending school committee. Ascertain from teacher the classification of the school, order and length of recitations, kinds of charts, apparatus and text-books used, amount of truancy, and witness work of teacher in the regular and ordinary recitations. Take recitations into your own hands if desirable, to wake up pupils and to stimulate teachers. Make suggestions and improvements to teacher directly, or to the committee, as may be deemed politic and prudent.

4th, *Outside Work*. Hold a meeting of teachers, committees, and educators in every town visited, some day or evening of the week to communicate instruction and improved methods of teaching, to ascertain difficulties in the way of success, and in general for mutual consultation in the interests of common schools.

5th. Meet the people as often as possible in different parts of the county, for plain talk on various school matters, according to the wants of particular localities, such as "Better and larger School Houses," "Compulsory Attendance," "School District System," "Union of Districts," "Text-books," etc.

6th. Make frequent use of the county papers and the press generally. The press is most emphatically a power ready for every good work. A column of educational intelligence will indicate life in the educational body, and will exert a wide-spread influence through the community.

7th. Prepare fully for the annual County Teachers' Institute. Rouse teachers to an earnest desire for attending. Secure the required petition. Select place for holding the institute. Provide accommodations for teachers; free for the ladies if possible, and in general, arranging for and managing the institute.

8th. Make quarterly returns of per diem and traveling expenses, and of the "Visiting Book." Make an annual report December 1, embracing at least the following points:

(a) A general review of work done during the year. (b) General condition of schools and schoolhouses, quality of instruction and educational interest among the people. (c) Of County Institutes and teachers' meeting, if any have been held. (d) Defects of school system in Maine, and recommendations applying thereto.

The foregoing directions will indicate a plan of operations for the whole State. Teachers will be provided for the annual County Institutes to be held between the first of August and the last of November. Supervisors will report at the earliest opportunity the most desirable time for holding the Institute in their respective counties, that notice may be issued and arrangements made accordingly."

From the excellent report of State Superintendent Cortwell for 1876, which report has been of much assistance in making up this sketch, the following extract is made:

"The teachers' institutes, revived this year, were largely attended. Thorough preparation was made for them by the county supervisors. Twenty-nine institutes of one week each were held. Two thousand six hundred and fifty teachers attended. Examinations of teachers were held at the close of these institutes, and a graded certificate granted to all examined, showing the exact rank obtained by each.

A new impulse was given to the schools of the State by means of this new agency of inspection. The classification of the schools was greatly improved, the average number of classes being reduced from twenty-five to sixteen. The poorer and more incompetent teachers were driven from the business. A greater public interest in education was aroused. The demand for competent teachers was increased. Teachers were stimulated to new efforts, both to fit themselves for their work and to do better work."

In 1870 the first movement was made toward the abolition of the district system, by the passage of a law permitting towns to abolish the districts and providing the way for the town to own all school property and manage all public schools. Another law authorized the committee or supervisor to employ teachers. Another empowered towns to purchase school books and loan them to the pupils or sell them at cost. The school week was fixed at five and one-half days and the school month at four weeks. School officers were empowered "to allow the schoolhouse to be used for meetings of religious worship, lectures and other similar purposes."

Several changes in the corps of county supervisors were made during 1870. C. J. Abbott, of Hancock, resigned and William H. Savary was appointed. G. M. Hinds was appointed in Knox County, vice A. R. Abbott, deceased. Amos H. Eaton was appointed in Somerset County, vice G. W. Hathaway, resigned. M. K. Mabry was appointed in Knox County, vice C. H. Milliken, resigned. By three several acts passed in 1871, cities and towns were authorized to make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools; school officers were empowered to endorse and make valid any graded certificates issued to teachers by normal school principals, county supervisors or State superintendent of common schools, and towns were permitted to decide by vote, at the annual meeting whether the district agent or superintending school committee should employ teachers. Superintendent Johnson was reappointed in 1871 for a term of three years. D. F. Potter, Supervisor for Sagadahoc County, resigned and S. F. Dike of Bath was appointed in his place.

Some very important school legislation was enacted in 1872. Chapter 3 more clearly indicated how land may be taken for a school lot when the owner refused to sell or demanded an exorbitant price. Chapter 11 required state normal schools and schools having normal departments aided by the State, to make annual returns to the State Superintendent, on or before December first. Chapter 43 established the school mill fund for the support of common schools. This act directed that a tax of one mill per dollar should be annually assessed upon all the property of the State and should be paid into the State treasury and

designated as the school mill fund and should be distributed July first, annually, to the several cities, towns and plantations, according to the number of scholars in each. All portions not distributed or expended should at the close of the financial year be added to the permanent school fund. Chapter 56 reduced the per capita school tax from one dollar to eighty cents per inhabitant. Chapter 87 repealed the act establishing county supervisorship of schools. Chapter 74 required savings banks to pay to the State treasurer a tax of one-half of one per cent. on all deposits, to be appropriated for the use of schools. Chapter 77 changed the time of the distribution of the mill fund from July first to January first. Chapter 87 provided that when school agents are empowered by the town to employ teachers, they should give written notice to the committee or supervisor, when the school was to commence, whether to be taught by a master or mistress, and how long it was expected to continue. In 1873 the governor and council were instructed to withhold the portion of the school fund and mill tax from any town neglecting to raise and expend the school money required by law or faithfully to expend the school money received from the State. The branches to be taught in common schools were defined. The items to be entered in the school registers were specified. The right of cities and towns to locate school lots was more clearly defined. A penalty for injuring or destroying text-books was provided. An act in aid of free high schools was passed. By this act towns were empowered to establish free high schools and receive from the State "one-half the amount actually expended for instruction in said school, not, however, exceeding five hundred dollars from the State to any one town."

In 1874 State Superintendent Johnson was reappointed for a term of three years. A fine was provided for defacing school-houses. It was specified that the ten per cent. of the school fund allowed to be given small districts should not apply to free high school fund. Some changes were made in the free high school law.

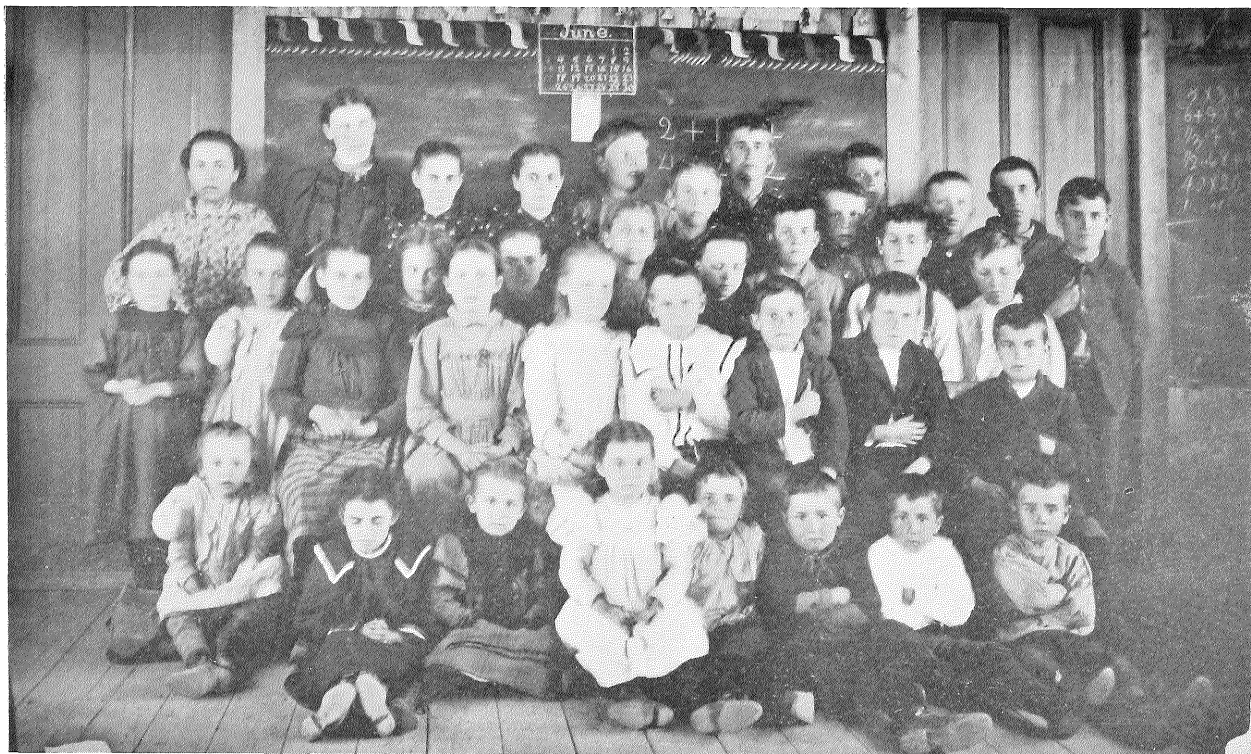
In 1875 the percentage of school money allowed to be apportioned to small districts was raised from ten per cent. to twenty per cent. Towns were allowed to draw State aid for free high schools semi-annually. The act establishing teachers' institutes

was abolished. The State superintendent was instructed to cause the school laws to be compiled and five thousand copies printed and distributed. Every child between the ages of nine and fifteen years was required to attend school at least twelve weeks in each year unless excused by the school officers.

In 1876, the towns were made responsible for the faithful expenditure of the school fund. Chapter 68, of 1876, required municipal officers to make sworn returns of all amounts received and expended for school purposes. Blanks were to be furnished by the State superintendent and no town could receive its share of the school fund until its fiscal returns were properly made. Some slight amendment was made to the free high school law, and school agents were required to make oath to their lists of scholars. In 1876, W. J. Corthell was appointed State superintendent of schools.

In 1877, the law allowing districts to raise money for graded schools was slightly amended and by an act approved February 8, 1877, it was provided that no money appropriated to the use and support of public schools should be paid from any city, town or plantation treasury, for schools except upon the written order of the municipal officers and no order should be drawn except upon receipt of a properly avouched bill of items.

By an act approved Feb. 9, 1878, it was provided that no town or plantation which neglected to raise the amount required by law for the support of schools should, during that year, receive any part of the State school fund. An additional normal school was established in 1878 at Gorham. Mr. Corthell resigned his position as State superintendent and accepted the place of principal of the new normal school, and N. A. Luce was appointed to succeed him. Mr. Luce entered upon the duties of his office December 31, 1878 and served until the next April, when, owing to a political change in the State administration, he was removed and was succeeded by Hon. Edward Morris of Biddeford. In February, 1880, the political character of the administration having again changed, Mr. Morris was removed and Mr. Luce reappointed. In 1878 the Madawaska training school for teachers was established and the towns in the "Madawaska territory," so called, were exempted from raising the per capita tax of eighty cents for schools and a special sum was named for each town or plantation to raise.



A WILDERNESS SCHOOL.

By an act approved February 20, 1879, the governor and council were authorized to send such deaf mutes as they deemed fit subjects for instruction, at the expense of the State, to the American Asylum at Hartford, Conn., or the Portland school for the deaf. Chapter 131, laws of 1879, provided that the Free High School act of 1873 and the act of the same year enabling academies to surrender their property to towns in favor of free high schools, should be suspended for one year. Chapter 146, of 1879, entitled "An act in relation to Free High Schools," is as follows: "Any town may establish and maintain not exceeding two free high schools, and may raise money for their support." By these two acts it will be seen that the State aid to free high schools was temporarily withdrawn.

In 1880 the first move towards consolidation of schools was made. Chapter 181, of 1880, provided that when a board consisting of the municipal officers and the school committee, or supervisor, considered that the number of scholars in any district, was too few for the profitable expenditure of the money apportioned to that district, they might suspend the school and expend the money in an adjoining district and might use one-half the money due the suspended school for conveyance of the scholars to and from school in the adjoining district. This law, together with the law already upon the statute books allowing towns to abolish the school districts and assume the management of all public schools in the town, was a long step towards the complete abolition of the district system. Formerly the school district had been the ultimate unit of power in regard to the management of schools and its authority was well nigh supreme. But the handwriting was upon the wall and the old district system was destined to give way to the better methods demanded by advanced ideas upon the subject of school management.

By chapter 229, of 1880, the free high school system, with State aid, was restored, the maximum amount allowed any one town from the State being reduced from five hundred to two hundred and fifty dollars. These two important acts completed the legislation of 1880 in regard to schools.

In 1881, the Maine Pedagogical Society was incorporated "for the purpose of promoting the interests of education and work of instruction in this State." Chapter 24, of 1881, gave school

committees and supervisors the power to close the school in any district "on account of any contagious disease or other good reason." This act was another severe blow to the power and authority of school districts. Chapter 27, of 1881, made women eligible to the office of supervisor of schools or of superintending school committee. By a resolve the sum of eight hundred dollars for each of the years 1881 and 1882 (the State having adopted biennial sessions of the legislature) was appropriated for the expenses of teachers meetings "one meeting or more to be held in each county in the State."

In 1883 the first act passed by the legislature provided that "A plan for the erection or reconstruction of a schoolhouse voted by a town or a district shall first be approved by the superintending school committee." Chapter 101, of 1883, provided that in towns which had abolished the district system, the location of schoolhouses should be designated by vote of the town "at any town meeting called for that purpose." Chapter 129, of 1883, required school committees to make sworn returns of free high schools before the first day of June in each year. Chapter 187, of 1883, provided that, in towns or cities that had abolished the district system, the school committee, or supervisor, should determine the time of commencement and duration of the schools. Chapter 240, of 1883, stated that the school week should consist of five days, (formerly five and one-half) and the school month of four weeks.

In 1885 an act to facilitate the abolition of school districts was passed and the manner in which the town should assume possession of the school property specified. Towns were authorized, in addition to the twenty per cent. allowed on school money raised by the town, to apportion to the smaller districts twenty per cent. of all school money received from the State, except that received in aid of free high schools. Schoolhouses of one story were exempted from the law requiring inner doors to open outward. Chapter 267, of 1885, entitled "An Act relating to scientific temperance instruction in public schools," provided that, in all schools supported by public money or under State control, instruction should be given "in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system." No certificate should

be given any teacher who had not passed a satisfactory examination in reference to this subject.

In 1887 a more stringent compulsory attendance and truant law was enacted. This law required that children between the ages of eight and fifteen years should attend some public school for at least sixteen weeks annually unless equivalent means of education were otherwise furnished. Cities and towns were required to elect truant officers to enforce the law, under a penalty for neglecting so to do of from ten to fifty dollars. Boys who were habitual truants should be committed to the State Reform School. The "Labor law" enacted the same year, provided that no child under fifteen years of age should be employed in any factory, except during vacations of schools, unless he had attended school sixteen weeks during the preceding year. Chapter 100, of 1887, specified more distinctly what the course of study should be in free high schools and also provided the manner in which pupils from without the town might be admitted to these schools. The law allowing towns to apportion twenty-five per cent. of the school money received from the State to small districts was repealed at this session.

In 1889, towns were authorized to contract with any academy or high school for the tuition of their scholars and to receive the same aid from the State as if they had established a free high school within the town. Towns were allowed, by vote on an article in the warrant calling any legal meeting, to employ the supervisor of schools to teach in the town and fix his compensation. In such case, a certificate should not be required. Music was added to the course of study in free high schools. Towns were allowed to raise money for the support of evening schools. The most important law in relation to schools passed in 1889 was the free text-book law. Formerly it was optional with towns to provide books, but this law changed the word "may" to "shall," thus providing that "Towns shall provide school books for the use of pupils in the public schools, at the expense of said town; and all money raised and appropriated for that purpose shall be assessed like other moneys." School committees were required to make necessary regulations for the distribution and preservation of school books and appliances furnished by the town.

In 1891, it was enacted that all teachers in the public schools should devote not less than ten minutes of each week of the school term to teaching the principles of kindness to birds and animals. Also that "the elements of the natural sciences, especially as applied to agriculture," should be taught in the schools.

In 1893, the age of pupils allowed to attend the public schools was fixed between the ages of five and twenty-one years. The powers and duties of truant officers were more clearly defined. Scholars living at lighthouse stations, not included in any school district, were allowed to enter any school in the State without paying tuition. The most radical school legislation enacted at the session of 1893 was "An Act to abolish school districts and to provide for more efficient supervision of public schools." More than 150 towns in the State had voluntarily abolished the districts and adopted the town plan of management of schools and the advantages of this change were so apparent to the majority of the educators of the State that it seemed that the time had come when public opinion would sustain a law making this abolition compulsory and general throughout the State. Much discussion followed the introduction of the bill in the legislature and a most exciting contest was waged against it. In the end, however, the friends of the town system prevailed and the law received a passage. A course of study for the common schools was provided and, in the large percentage of the rural schools in which it has already been adopted the course of instruction has been conducted upon a more methodical plan and has been attended with far better results. The law of 1893 provided that "the management of schools and the custody and care of all school property in every town shall devolve upon a superintending school committee consisting of three, five or seven members in each town, as the town may elect, who shall be chosen by ballot at the annual meeting;" said committee shall have power to fill vacancies occurring during the interim between annual meetings and shall annually elect one of its members supervisor of schools, who shall be, *ex officio*, secretary of the committee, shall make the annual enumeration of scholars required by law and shall examine the scholars and inquire into the regulations and discipline thereof and the proficiency of the scholars, for which purpose he shall visit each

school at least twice each term. He shall make all reports and returns relating to the schools of the town * * * and perform such other duties as said committee shall direct. Provided further, that in case the town so authorize, in lieu of the supervisor herein provided for, a superintendent may be elected who may or may not be a member of the committee. Said committee shall serve without pay, but the supervisor or superintendent by them elected, shall receive for his services such sum as the town shall annually vote therefor, which sum shall in no case be less than two dollars per day for every day of school service."

In 1895 this law was amended so as to require the committee to "elect a superintendent of schools who may or may not be a member of the committee." His powers and duties are the same as in the law of 1893. The text-book law was amended so as to allow parents to provide their scholars with books for their separate and exclusive use if they wished so to do. It was also provided that whenever there should be in any unincorporated township two or more children of school age residing within three miles of a school in any adjoining town or plantation, the school officers in said adjoining town might enumerate and they should have the right to attend school in that town. The treasurer of State was directed to pay to the treasurer of the town where these scholars were enumerated and schooled, the interest on the reserved land fund of the unorganized township not to exceed three dollars for each child.

In 1895, provision was made for a State examination and certification of teachers. Graded certificates should be given to those who passed a satisfactory examination, indicating the grade of schools which the person named is qualified to teach. School officers were to accept these certificates in lieu of the personal examination required by law. A sum not exceeding five hundred dollars per year was allowed for the expenses of the examination. In 1895, Hon. N. A. Luce retired from the office of State superintendent and W. W. Stetson of Auburn was appointed to succeed him.

In 1897, several laws were passed in relation to schools. Chapter 237 changed the title of State superintendent of common schools to "State superintendent of public schools." Chapter 260 provided that towns should pay the expense of text-books, apparatus and appliances for the use of

schools, including free high schools, also repairs, insurance of schools, including free high schools, also repairs, insurance and improvements upon school grounds out of money raised for that purpose and not from the school fund. Chapter 264 required all educational institutions receiving State aid to report annually to the State superintendent of schools. Chapter 273 directed the State superintendent to furnish the school officers of towns proper blank books for keeping itemized accounts of all receipts and expenditures, which books should remain the property of the State. Chapter 286 amended the law in regard to education of children in unorganized townships. It was made the duty of the State superintendent to cause an enumeration of the children to be made out and returned to him and to provide for the schooling of the children, either by establishing a school in the township or by sending the children to schools in adjoining townships, or both, as he deemed expedient. If the interest on the reserved fund of the township was not sufficient to pay the expense of at least twenty weeks schooling each year, the State treasurer was directed to pay the same sum per scholar as was apportioned to scholars in organized towns. The inhabitants of the township so aided were required to pay to the State treasurer twenty-five cents for each inhabitant before receiving any aid from the State. Chapter 289 required town superintendents to furnish such information as the State superintendent should at any time require. Chapter 295 provided that any school that failed to maintain an average of eight pupils for the year should be discontinued, unless the town voted to continue it. The superintendent of schools in each town was directed to procure the conveyance of all pupils to and from the nearest school when the pupil resided at such a distance as to render such conveyance necessary. As the law did not state who should decide whether or not conveyance was necessary, much friction was caused. Chapter 296 allowed towns having not less than twenty-five or more than fifty schools to unite in the employment of a superintendent. When a union of towns had raised by taxation a sum not less than five hundred dollars for the support of a superintendent of schools, the State should pay to each town in the union, one-half the amount expended for superintendence up to a maximum of two hundred and fifty dollars to any one town or of seven hundred and fifty dollars

to any union of towns. Persons employed as superintendents under this act must hold a State certificate and devote their entire time to superintendence. Chapter 299 made it necessary for candidates for admission to free high schools to be examined before entering, and amended the course of study by adding "the studies which are taught in secondary schools." Chapter 321 gave school committees power to fill vacancies in the office of truant officer.

In 1899 the law in regard to conveyance of scholars was amended by a clause requiring conveyance to be furnished when "in the judgment of the superintending school committee" it was necessary. School officers were allowed to pay the board of scholars near any school, instead of furnishing conveyance if they deemed it feasible to do so. The governor and council were authorized to withhold the State school fund from towns neglecting to raise and expend the school money required by law or to examine teachers, have instruction given in subjects prescribed by law, or to furnish suitable text-books. A most stringent truant and compulsory education law was passed in 1899. This law required every child, between the ages of seven and fifteen, inclusive, to attend some public school during the time the school is in session unless excused by the school officers. All persons having children under their control were required to cause them to attend school as required by the law, under penalty of a fine of not exceeding twenty-five dollars for every offense or of imprisonment not to exceed thirty days. Any child who should be absent, without sufficient excuse, six or more times during any term should be deemed an habitual truant and if, after due admonition, the truancy was continued, the child, if a boy, might be committed to the State Reform school and if a girl, to the State Industrial school for Girls, or to any truant school that may hereafter be established. Any person having control of a child who is an habitual truant and who shall in any way be responsible for his truancy, shall be subject to a fine not exceeding twenty dollars or to imprisonment not to exceed thirty days. Cities and towns were required to elect truant officers, under a penalty for neglect of from ten to fifty dollars. An act to provide for the schooling of children in unorganized townships was passed, all other acts for this purpose being thereby repealed. By this act, the superintendent

was required to cause an enumeration of the children in all unorganized townships having two or more children of school age, and to provide for their schooling, either by establishing schools upon the township or by sending them to schools in adjoining towns. No township can have the benefit of the act until the inhabitants shall pay to the State Treasurer a sum equal to twenty-five cents for each inhabitant. The State superintendent should have the power to appoint agents for the several townships in which schools were established, whose duty it should be to enumerate the scholars, collect the per capita tax, employ the teacher and attend to all necessary details, for which work he should be paid not to exceed two dollars a day when actually employed and regular traveling expenses. When the interest on the reserve fund and the amount of the per capita tax of twenty-five cents was not enough for the expense of any school for at least twenty weeks in a year, the remainder of the expense should be paid from the fund appropriated by this act, which fund was an appropriation of fifteen hundred dollars annually.

The Free High School act was amended by making the school committee, with an equal number of the board of trustees of any academy, receiving scholars by contract with the towns, a joint committee for the election of all teachers and for the arrangement of the courses of study when such academy has less than \$10,000 endowment.

Provision was made for the education of blind children at the Perkins Institute for the Blind at South Boston, Mass.

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 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 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 increased from 157 in 1875 to 256 in 1898.

The law raising the grade and requiring all applicants for admission to free high schools to be examined had the effect to discontinue a number of schools which were high schools in name only, so that the number in 1899 was reduced to 220 and in 1900 to 214. While the number of free high schools was thus reduced, their rank as secondary schools was much advanced and in very many of them pupils are now fitted for college.

NORMAL SCHOOLS.

In 1860, normal departments were established by the legislature in eighteen academies, but the experiment not proving satisfactory they were discontinued in 1862.

In 1863, the Western State Normal school was located at

Farmington and on the 24th of August, 1864, the first term of the school opened, and during this term the number of pupils reached fifty-nine, from thirteen of the sixteen counties of the State. The school was placed under the joint control of the governor and council and the State superintendent of schools. In 1873 the control was transferred to a board of trustees, of which the governor and State superintendent were, *ex officio*, members. Upon the establishment of the school the trustees of Farmington Academy transferred to the State in money, building and lot, property to the amount of \$12,000. Of this \$4,900 was in money, which sum with several thousand dollars more, was expended in the erection of the present main building. The State repaid the additional expenditure in 1867. In 1866, the sum of \$100 was appropriated for the purchase of books. A piano was presented to the school by Hon. J. W. Porter of Strong. In 1867, the sum of \$4,500 was appropriated for the payment of money expended by the trustees, thus giving the State full ownership of the property. In 1869, an appropriation of \$2,500 was made for the completion of the building. The appropriation was from a fund arising from the sale of lands appropriated to the normal schools. In 1870, the sum of \$1,000 was expended on the building and a steam-heating apparatus was furnished at a cost of \$2,000. In 1873, the sum of \$3,500 was appropriated for apparatus and library and cases for the same, for repairing the roof and fencing the grounds. In 1875, there was an expenditure of \$400 for chandeliers and apparatus, and in 1876, an unexpended balance of the normal school fund, amounting to \$1,018, was appropriated for additional heating apparatus, a transit, a spectroscope and for additions to the library. Ambrose P. Kelsey, the first principal of the school, resigned in 1865 and was succeeded by George W. Gage who resigned in 1868. Mr. Gage was succeeded by Charles C. Rounds and he in 1883, by George C. Purington, the present principal. The original school building has given place to an entirely new and much larger structure, thoroughly modern in arrangement, furnishings, ventilation and sewerage, and of a most attractive style of architecture.

EASTERN STATE NORMAL SCHOOL, CASTINE, ME.

This institution was opened very modestly and quietly on the 7th of September, 1867, with but thirteen pupils. Mr. G. T. Fletcher was its first principal. The town of Castine had manifested its interest in the establishment of the school by the loan of an excellent building, completely furnished, free for the use of the school for a period of five years. At the close of the school year, in May, 1868, public examination exercises were held. These exercises were so satisfactory as to attract public attention, and the second school opened in August, 1868, with 51 pupils in attendance. At the close of the school year in May, 1869, the attendance had reached 81 and the first class of eight pupils was graduated. The number of pupils continued to increase and at the close of the fourth year, 140 pupils were in attendance. It now became evident that a building adequate to the needs of the school must be at once supplied. The town of Castine gave a lot of land and the legislature appropriated \$20,000 for the erection of a school building, which was begun in the summer of 1872 and completed in January, 1873, and dedicated with appropriate exercises on May 21st of that year. An excellent clock was presented to the school by John H. Jarvis, Esq., and a large bell of fine tone, by Deacon Samuel Adams. An appropriation of \$5,000 was afterwards made for furniture, library, apparatus, and improvements, and the new school found itself comfortably housed and equipped. The building has since 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 rendered attractive by laying out walks and planting shade trees. Adequate 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. Mr. Fletcher continued as principal until 1879, when he was succeeded by Mr. Roliston Woodbury who held the position until his death, in 1888. Mr. Albert F. Richardson was then appointed and has continued to hold the position until the present time.

GORHAM NORMAL SCHOOL.

In 1878, the legislature made provision for establishing a third normal school at Gorham. The town and citizens of Gorham presented the State with a school building, furnished and ready for occupancy, and the trustees of Gorham Seminary gave a dormitory, with its furnishings and library. The value of these buildings, including land, was fully \$40,000. The first school was opened January 29, 1879, with a class of 85 pupils, 45 of whom were awarded diplomas at the end of the year. Since that time the originally extensive and finely located 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 supply the place of the one 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 presented to the State by Mr. Dana Estes of Boston, of the firm of Lauriat & Estes, and is one of the finest sites in the village. Hon. W. J. Corthell has been the principal of this institution since its establishment.

MADAWASKA TRAINING SCHOOL.

In 1878, the legislature made provision for the establishment of a training school for teachers among the French speaking people of northeastern Maine. These residents upon the banks of the upper St. John were, for a large part, descendants of the original Acadians, who, escaping from Grand Pre at the time of the cruel dispersion of that colony by the English, in 1755, had made their way up this magnificent river and made homes for themselves on the broad and fertile intervales along its banks. Their numbers had from time to time been increased by emigrants from Canada and there became a large French population in this frontier portion of the State, who retained the language, manners and customs and religion of their native land.

The trustees of the State Normal Schools were authorized "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. At Fort Kent, the school was held 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 and at the latter thirty-four. Such were the humble beginnings of an institution whose work and influence were destined greatly to exceed the fondest hopes of those who were instrumental in founding it. In 1887, the school, though still called the Madawaska Training School, was permanently located at Fort Kent, where a two-story school building and a two-story dormitory have been erected at a cost of \$20,500. The school building 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, water-closets and kitchen. Mr. Vetal Cyr was principal of the Madawaska Training School from its establishment until his death in September, 1897, since which time Miss Mary P. Nowland has had charge of the school.

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 few pupils took advantage of this course. 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 supervision 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 shared the same fate.

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.

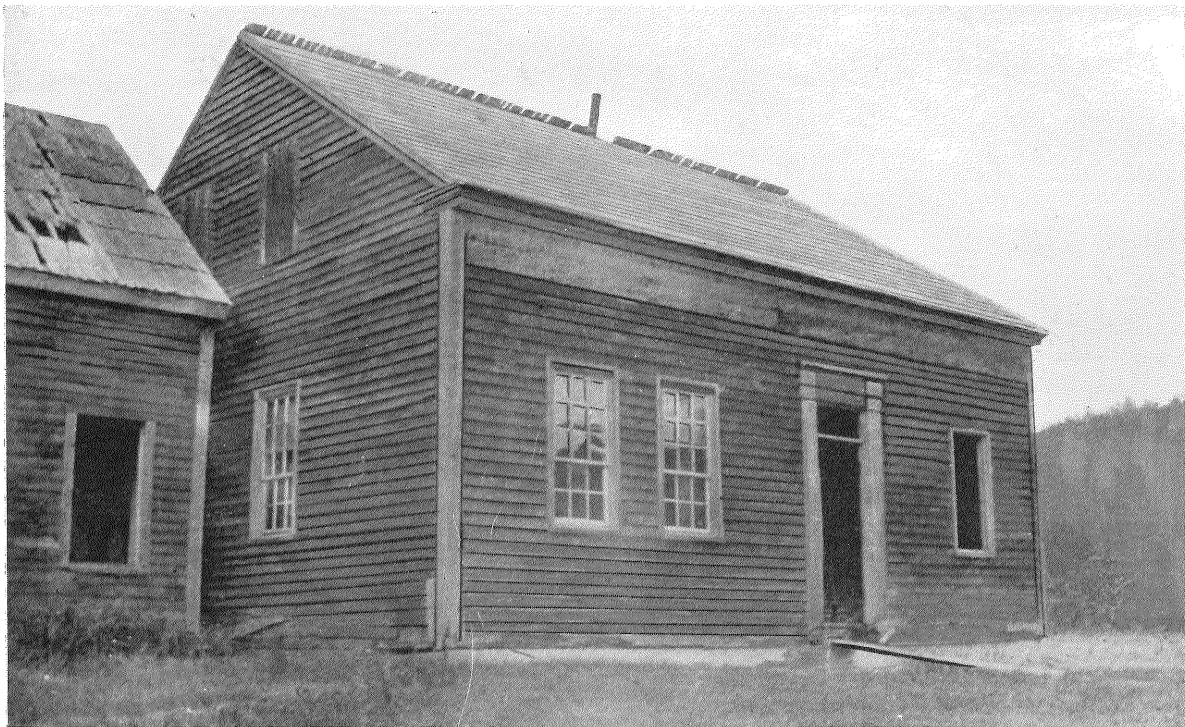
In 1881, the legislature appropriated \$800 to enable the State superintendent to hold for two days each, one or more meetings or conventions in each county. During the fall of 1881, twenty-one such meetings were held, and were attended by about 1,200 teachers and school officials. Teachers' associations 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, drawing, 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 Chatauqua 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 in the years 1895 and 1896. Like appropriations for the same purpose was made by the legislatures of 1897 and 1899. From the beginning the work has been systematic and consecutive, embracing such instruction as is fitted to qualify teachers to direct rightly the physical 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 with the county



OLD BLACKSMITH SHOP USED AS SCHOOLHOUSE IN UNORGANIZED TOWNSHIP.

institute 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, Norway, Waterville and Presque Isle. The attendance has been quite as large as could profitably be handled, and has averaged about one thousand teachers each year.

ACADEMIES.

The history of the New England academy goes back over a period of 136 years. The old Boston Latin school, founded by Rev. John Cotton in 1635, is the first of the secondary schools upon "the wild New England shore." Other schools, more or less pretentious, had an existence in the 17th century but it was not until the century following that the academy proper came into existence. In 1761, Governor Dummer bequeathed his mansion and 330 acres of land in Byfield, Mass., to found an academy, and Dummer academy was opened in 1763, under the noted Master Moody. In 1780, Samuel Phillips founded the famous Phillips Andover Academy and in 1781, his uncle, John Phillips, founded the equally famous Phillips Exeter Academy in New Hampshire. In 1791, two academies were founded in what is now the State of Maine, one at Hallowell and the other at Berwick. In 1792, Fryeburg Academy and Washington Academy at East Machias were founded and Portland Academy followed in 1794. Of these five earliest of Maine academies, three, viz: Berwick, Fryeburg and Washington, are still in existence, after an honorable career of more than a century. Twenty-five academies had been incorporated in Maine previous to the separation from Massachusetts and had received as an endowment from the old Commonwealth 253,980 acres of wild land. Between 1820 and 1851, forty-four academies were chartered, receiving from the State 332,980 acres of land and \$20,000 in

money for their support. Up to 1876, the chartered academies had received from the State \$230,000 and from individuals, \$135,000.

The act establishing free high schools, passed in 1873, was a death blow to all but the stronger of the old academies. Many of them transferred their buildings and funds to the towns in which they were located and became free high schools. In 1891, the legislature granted fourteen academies an annual appropriation of \$500 each for ten years, two \$800 for ten years, and one \$300 for ten years. The legislature of 1899 made appropriations for quite a large number of academies, a list of which may be found elsewhere in this report. The following table from the "History of Education" in the hands of the U.S. Bureau of Education, gives the incorporated academies of Maine in the order of incorporation. Academies not in operation are indicated by an asterisk (*)

INCORPORATED ACADEMIES OF MAINE.

Name.	Location.	Date of Incorporation.	Remarks.
*Hallowell Academy....	Hallowell	1791	Merged in Hallowell Classical and Scientific Academy.
Berwick Academy	South Berwick...	1791	
Fryeburg Academy	Fryeburg	1792	
Washington Academy ..	East Machias	1792	
*Portland Academy.....	Portland	1794	
Lincoln Academy	Newcastle	1801	
*Gorham Academy.....	Gorham	1803	Maine Female Seminary in 1850, now Normal School.
Hampden Academy.....	Hampden	1803	
Bluehill Academy	Bluehill	1803	
Hebron Academy.....	Hebron	1804	
*Bath Academy	Bath	1805	Now High School.
*Farmington Academy .	Farmington	1807	Now Normal School.
*Bloomfield Academy ...	Skowhegan	1807	Now High School.
*Warren Academy	Warren	1808	
*Belfast Academy....	Belfast	1808	Conveyed to the city in 1852.
Bridgton Academy.....	Bridgton	1808	
*Bath Female Academy.	Bath	1808	Extinct prior to 1851.
Wiscasset Academy	Wiscasset	1808	Extinct prior to 1851. Revived in 1899.
Monmouth Academy ...	Monmouth	1808	
Limerick Academy	Limerick.....	1808	
North Yarmouth Acad..	Yarmouth.....	1811	Now Yarmouth Academy.
Thornton Academy....	Saco	1811	Formerly Saco Academy.
*Young Ladies' Acad....	Bangor	1818	Extinct in 1851.
*Cony Female Academy.	Augusta	1818	Now Cony High School.
*China Academy	China	1818	Conveyed to district in 1887.
Maine Wesleyan Semin.	Kent's Hill.....	1821	
*Gardiner Lyceum.....	Gardiner	1822	
*Brunswick Academy ..	Brunswick	1822	Extinct in 1851.
Foxcroft Academy.....	Foxcroft	1823	

Name.	Location.	Date of Incorporation.	Remarks.
Anson Academy.....	North Anson.....	1823	
*Oxford Female Acad...	Paris	1827	Never in operation.
*Dearborn Academy ...	Buxton	1828	Organization not permanent.
*Cherryfield Academy..	Cherryfield	1829	Used for town schools.
*Alfred Academy... ..	Alfred	1829	
Westbrook Seminary ...	Westbrook	1831	
*Titcomb Academy	No. Belgrade	1831	
*Eastport Academy.....	Eastport.....	1832	
*St. Alban's Academy... ..	Hartland	1832	Building used for town schools.
Parsonsfeld Seminary..	No.Parsonsfeld..	1833	
*Lee Meadows Acad	Weld.....	1833	Never organized.
*Union Academy	Kennebunk	1834	Property distributed.
*Falmouth Academy....	Falmouth	1834	Extinct prior to 1851.
*Sanford Academy	Sanford.....	1834	School not established. Now High School.
*Lewiston Falls Acad... ..	Danville.....	1834	In 1866, Edward Little Institute. Since 1873, High School.
*Vassalborough Acad ...	Vassalborough ..	1835	
*Waterville Liberal In..	Waterville	1835	
Gould's Academy	Bethel	1836	
Freedom Academy.....	Freedom	1836	Occasionally open. No funds.
*Athens Academy	Athens	1836	Now Somerset Academy.
*Livingston Academy ..	Richmond	1836	Extinct prior to 1851.
Waldoboro Academy ...	Waldoboro	1836	
*Calais Academy	Calais.....	1836	City High School.
*Norridgewock Female Academy	Norridgewock ...	1836	
Charleston Academy....	Charleston	1837	Now Higgins Classical Institute.
*Clinton Academy... ..	Benton	1839	
*Eliot Academy.....	Eliot	1840	
Waterville Academy... ..	Waterville	1842	Now Coburn Classical Institute.
Litchfield Academy	Litchfield	1844	
*Dennysville Academy..	Dennysville.....	1845	
*Monroe Academy	Monroe	1845	
*Brunswick Seminary ..	Brunswick	1845	Existence nominal in 1851.
*Brewer Academy	Brewer	1845	
*Newport Academy	Newport.....	1845	
*St. George Academy ...	St. George	1845	
Lee Normal Academy ..	Lee	1845	
*Thomaston Academy ..	Thomaston.	1845	Sold to city, 1867.
Somerset Academy	Athens	1846	
Mattanawcook Acad....	Lincoln.	1846	
East Corinth Academy..	East Corinth ..	1846	
Houlton Academy.....	Houlton	1847	Now Rieker Classical Institute.
Patten Academy ..	Patten ..	1847	
Monson Academy	Monson.	1847	
*Litchfield Liberal In ..	Litchfield ...	1847	
*Union Academy	Oldtown	1848	
Limington Academy....	Limington	1848	
*Standish Academy	Standish.....	1848	
Bucksport Seminary....	Bucksport... ..	1849	In 1850 East Maine Conference Seminary.
*Norway Liberal In	Norway.....	1849	
*Oxford Normal In	South Paris	1849	
*East Pittston Academy	East Pittston ...	1850	
Lebanon Academy.....	Lebanon	1850	
*Yarmouth Institute	Yarmouth	1851	

Name.	Location.	Date of Incorporation.	Remarks.
Corinna Union Academy	Corinna	1851	
*Towle's Academy	Winthrop	1852	
Oak Grove Seminary	Vassalborough	1854	New charter 1857.
Maine State Seminary	Lewiston	1855	Now Bates College.
*Presque Isle Academy	Presque Isle	1858	Property sold 1883.
*West Gardiner Acad	West Gardiner	1859	
*Harpwell Academy	Harpwell	1859	
Greely Institute	Cumberland	1859	
*Richmond Academy	Richmond	1861	Now High School.
Paris Hill Academy	Paris	1861	
Maine Central Institute	Pittsfield	1866	
Wilton Academy	Wilton	1866	
*Augusta Academy	Augusta	1867	
*Passadumkeag Acad	Passadumkeag	1867	Not organized.
*Hallowell Classical and Scientific Academy	Hallowell	1872	
*St. Dennis Academy	Whitefield	1872	Not in operation.
*Dixfield Academy	Dixfield	1883	Not organized.
Van Buren College	Van Buren	1887	Catholic School.
George Stevens Acad	Bluehill	1891	
Higgins Classical In	Charleston	1891	
Bridge Academy	Dresden	1891	

The old academies were a powerful agency in the intellectual, moral and religious life of the State. A few, located in the midst of thriving agricultural communities, like Washington Academy, Lincoln Academy, Gould Academy, Bridgton Academy, Fryeburg Academy, Yarmouth Academy and Wilton Academy, have been able by the aid of small endowments, to keep alive and do good work. Thornton Academy at Saco and Berwick Academy have fine buildings and generous endowments. Nearly all the other leading academies receive their chief support from their denominational connections. Coburn Classical Institute, at Waterville, Hebron Academy, Ricker Classical Institute, at Houlton and Higgins Classical Institute at Charleston are all supported by Baptist denomination and are feeders for Colby College. The Maine Wesleyan Seminary at Kent's Hill and the East Maine Conference Seminary, formerly the Bucksport Seminary, are Methodist institutions. The Maine Central Institute, at Pittsfield, is supported by Free Baptists; Westbrook Seminary by Universalists, and Oak Grove Seminary by the Friends.

COLLEGES.

Bowdoin College. More than a century and a half had passed since the opening of Harvard College, when, in response to a wide spread desire of the inhabitants of the District of Maine, a new college was established at Brunswick, in the county of Cumberland. Brunswick is one of the oldest towns in the district, having been settled in 1628, when it was known as Pejepscot, and incorporated in 1738 as the eleventh town in the old Commonwealth. Cumberland, the county in which Brunswick is situated, originally embraced all of the present counties of Androscoggin and Franklin and portions of Oxford, Kennebec and Somerset, and was incorporated as a county in 1760, thirty-four years previous to the founding of the new college.

The charter for the college was signed by Governor General Adams on Jan. 24, 1794. The college received its name from James Bowdoin, great-grandson of Pierre Baudouin, a French Protestant who fled from religious persecution in his native land and settled in Falmouth, in the Province of Maine. His oldest son, named James, was a successful merchant and amassed a large fortune in trade. His son, also named James Bowdoin, was born in Boston and was elected Governor of Massachusetts. He was deeply interested in science and literature and was a generous patron of education. He died in 1790 and it was soon after decided to give his name to the proposed college. The earliest patron of the college was the Hon. James Bowdoin, the third of the name, son of Governor Bowdoin and United States minister-plenopontary to the Court of Spain under the administration of President Jefferson.

In 1794, the year in which the new college was chartered, he gave it \$1,000 in cash and 1,000 acres of land in Bowdoinham, valued at \$3,000. In 1795, he made it a further gift of \$3,000 and before his death in 1811 transferred to its trustees a tract of land in the town of Lisbon, containing 6,000 acres. At his death he left to the college a valuable library of 2,000 volumes and as many pamphlets, a collection of minerals, a fine gallery of 70 paintings and 142 drawings.

The college was duly opened for work in September, 1802, with the inauguration of Rev. Joseph McKeen as president and

John Abbot, a graduate of Harvard, as professor of ancient languages. His first class consisted of eight students. In 1805 the department of mathematics and natural philosophy was established, with Parker Cleaveland in charge. Prof. Cleaveland's "Elementary treatise on Mineralogy and Geology" was a work of much value and excellence and reflected great honor upon himself and the college. In 1806, seven of the eight students who entered at the opening of the college completed their course and received diplomas. This was the last, as well as the first commencement at which President McKeen presided. He died in 1807, after a painful illness extending through a number of years. President McKeen was a man of strong character and exceptional executive ability, and his brief administration was of great value in starting the college on its career of success and usefulness. He was succeeded by Rev. Jesse Appleton, during whose administration the religious life of the students was quickened, the material equipment of the college was enlarged and the reputation of the institution for "good morals and sound scholarship" established. President Appleton was, in 1819, succeeded by Rev. William Allen, who held the position until 1839. In 1820, the Medical School of Maine was chartered by the legislature and placed under the control of the college. Professor Cleaveland was appointed professor of chemistry and materia medica and secretary of the medical faculty. In 1824, Alpheus S. Packard was appointed professor of ancient languages and classical literature and filled this position with eminent ability for forty-one years. He retained his connection with the college until his death in 1883, at which time he was acting president. The term of service of President Allen was a period of strife and litigation. It was noted also for the many strong men who during that time joined the faculty of the college and who for many years impressed the institution most powerfully and beneficially with their marked and vigorous personalities. Among them, besides Professors Packard and Cleaveland, were Samuel P. Newman, Thomas C. Upham and William Smyth, whose connection with the college averaged forty-five years. In 1825, a professorship of modern languages was established and Henry W. Longfellow, a member of the famous class of that year, was called to the chair. After travel-

ing and studying abroad, he entered upon his duties in 1829, and, during his incumbency, Bowdoin was the first of New England colleges to give prominence to the study of modern languages. In 1839, Rev. Leonard Woods, Jr., became president and by his courtly grace, refined taste and rare culture, lifted the little college into the larger atmosphere of the scholarly world and impressed high standards of gentlemanly bearing upon the students. He was succeeded, in 1866, by Rev. Samuel Harris, who was a man of pre-eminent gifts as an educator, and who at once placed the curriculum of the college upon a broad and sound basis with decidedly progressive tendencies. In 1871, Gen. Joshua L. Chamberlain, who had been a brilliant and faithful officer during the war of the rebellion and for four years governor of Maine, was called to the presidency of the college. He continued the work inaugurated by President Harris and introduced a scientific department which for a decade gave thorough instruction in applied science, but was discontinued on account of lack of funds to maintain two courses so distinct in aim and method. In 1883, Gen. Chamberlain resigned and the venerable Professor Packard, then in his eighty-fourth year, acted in his stead until his death. In 1885, Rev. William DeWitt Hyde was called to the presidential chair, which he still occupies. During his administration the elective system has been greatly extended, facilities for thorough laboratory work have been given to the college, the library has been made more accessible and useful and systematic physical training has been established.

Bowdoin has twelve buildings, chief among which are the Chapel, a monument to the memory of President Woods; Memorial Hall with its tablets inscribed with the names of those who served their country in the war of the rebellion; the Walker Art building, erected by the Misses Walker of Waltham, Mass., as a memorial of their uncle, Theophilus Wheeler Walker of Boston, and the Mary F. S. Searles Scientific Laboratory, erected by Edward F. Searles in memory of his wife.

Upon the roll of graduates of Bowdoin are many men who have acquired fame in all the varied walks of life.

COLBY COLLEGE.

The second college established in the State was opened at Waterville in 1818. In 1810, the Baptist association of Maine proposed "to establish an institution in the District of Maine for the purpose of promoting literary and theological knowledge" and a committee was appointed to petition the general court for a charter. In 1813, an act was approved by the governor of Massachusetts incorporating the "Maine Literary and Theological Institution." Section 1 of the act establishing the institution specified that it should "be erected and established in the District of Maine, in the township hereafter mentioned." This township was "No. 3" on the west side of the Penobscot river, which now includes the towns of Alton and Argyle. It at once became evident that it was unwise if not absurd to locate a college in a region destitute of common schools, and in fact almost a wilderness. A petition was presented to the legislature of Massachusetts to authorize a more central location, and, on June 12, 1815, an additional act was passed which empowered the trustees "to locate and establish their buildings in any town within the counties of Kennebec or Somerset," and it was voted by the trustees, in 1816, to establish the school at Waterville.

No suitable building was available and after many difficulties, instruction under the auspices of the college was commenced on July 6, 1818, in a private house, by Rev. Jeremiah Chaplin, who had accepted the professorship of theology, the students being those who had been studying for the ministry under him in Danvers, Mass. In 1817, Rev. J. Chase of Westford, Vt., was elected professor of languages. In May, 1819, there were seventeen students of theology. Rev. Avery Briggs was elected professor of languages in 1818, and in October, 1819, the literary department opened under his direction with some twenty-five students. Although founded by a religious denomination the institution was administered from the first in a broad and catholic spirit and, in 1820, this attitude was confirmed and enforced by an act of the Maine legislature, providing that the corporation should have no rule or by-law requiring that any member of the trustees should be of any particular denomination and that no student should be deprived of any of the privileges of the institution on theological grounds.

In the early part of the year 1820, the "President's House" and South College were completed and occupied and for the first time the infant college had a home of its own.

The legislature of Maine at its session in 1821 changed the name of the institution to "Waterville College," in accordance with the wishes of the trustees. With the new name came also a new organization, Rev. Daniel H. Barnes of New York being elected as president, which office, however, he declined to accept and the college remained without a president until 1822, when Dr. Chaplin accepted the position which he retained until 1833. In 1822, the first class, consisting of two members, was graduated and received the degree of A. B. The classes of 1823 and 1824 numbered but three each. In 1829 the trustees established Waterville Academy, as a fitting school and feeder to the new college. About the same time, the "manual labor department" was added to the college, with the intention of affording needy students an opportunity to pay a portion of the expense of their education. This department did not prove to be a success and, after adding each year to its indebtedness, was abolished in 1822. In 1827, a department of mathematics and natural philosophy was established, rhetoric and Hebrew was added in 1831, and chemistry and natural history in 1836. In 1833, Rev. Rufus Babcock, Jr., was elected president. In 1836, he was succeeded by Rev. Robert Patterson who, in turn, was, in 1841, succeeded by Rev. Eliphaz Fay. The Chapel building, containing, besides the chapel proper, recitation rooms and the library, was erected in 1839. This building is now known as Champlin Hall, while Old North College has become Chaplin Hall. Memorial Hall was founded in 1867 and dedicated in 1869. It was erected as a memorial of the sons of the college who gave their lives to their country in the war of the rebellion. It contains the Chapel, Hall of the Alumni and Library. Coburn Hall, built in 1871 and named in acknowledgement of Hon. Abner Coburn, is occupied by the departments of geology and zoology. The observatory and gymnasium were built in 1875. Ladies' Hall, situated on College Avenue, near the college buildings, affords a pleasant home for the young women students and two other houses on the same avenue are devoted to their accommodation. The chemical laboratory was erected and equipped in 1899.

In 1843, Rev. D. N. Sheldon was elected president. He was succeeded, in 1853, by Rev. Robert E. Patterson, who was followed, in 1856, by Rev. James T. Champlin. Upon the resignation of Dr. Champlin, in 1872, Rev. Henry E. Robbins was elected president. He was succeeded, in 1882, by Rev. Geo. D. B. Pepper, who was followed in 1889, by Albion W. Small, Ph. D. Dr. Small was succeeded, in 1892, by Rev. B. L. Whitman, who retired in 1896, when the present incumbent, Rev. Nathaniel Butler, D. D., accepted the position. The college had a continual struggle for existence until 1864, when Gardiner Colby, of Newton Center, Mass., offered to contribute \$50,000 as an endowment, provided an additional \$100,000 could be secured. The condition was complied with and, in 1866, the college was placed upon a safe financial basis. In 1867, by act of the legislature, the name of the institution was changed to Colby University. In 1871, women were first received on equal terms with men. In 1899, by request of the board of trustees, the name was again changed by act of the legislature to Colby College.

The benefactions of Mr. Colby, including the bequest received after his death, April 2, 1879, amounted to \$200,000. The college has four affiliated academies in Maine, viz: Hebron Academy, Hebron; Coburn Classical Institute, Waterville; Ricker Classical Institute, Houlton, and Higgins Classical Institute, Charleston. These academies are under the general direction of the board of trustees of the college, and their graduates are admitted to Colby upon certificate of the principal, without individual examinations. The record made by Colby in the past does honor to the institution and to the State and its promise for the future is most flattering.

BATES COLLEGE.

Bates College, situated at Lewiston, and the pioneer of co-education in New England, grew out of the Maine State Seminary, which was chartered by the State in 1855. In 1854 Parsonsfield Seminary, the only school in the State belonging to the Free Baptist denomination, was destroyed by fire. Rev. Oren B. Cheney, at that time pastor of the Free Baptist church in Augusta, at once set to work to establish in the central portion

of the State an educational institution with a liberal endowment, and thus more than compensate to his denomination for the loss of the seminary.

In October of that year the Free Baptist anniversary meetings were held in Saco. Here Mr. Cheney unfolded his plan, and at the close of the anniversaries a meeting of ministers and laymen was held, before which the matter was fully laid. The meeting became so interested in the matter as to appoint a committee to call a Free Baptist state convention to consider the enterprise more fully and take necessary action. The convention met at Topsham in the following November and, after the most ample discussion, voted unanimously to establish the proposed school and also to continue the Parsonsfield Seminary, for which latter purpose the sum of two thousand dollars was pledged. A committee was appointed, consisting of Rev. Oren B. Chenev, Rev. Ebenezer Knowlton and Francis Lyford, Esq., who were clothed with full power to establish the seminary, obtain a charter, secure, if possible, an endowment from the State, and to provide in such other ways as seemed feasible for its support. At the first meeting of this committee, held at the residence of Mr. Knowlton, in South Montville, a charter for the proposed institution was drawn up, the name of the Maine State Seminary adopted, and a board of trustees elected. By the persistent efforts of Mr. Cheney, an act was passed by the legislature of 1855, granting the charter and with it an appropriation of \$15,000. By the terms of the act, five thousand dollars were granted for general purposes of the institution and ten thousand dollars in the bonds of the State for the nucleus of an endowment fund, the whole gift being upon condition that an equal sum should be raised for the new school by subscription. That amount was at once pledged by the citizens and corporations of Lewiston, the Franklin Company heading the list with a subscription of five thousand dollars, and the trustees decided to locate the school in that city. A site containing twenty acres was purchased of Ammi R. Nash, Esq., for about five thousand dollars, and on June 26th, 1856, the corner stone of Hathorn Hall, named in honor of Mr. and Mrs. Seth Hathorn, of Woolwich, who contributed five thousand dollars towards its erection, was laid with appropriate ceremonies. Parker Hall, named for Hon. Thomas Parker, of Farming-

ton, who had subscribed five thousand dollars, was commenced soon after. On Sept. 1st, 1857, the Maine State Seminary was opened for the reception of students, with Rev. Oren B. Cheney, A. M., as principal. The new school was liberally patronized from the start, its first class numbering one hundred and thirty-seven students. During the six years of its existence as a seminary it maintained an average of one hundred and fifty and graduated seventy-six young men from its classical department. During the same time forty-one young ladies graduated in the full course of study. In the winter of 1862, through the influence of Mr. Cheney, the legislature passed an act giving to the Maine State Seminary collegiate powers, including the right to confer degrees. At the annual meeting of the trustees in July, 1863, Mr. Cheney, with much energy, urged the adoption of a college organization and the immediate formation of a Freshman class. His efforts were successful, and the trustees voted not only to form a Freshman class at the opening of the fall term, but also to change the name of the institution from Maine State Seminary to Bates College, and to ask the legislature to legalize their action and to change the charter to conform to the vote. Rev. Oren B. Cheney, D. D., was elected president of the embryo college, with Levi W. Stanton, A. M., professor of Greek, Jonathan Y. Stanton, A. M., professor of Latin, Selden F. Neal, A. M., professor of mathematics and Horace R. Cheney, A. B., tutor and librarian. The name of the college was chosen in honor of Hon. Benjamin Edward Bates, A. M., of Boston, to whom President Cheney had confided his plans and who had pledged twenty-five thousand dollars towards the endowment of the college, provided seventy-five thousand dollars could be otherwise secured. In 1864, Mr. Bates made a second subscription of fifty thousand dollars for an additional building to complete the original plan and twenty-five thousand for an endowment on condition that twenty-five thousand should be obtained from other friends of the college. This condition was quickly met and the subscription was paid, but upon mature deliberation it was agreed by Mr. Bates that the whole amount might be added to the endowment fund and the erection of the building postponed, provided thirty thousand dollars additional should be raised for permanent endowment. In 1873, he made another

conditional subscription of one hundred thousand dollars to be met by an equal sum secured from other sources. Subscriptions amounting to the required sum were secured, but, owing to business depression, were not all paid. The college opened in the fall of 1863, with a freshman class of sixteen. At first the seminary remained as a part of the college. Out of the college preparatory class was developed the Latin school. The ladies' department of the seminary was presented to the Maine Central Institute at Pittsfield, and, in 1870, the seminary was discontinued. In the same year a theological department of the college was established and Nichols Hall, made vacant by the removal of the seminary, was appropriated to its use.

The charter of 1864 was amended by the legislature in 1868, giving the right to establish the theological department and making some changes in the board of president and trustees. The complete charter, as it now stands, establishing the Board of Fellows and Overseers and giving the alumni a voice in the government of the college, was granted in 1873. In 1877, the floating debt of the institution had risen to \$86,000, and the invested funds were reduced to about \$120,000. In 1878, Mr. Bates died. He had not paid the \$100,000 conditionally pledged and the court subsequently decided that his estate was not under obligation for its payment.

During the next six years, by the efforts of President Cheney and Professor Chase, sufficient funds were secured to give the college about \$150,000 as a productive fund and an income of \$18,000. Subsequent gifts brought the productive fund of the college and of the Cobb divinity school, which in 1870 became a department of the college, up to \$300,000 in 1891, with buildings and grounds valued at \$200,000.

Professor George C. Chase was elected president in 1894. The course of study is the usual college course, including the classics, mathematics, modern languages, English literature, rhetoric, political economy, science, psychology, logic and the evidences of Christianity. More than forty per cent. of the graduates of Bates have become teachers and more city high schools in New England are taught by graduates of Bates than by graduates of any other college. Its professors have been devotedly loyal during its periods of struggle and hardship and by their self-sac-

rificing zeal have contributed very much to ensure the prosperity the college now enjoys.

THE UNIVERSITY OF MAINE.

By an act of congress, approved July 2, 1862, it was provided that there should be granted to the States, from the public lands "thirty thousand acres for each senator and representative in congress" from the sale of which there should be established a perpetual fund "the interest of which shall be inviolably appropriated by each state which may take and claim the benefit of this act, to the endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." The act forbade the use of any portion of the principal or interest of this fund for the purchase, erection or maintenance of buildings and required each state taking the benefit of the provisions of the act "to provide within five years not less than one college" to carry out the purposes of the act.

Maine accepted this grant in 1863, and in 1865 constituted "a body politic and corporate by the name of the trustees of the State College of Agriculture and the Mechanic Arts." The trustees were authorized to receive and hold donations, to select the professors and other officers of the college, to establish the conditions for admission, to lay out courses of study, to grant degrees and to execute other most useful powers and privileges.

The governor and council were given the right "to examine into the affairs of the college and the doings of the trustees and to inspect all their records and accounts and the buildings and premises occupied by the college."

The State of Maine received, under the act of congress above referred to, two hundred and ten thousand acres of public lands from which the university has realized an endowment fund of \$118,300. This has been increased by a bequest of \$100,000 from Abner Coburn, of Skowhegan, who was for many years president of the board of trustees.

The town of Orono contributed \$8,000 and the town of Old Town \$3,000 for the purchase of the site on which the buildings now stand. The State has appropriated about \$300,000 for the material equipment. After the conditions of the act of 1862 were accepted by the legislature it remained a matter of discussion whether the new institution should be a separate college or should be united with one of the colleges already established. Governor Coburn, in 1863, and Governor Cony, in 1864, favored union with one of the existing colleges. A board of commissioners was appointed to consider the matter and their report recommended that the new institution be connected with Bowdoin College. This plan was vigorously opposed by the State Board of Agriculture, supported by the agricultural press of the State. After a lengthy discussion the legislature decided in favor of establishing an independent college.

The first meeting of the trustees was held in April, 1865. In January, 1866, the board of trustees voted to locate the college at Orono, on a farm of three hundred and seventy-six acres given by the towns of Old Town and Orono. In 1867, the legislature appropriated twenty thousand dollars to erect two buildings and furnish apparatus for the new college, and the next year ten thousand dollars were voted to complete the buildings. There were upon the farm two sets of farm buildings which were fitted up, one for the farm superintendent and the other for the first professor.

In 1869, the legislature voted twenty-eight thousand dollars for the use of the college. In September, 1868, the first class, consisting of twelve students, was admitted. The faculty at that time consisted of Merritt C. Fernald, M. A., professor of mathematics, and Samuel Johnson, farm superintendent and instructor in agriculture. In the following year Stephen F. Peckham was elected professor of chemistry and soon after John Swift was added as instructor in botany and horticulture. In these first years temporary lectures on special topics were employed.

In 1871, Rev. Charles F. Allen, D. D., was chosen the first president of the college and continued in that position until 1878. He was succeeded by Pres. Merritt C. Fernald, during whose administration the college was placed upon a substantial literary

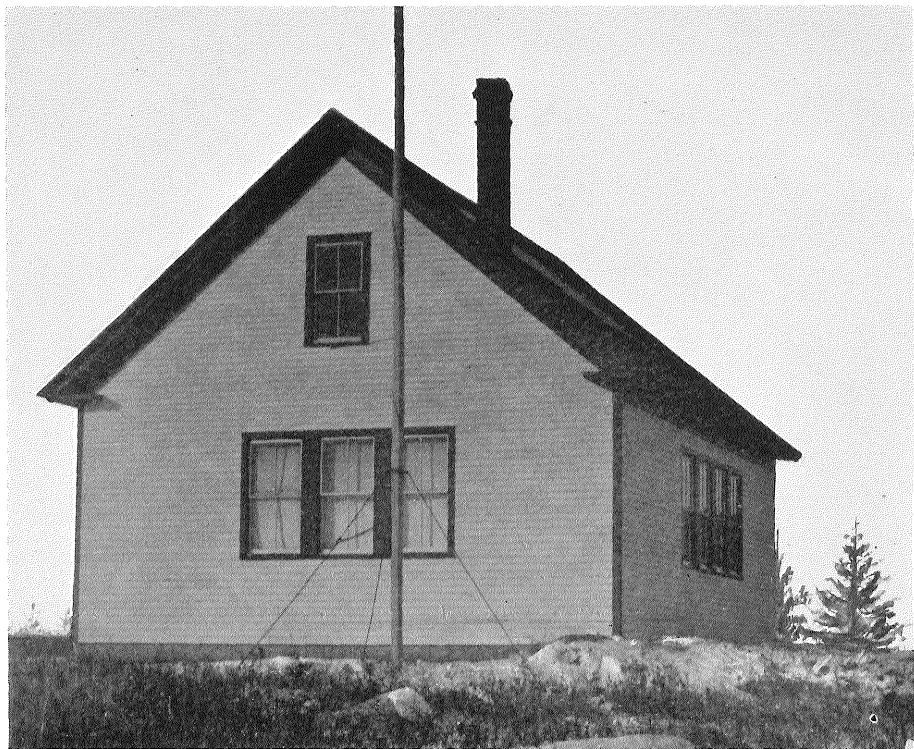
foundation and the several courses of study were developed. In 1893, Pres. Fernald retired and Abram Winegardner Harris, Sc. D., was elected president. An experiment station was established in connection with the college in 1887.

The legislature of 1897 changed the name of the institution to "The University of Maine." The university is now divided into colleges, each offering several courses upon related subjects. The colleges are interdependent and together form a unit. They are as follows: College of Arts and Sciences; College of Agriculture; College of Engineering; College of Pharmacy; School of Law. There are also short courses in agriculture for the benefit of students who are unable to devote the time and money required for a full course.

Under an act of congress approved March 2, 1887, the university receives \$15,000 annually for the maintenance of the experiment station. Under an act of congress approved August 30, 1890, the university receives for its more complete endowment and maintenance \$25,000 annually.

Under an act of the legislature approved March 20, 1897, the university receives \$20,000 annually from the State for current expenses.

The buildings now occupied by the university are as follows: Wingate Hall was erected for the departments of civil and mechanical engineering. Oak Hall, used as a dormitory for men, contains forty-nine study rooms for students, bath rooms and a room occupied by the Young Men's Christian Association. Fernald Hall contains fifteen rooms devoted to the departments of chemistry and pharmacy. Coburn Hall contains the reading rooms and library, laboratories for the departments of agriculture, botany and entomology and recitation rooms for a number of departments. This building also contains the museum, the chapel and the president's office. The observatory contains a seven and one-half inch refractor and an excellent equipment of astronomical instruments. The machine shop contains the foundry, forge shop, carpenter shop, machine shop and tool room. An adjoining building contains the dynamos, motors and storage battery. The drill hall and gymnasium, erected in 1900, will contain when completed, the offices of the president, secretary and cashier, a board room, two recitation rooms and the private



SCHOOLHOUSE IN PIONEER SETTLEMENT, NORTHEASTERN, MAINE.

office of the professor of mathematics. The university chapel will be located in the second story. In the basement are the usual appliances for gymnasium work. The drill hall proper is 100 by 62 feet and is encircled by a 9-foot running track suspended from the roof. The experiment station building is thoroughly equipped with the necessary apparatus for the work of the station. The horticultural building contains a head house, three greenhouses, conservatory, laboratory and offices. The dairy building contains a milk room, butter room, cheese room, cold storage room, cheese curing room, lecture room, office and laboratory. The Mt. Vernon House is the women's dormitory and contains sixteen study rooms, each arranged for two students. The fraternity houses are four in number, three being located upon the campus and one in the village of Orono. In addition to the buildings enumerated, there are six others devoted to various purposes. Among these are the president's house, the commons, or general boarding house, and three residences occupied by members of the faculty. The university has at present forty-eight instructors, including the president and faculty. The total assets for the present year, including endowment, buildings and other property, amount to \$466,200, and the amount available for current expenses is \$90,828. The number of students enrolled is three hundred and sixty-five.

The graduates of this institution are occupying prominent and lucrative positions in the different professions and industries in which they are engaged.

BANGOR THEOLOGICAL SEMINARY.

The Bangor Theological Seminary was founded under the name of "The Maine Charity School" by the Society for Promoting Theological instruction. The seminary was opened at Hampden, in 1816, under the charge of Jehudi Askman. In 1819 it was removed to Bangor. The seminary was originally intended to prepare for the ministry students who had not received a previous collegiate training. The first two years were to be devoted to classical studies and the last two years to theological studies. The two years classical course was discontinued in 1836. For the first twenty years the seminary had little or no endowment. It now has an endowment of \$225,000 and buildings and grounds valued at \$65,000. The course of study is

practically the same as that pursued in the principal theological seminaries. The seminary has sent out about eight hundred graduates and has educated for one or more years without graduation, some two hundred and fifty more. Among the professors who have held positions in Bangor Theological Seminary are included many men who have been prominent leaders of religious thought.

COBB DIVINITY SCHOOL.

This school, which is the oldest higher institution of learning in the Free Baptist denomination, was founded in 1840, as a library department in connection with Parsonsfield Seminary. The name was, in 1842, changed to Biblical department and, in September of that year, it was moved to Dracut, Mass., as an independent Biblical school.

In November, 1844, it moved again to Whitestown, N. Y., where it remained until the fall of 1854, when it was transferred to New Hampton, N. H. Here it remained until it was established at Lewiston in 1870, as a department of Bates College.

At its founding Rev. Moses M. Smart was placed at the head of the school, which position he held until 1848. In 1844, Rev. J. J. Butler was associated with Professor Smart as professor of theology, remaining with the school until 1873. In 1850, Rev. John Fullonton became professor of Hebrew and church history, retaining his connection with the school until 1894. On September 12, 1894, Rev. Benjamin F. Hayes, who had been connected with the school since 1870, assumed the chair of apologetics and pastoral theology. In 1872, Rev. James A. Howe became professor of dogmatic theology and afterwards of homiletics. Thomas Hill Rich became professor of Hebrew in 1872 and continued to hold that position until his death in 1893. In 1890, Rev. Alfred W. Anthony became professor of New Testament exegesis and criticism. Rev. Herbert R. Purinton was made instructor in Hebrew and church history in June, 1894, and was promoted to the full professorship in June, 1895. In 1888, in recognition of a gift of \$25,000 from Hon. J. L. H. Cobb, of Lewiston, the name of the school was changed to Cobb Divinity School. A new building for the exclusive use of the school was erected in 1895 by Mr. Lewis W. Anthony. These gifts, with others

received from time to time, have placed the school upon a sound financial basis.

In June, 1894, a Biblical Training school was established for the benefit of students not qualified to enter the divinity school.

EDUCATIONAL ASSOCIATIONS.

The first State convention of teachers ever held in Maine met at Waterville, November 16, 1859, and continued in session three days. The exercises consisted of lectures and discussions. Lectures were delivered by Rev. E. B. Webb of Augusta, on the "Life and Character of Hugh Miller;" by Dr. N. T. True upon "The elements of power;" by Rev. Cyril Pearle, upon "The Teacher's vocation;" by E. P. Weston, upon "The School-master and the source of his Authority;" by Isaiah Dole, upon "The elements of general grammar;" by Rev. Jonas Burnham, upon "The duties of the teacher;" by Walter Wells, upon "Sun-power."

The following subjects were discussed: "Best mode of teaching morals," "Prizes and rewards," "Mathematics and languages in public education," "Normal Schools in Maine," "Natural sciences in public schools."

An organization was effected under the name of the Maine Educational Association, a constitution was adopted and provision made for an annual meeting.

In 1868, the legislature appropriated two hundred dollars for the benefit of this association, which was its first official recognition. The influence and efforts of the association had an encouraging effect upon the teaching force of the State and helped to advance the cause of education by timely recommendations in favor of the abolition of the district system, of the establishment of free high schools, of free text books, normal schools, libraries and the extension of the school year.

In 1882, the association transferred its records and property to the Maine Pedagogical Society.

The Maine Teachers' Association was organized in 1876 and held regular meetings until 1879, when it also became merged in the Maine Pedagogical Society. This society was organized at Waterville, May 7, 1880. Its object was "the consideration and discussion of all questions relating to the organization and

government of schools, methods of instruction, professional standards and the principles which should control the policy and legislation of the State in respect to education." The society has two grades of membership; the first including graduates of colleges who have had ten years of successful experience in teaching, and non-graduates who have had ten years successful experience in teaching and are instructors in colleges, principals of normal schools, principals of preparatory schools, or schools of equal grade; the second grade included teachers of specified qualifications.

In 1892, a council was chosen to prepare topics for discussion at the meetings of the society and to present to the legislature such measures as the the society approves.

This council rendered valuable aid in securing the abolition of the district system by the legislature in 1893.

The Schoolmasters' Club was organized at Brunswick in 1892, for the promotion of acquaintance and the development of a community of interest among the presidents and professors of colleges and the principals of academies, high schools and normal schools of the State.

The Maine Association of Colleges and Preparatory Schools was organized in the hall of the house of representatives, at Augusta, on Oct. 27, 1900. The constitution provides that the membership shall be made up of presidents, professors and other teachers in Maine colleges, the heads of Maine schools giving a four years' preparatory course, and other teachers giving college preparatory instruction, and that the time of meeting shall be the fourth Friday in October of each year.

EXAMINATION FOR STATE CERTIFICATES.

The fifth annual examination of candidates for State Certificates was held Friday, Aug. 24, 1900. The methods of bringing the examination to the attention of teachers and others interested, and of conducting it, were practically the same as have been described in full in previous reports. Its scope, also, was the same, as was the character of the certificates granted. The number of places selected at which candidates were examined was 32, determined by the same considerations as in previous years; namely, to bring the examination within easy reach of as many as practicable of those who had registered as candidates.

The number of candidates registering for examination was 387. For various reasons 71 of these failed to appear at the appointed time and places. Of the 316 appearing and taking the examination in whole or in part, 55 either failed to complete it, or to get the requisite rank to entitle them to certificates. Certificates were granted, therefore, to 261 candidates. These facts and all others showing the results of the examination, are succinctly shown in the following tabulated statement:

Counties.	Number examined.	Number passed.	Number failing to pass.	Number failing because of		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	1	1	-	-	-	-	1	-	-	-	1	-	-
Aroostook	62	50	12	-	3	2	10	16	22	8	2	14	16
Cumberland	3	3	-	-	-	2	-	1	-	1	-	1	1
Hancock	36	30	6	3	3	-	10	10	10	4	5	9	12
Kennebec	36	35	1	1	-	2	11	16	6	10	9	10	6
Knox	10	10	-	-	-	2	5	3	-	1	2	2	3
Lincoln	9	9	-	-	-	3	5	-	1	2	5	3	1
Oxford	29	24	5	2	3	-	9	11	4	6	12	2	4
Penobscot	43	27	16	4	12	2	1	12	12	5	6	4	12
Piscataquis	10	10	-	-	-	1	3	3	3	2	1	4	3
Sagadahoc	5	5	-	-	-	-	1	4	-	1	1	2	1
Somerset	26	17	9	5	4	2	6	4	4	5	4	4	5
Waldo	8	7	1	-	1	-	3	3	1	1	4	-	2
Washington	22	20	2	-	2	-	6	5	9	4	2	8	6
York	16	13	3	-	3	1	3	8	1	2	5	5	1
Totals.....	316	261	55	18	37	14	72	101	74	51	69	69	72
Totals, 1899	305	256	49	6	43	22	89	79	66	63	61	66	66

Of the three years' certificates issued in 1897, 59 have been returned and reissued for another three years. Of those issued in 1899 for one year, 22 have been returned and reissued for a like term. Besides the 261 new certificates granted, therefore, 81 previously issued have been this year reissued, so that practically 342 certificates have been granted this year.

While State examinations have now been held for five consecutive years, they have been held for only four years under the plan and according to the same regulations as of this year. During these four years, 1470 candidates have been examined, of whom 1241 were certificated. Of the certificates issued 334 have ceased to be of legal force by reason of expiration of the terms for which they were granted. The number of teachers now holding State certificates is, therefore, 907. In effect, one in every five of all the teachers in the common schools of Maine are now in possession of State certificates, and thereby authorized to teach anywhere in the State without examination by local school boards.

It is not putting it too strongly to say that the results, both of this year's examinations and of those which have preceded, are eminently satisfactory. The State examination in its present optional form has proved more of a success than was anticipated when the law was enacted. How much of a success it has been in securing the real ends for which it was established, is only imperfectly shown by the facts already given. The inspiration to better preparation in scholarship, in professional knowledge, and in all the acquirements which make for the highest success in teaching, has had wider reach than is evident in the number of those who have sought certificates. How many hundreds of others have felt that inspiration, and have striven or are striving to fit themselves for State examinations, cannot be definitely determined. That there are hundreds of such, there are convincing evidences which cannot be stated in numerical form. And herein is the hoped-for end and purpose of the plan; for every effort for larger fitness means constantly increasing efficiency in actual teaching.

This agency for improving our schools has vindicated its usefulness. It is destined to render even better service in the future.

FEDERATION OF WOMEN'S CLUBS.

The department takes pleasure in giving below an outline of the work done by the women's clubs of this State in improving the public schools. The report was prepared by Mrs. Frank B. Clark of Portland, chairman of the education committee of this organization. The federation has placed the entire State in its debt by the service it has rendered, the interest it has aroused, and the spirit of sympathy and kindly feeling which it has developed.

"The circular and leaflets sent out last year by the committee, were well received, a genuine interest aroused and good work was accomplished. In the leaflets, which were printed in the State report for 1899, the attention of the clubs was called to

Traveling Libraries,

School Savings Banks,

Town and Village Improvement,

School Room Decorations,

Music and Nature Study,

Speaking in the Public Schools,

Co-operation of parents and teachers with the work of the Federation.

To the questions in the circular 71 clubs responded out of 98, against 40 the year before, and with few exceptions all expressed an interest in the work of the committee. I was pleased to learn that many clubs devote one afternoon to education, and also have an education committee, through which they are kept in touch with the public schools. The clubs are much interested in traveling libraries, and State Librarian Carver reports more than forty of these libraries in use in the State and gives the credit largely to the club women. I trust another year will find more school savings banks in use; much is said in their favor by those who have tried them.

The reports from clubs interested in town and village improvement have been very encouraging. One club of sixty members

has been active, having furnished several electric lights, cared for a small park, and are about ready to erect a soldiers' monument, to be dedicated next Memorial day.

The interest in music and nature study is growing, and I am hoping for a marked increase the coming year. Nearly every club expressed an interest in, and knowledge of, schoolroom decorations and the Brown and Perry pictures are in general use.

Speaking in the public schools called forth many responses. One club reported the offering of extra prizes for excellence in recitations, discussions, etc. The members of the club visit the schools often and know just what is being done. One progressive club reported a remarkable work done for the children in unincorporated townships. This club has an educational committee which visits the schools every month, and in this way they are enabled to keep in close touch with them; would that we had more clubs with a like spirit. A small but active club in Oxford county sent in a report of excellent work done for the schools in the town. I am sure that parents and teachers have a better understanding than ever before and that the home and school are nearer together in consequence. 361 circulars and 417 leaflets were sent out last year to every federation club in the State, to every state and territory in the Union and even across the sea. Many letters were received and written by the committee. I feel sure that we have advanced and that we stand on higher ground than we did a year ago. We are beginning to understand that "trifles make perfection, but perfection is not trifles."

NORMAL SCHOOLS.

The following tabulation exhibits the statistics of attendance in the State normal schools of Farmington, Castine and Gorham, for the year 1899-1900.

COMPARATIVE SUMMARY.

COMPARATIVE SUMMARY.					LARGEST ATTENDANCE.	
School.	Year ending.	Number entering.	Number graduated.	Average attendance per term.	Number.	Term.
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	
Farmington	June 14, 1900..	116	52	155	194	Winter.
Castine	June 6, 1900..	95	67	158	183	Spring.
Gorham	June 22, 1900..	93	63	147	151	Winter.
Totals ..	.....	304	182	460	528	

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.

STATE NORMAL SCHOOL, GORHAM, ME., June 22, 1900.

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 22, 1900.

Number of pupils entering during the year	93
Number of pupils graduating during the year	63
Attendance at each term—	
Fall term	143
Winter term	151
Spring term	147
Number of teachers, normal schools, 7; number of teachers, practice schools, 3.	

TEACHERS.

W. J. Corthell, principal; associates, W. E. Russell, Viola M. White, Katherine Halliday, Gertrude L. Stone, Grace Fickett, Maud S. Andrews; practice schools, Grace Walker, Ella F. Johnson, Nellie Clodman.

The teachers have been of one mind in planning, management, governing and methods of instruction. All have been diligent, conscientious, alert, generous in securing harmony. All have been respected and loved by the pupils. The re-election of each is recommended with an addition of fifty dollars to Miss Johnson's salary; fifty dollars to Miss Fickett's salary, and one hundred dollars to Miss Andrews' salary. Each has fully earned this increase.

GRADUATES OF 1900.

Three Years' Course—Annie F. Chadbourne, Maplewood; M. Josephine Donahoe, Portland; Blanche Emerson, Portland; Lydia M. Hale, South Windham; Edna E. Hawkes, Windham Center; Bertha M. Pitts, Harrison; Viola B. Sturgis, Riverside.

Two Years' Course—Carrie B. Baston, York; Ethel M. Blackstone, North Pownal; Katherine L. Blake, York Village; Lelya A. Boothby, Cornish; Alfreda Brackett, Sabbath Day Lake; Annie E. Bragdon, White Rock; Annie M. Brooks, Alfred; Alice E. Chandler, Brooks; Alice M. Chaney, Sheepscoot; Fanny B. Cragin, Westbrook; Eunice W. Crickett, Cumberland Center;

Florence A. Day, Bryant's Pond; Helen M. Dillingham, Freeport; Lettie M. Emery, York Beach; Edith A. Estes, Waterville; Augusta F. Fossett, Round Pond; Carrie Fuller, Rockport; Perle E. Goodsoe, Kittery; Jennie E. Gould, Camden; Margaret E. Hall, East Jefferson; Bessie M. Hamlin, North Waterford; Ella D. Harlow, Richmond; Alfreda A. Hatch, Harmony, Ita F. Hatch, Harmony; Florence G. Hilton, East North Yarmouth; Gertrude E. Hinds, Portland; Ethel F. Hudson, Woodfords; Estelle B. Knight, Deering; Alice H. Knowlton, Camden; Geneva M. Lawrence, Portland; Louisa A. Libby, Pownal; Grace H. Lowell, Windham Center; Alice C. Maynard, Portland; Grace F. Merrill, Cumberland Center; Nettie C. Merrill, Sabbath Day Lake; Eva M. Merritt, Gorham; Alice H. Moore, Camden; Florence M. Morrill, Alfred; Mabel A. Murray, Portland; Renee S. Nash, Addison Point; Angie L. Palmer, Westbrook; Charlotte M. Parsons, Peak's Island; Annie G. Pender, Portland; M. Edith Richardson, Lewiston; Margie P. Roberts, South Waterboro; Bernice A. Spinney, Sanford; Harriet S. Sweetser, Cumberland Center; Carolyn G. Taylor, Sanford; A. Lillian Terrell, Bath; Ernest B. Walker, Windham Center; Clydie B. Wescott, White Rock; Annie G. White, Forest City; Annie A. Williams, West Bath; Daisy E. Young, North Anson; Angie M. Kelsey, South Bristol; Harriet E. Burkett, South Union.

LIBRARY AND APPLIANCES.

There have been added to the library by purchase during the year fifty volumes of various forms of literature. Of text-books on different subjects 230 volumes have been bought. The several publishers have sent to the school forty volumes of various text-books. We have bought six large maps of the United States.

NEEDS.

The school building should be enlarged so as to provide sufficient rooms for all the classes, and specially to provide for practice work. In the facilities for this work we are deficient. There is urgent need for such an enlargement of the building as will give at least six rooms for practice work. We cannot do the normal work satisfactorily without all the pupils of the

practice schools should be in the school building and there should be at least six rooms for the nine grades of this work. The demands made by the State for better prepared teachers, to help this advance so apparent in the schools of the State demand better appliances in observation and practice work. That means more rooms, better gradation, and more efficient teaching.

Very respectfully,

W. J. CORTHELL.

CASTINE, Maine, June 6th, 1900.

To the Trustees of the State Normal Schools:

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

ATTENDANCE.

Number entering the school.....	95
Number attending the fall term.....	132
Number attending the winter term.....	160
Number attending the spring term.....	183
Total enrollment for the year.....	475
Number graduating, regular course.....	66
Number graduating, advanced course.....	1

TEACHERS.

The teachers for the year have been: Albert F. Richardson, A. M., principal; assistants, Mary E. Hughes, Edward E. Philbrook, 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 Owen L. Flye, in the grammar school.

I recommend the re-election of all the teachers, and that the salary of Joel W. Reynolds be increased \$200.

LIBRARY.

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

IMPROVEMENTS.

The heating and ventilation of the building are fine and the general sanitary conditions the very best and in consequence of

this we have had very little sickness during the year. The new floors and seats have added much to the appearance of the assembly room, and to the comfort and convenience of pupils.

THE YEAR'S WORK.

The general conduct of the pupils has been excellent, and nearly every one connected with the school has done good and faithful work. The call for teachers who are graduates of the school has been greater than ever before, and we have been unable to supply the demand. The efficiency of the janitor deserves special mention. The whole building has been kept in perfect order during the year.

NEEDS OF THE SCHOOL.

If a school of this kind is to be kept in such a condition as to be a credit to the State it must have money for repairs and improvements. There is no separate room for the principal, and there should be one. The walls of the assembly hall need repairing. New floors are needed in the recitation rooms.

We need another recitation room, and it could be obtained by extending the front wing of the building, or by erecting a small building to be used as a model room, and using the latter for a recitation room. The local trustees and principals of this school have been so modest in asking for appropriations that the grounds have not yet been graded. This ought to be done.

We ought to have another teacher whose duty should be to care for the library, text-books and reading room, collect the incidental fees and keep the accounts, use the typewriter and duplicators for preparation of examination papers and topics, and serve as a general secretary.

DIPLOMAS.

I recommend that diplomas be awarded the following persons:
Advanced Class—Kate A. Gardner, Castine.

Regular Class—Ralph C. Achorn, Belmont; Bert N. Allen, Columbia Falls; Marietta Bacon, Unity; Augusta E. Barlow, Freedom; Ethel R. Cain, Clinton; Caro L. Cooper, Richmond; Carrie M. Crosgrove, Castine; Susie E. Deane, Madison; Gert-rude E. Dennis, Greenbush; Walter W. Dixon, Harrington;

Grace E. Dow, Brooks; Nellie F. Eaton, Stonington; Blanche M. Eddy, Katahdin Iron Works; Lydia L. Farnham, Orland; F. Leslie Ferren, Levant; Alice L. Fisher, Kenduskeag; Winifred M. French, Lincolnville; Grace S. Friend, Sedgwick; Wilma H. Googins, Sullivan; Fausta M. Grindle, Penobscot; Nan J. Grindle, Penobscot; Susie B. Grover, Amherst; Mabel G. Harrigan, Orono; Zenie D. Hartshorn, Swanville; Alice B. Hatch, East Boston, Mass.; Lutner Hatch, Islesboro; Nettie M. Heal, Islesboro; Adela F. Hills, Northport; Almon B. Hodgkins, Trenton; Edith M. Holway, Machiasport; John L. Hooper, Castine; Neota A. Johnson, Eddington; Leona F. Joyce, Stonington; Harriet A. Kimball, Belfast; Josephine M. King, Orrington; Addie L. Littlefield, Penobscot; Mary Littlefield, Castine; Roscoe E. Littlefield, Winterport; Clara L. Maddocks, Appleton; Helen T. Mansfield, Orono; Gertrude H. Mc Kellar, Calais; Harriet T. Moody, Winterport; Katherine Nickerson, Swanville; Caro M. Parker, Islesboro; Albert B. Payson, Brooks; Katherine Pendleton, Islesboro; Alice A. Perkins, Brooksville; Nettie E. Philbrook, Castine; Annie E. Pinkerton, Danforth; Alice M. Poor, Searsmont; G. Fred Porter, Camden; Bertha E. Preble, Sedgwick; Shirley T. Rice, Machiasport; Laura Rogers, Jonesport; Edith F. Russell, Jefferson; Bertha L. Sprague, Bangor; Ina M. Spurling, Mt. Desert; Mary F. Spurling, Cranberry Isles; Samuel W. Tapley, Brooksville; Florence M. Tolman, Warren; Lottie M. Turner, Palermo; Henry L. Upton, Camden; Effie F. Walker, Ellsworth; Morrill C. Woods, Whitefield; Helena L. Wright, Wilton; Georgia V. Young, Salisbury Cove, Eden.

Yours truly,

ALBERT F. RICHARDSON.

FARMINGTON, June 14, 1900.

To the Trustees of the State Normal Schools:

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

Number entering.....	116
Number attending first term.....	117

Number attending second term.....	194
Number attending third term.....	153
Number of different pupils.....	242
Number graduating.....	52

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, Harriet P. Young, Nellie A. Skinner, Eliza T. Sewall; critic teacher and principal of model training schools, Lillian I. Lincoln; assistants in model schools: Maud I. Carter, grammar grade; Annie A. Hall, intermediate grade; Edith A. Kalloch, primary grade; music teacher, Mrs. M. T. Wade.

After a year partly of rest, and partly of study in Radcliffe College, Miss Young returned to us to take the place she has so successfully filled. The work of the school has gone on pleasantly and up to its usual standard of excellence. The relations of the pupils and teachers have been harmonious. The graduating class has earned the reputation of marked faithfulness and earnestness, and will give a good account of itself in its chosen field. Some of its members are teachers of large and successful experience already, and there are only a few who have not taught. It is with considerable pride and a great deal of satisfaction that I call your attention to the responsible positions to which so large a part of last year's class has been called as shown by the catalogue.

Having satisfactorily completed their work the following pupils are recommended for graduation:

NAMES OF THE CLASS OF 1900.

Myrtie Evelyn Abbott, Shapleigh; Mary Elizabeth Anderson, West Lubec; Alice Mae Balano, Tenant's Harbor; Edwina Maude Banks, Weeks' Mills; Winifred May Beck, Freeport; Clara May Bigelow, South Norridgewock; Sara Helen Blanchard, East Wilton; Bertha May Bridges, Wilton; Ethel Gertrude Brown, Detroit; Lucy Ella Cartland, Lisbon Falls; Effie Ethlean Carvill, Farmington; Adelaide Mary Coffin, Shapleigh; Myrtie May Coombs, Turner; Ina Alberta Eldredge, Farmington; Grace Louise Fifield,, Augusta; Grace May Goodwin Vanceboro; Irving Heath, Auburn; Ethel Louisa Howard, Farmington; Emily Louisa Hoyt, Fort Fairfield; John Leslie

Hunt, Farmington; Ethel Jenks, Houlton; Omer Aurelius Jennings, Cooper's Mills; Sadie Maud Knight, Skowhegan; Bernadine Larrabee, Farmington; Ivan John Lenfest, Palmyra; Sara Clyde Lothrop, Leeds Centre; Alice Lowell, Gardiner; Edna May Luce, New Vineyard; Martha Cora Marsh, Orono; Lottie Anderson Melcher, East Wilton; Orion Albion Morton, Bar Harbor; Parker Tufts Peterson, Farmington; Anna May Phillips, East Wilton; Sadie Martha Smith, East Dixfield; Bertha Mae Stevens, North Livermore; Helen Roberta Stubbs, Rockland; Edith Etta Thompson, Farmington; Etta Bradford Trecartin, Lubec; Nonie Adelia Turner, Palermo; Fred Lord Varney, East Lowell; Edith Hemenway Vinal, Vinalhaven; Ella Blanche Walton, East Dixfield; Alice Longfellow Wardwell, Auburn; Alma Gertrude Warren, Fairfield; Florence Evelyn Warren, Abbot; Florence Elizabeth Watson, Farmington Falls; Laura May Whitney, Richmond; Eda Gertrude Willard, West Freeman; Chester Kingman Williams, Solon; Gertrude Abbott Williams, Farmington; Josephine Frances Williams, Topsham; Mary Alice Wyman, Lakeside.

There are some imperative needs that must be supplied during the next year, if the school is not to suffer serious harm.

1. Another teacher for the model school.
2. Additions to our philosophical apparatus.
3. More text-books. Some of those we have have been in use constantly for twelve years. They are badly worn and out of date.
4. New furniture.

Respectfully submitted,

GEORGE C. PURINGTON.

FORT KENT, Maine, June 14, 1900.

To the Trustees of the State Normal Schools:

GENTLEMEN: The following is a report of the Madawaska Training School for the year ending June 8, 1900:

ATTENDANCE.

Number of pupils attending during the autumn term. . . .	87
Number of pupils attending during the winter term.	107
Number of pupils attending during the spring term.	52
Number of different pupils during the year.	112



WILDERNESS SCHOOL IN UNORGANIZED TOWNSHIP.

The number graduating, thirteen ; nine ladies and four gentlemen.

The teachers for the year have been Mary P. Nowland, Rose A. Conry, Annie Dionne, May Brown. Miss Dionne has had charge of the French classes only during this year, her work in French shows good results. Miss Brown, a teacher of experience, came to us in October, 1899, to fill a much needed want.

Miss Conry, Miss Brown and Miss Dionne have done their work well and done it cheerfully, in both schoolroom and dormitory they have been helpers in every sense of the word.

The grounds about the building are looking well.

During the summer the walls and woodwork in two of the classrooms have been painted, while both paper and paint have made the corridors and several of the rooms in the dormitory pleasanter and more comfortable.

Two hundred dollars worth of books, the gift of the State has been added to the school library.

The extension of our school year from thirty to thirty-eight weeks accounts for the small number of pupils in attendance during the last term. The pupils of the training school who teach in the public schools of the territory may not themselves attend school later than the middle of April.

THE GRADUATING CLASS OF 1900.

Nathalie Albert, Madawaska ; Fred Albert, St. Hilaire, N. B. ; Fred S. Corbin, Grand Isle ; Magloire Chassè, St. Agatha ; Marie Gagnon, Frenchville ; Mattie Lagacé, Frenchville ; Julia Labbè, Wallagrass ; Demerise Labbè, Wallagrass ; Elvira G. Pratt, Fort Kent ; Ludivine Plourd, Grand Isle ; Phillippe Roy, Fort Kent ; Lydia J. Savage, St. Francis ; Emilie M. Thibodeau, Grand Isle.

Respectfully submitted,

MARY P. NOWLAND.

FISCAL STATEMENT.

The resources and expenditures for the normal and training schools for the fiscal year 1900 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, 1899.

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	500 00
Total resources.....	<u>\$34,200 00</u>

EXPENDITURES, 1900.

For salaries.....	\$27,198 22
fuel	2,242 44
light	126 75
water	193 58
Madawaska Training School (special appropri- ation)	500 00
furniture, appliances, supplies, etc.....	472 96
insurance	1,200 00
diplomas and printing same.....	111 50
repairs.....	2,154 55
	<u>\$34,200 00</u>

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, 1900.

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.*

	1899.	1900.
Whole number of persons between ages of 4 and 21 in State.....	210,192	211,085
Increase	893	
Whole number of different scholars at- tending school during the year.....	131,588	130,918
Decrease	670	
Average registered attendance per term for year	113,244	114,056
Increase	812	
Average daily attendance per term for year	96,593	97,697
Increase	1,104	

II. *Length of Schools.*

Average length for year.....	27w 2d	28w 1d
Increase	4d	
Aggregate number of weeks per year...	116,697	118,671
Increase	1,974	

III. *Teachers.*

Number of male teachers in spring and summer terms	445	485
Increase	40	

	1899.	1900.
Number of male teachers in fall and winter terms.....	832	827
Decrease	5	
Number of female teachers in spring and summer terms.....	4,107	4,202
Increase	95	
Number of female teachers in fall and winter terms.....	3,900	4,051
Increase	151	
Number of different teachers employed during year	6,447	6,445
Decrease	2	
Number continued in same school..... during year	2,434	2,512
Increase	78	
Number who had had previous experience	5,518	5,490
Decrease	28	
Number who were graduates of normal schools	1,017	1,184
Increase	167	
Average wages of male teachers per month	\$39.03	\$39.30
Increase	\$0.27	
Average wages of female teachers per week	\$6.80	\$6.63
Decrease	\$0.17	
Average cost of teachers' board per week	\$2.13	\$2.17
Increase	\$0.04	
Amount paid teachers' services and board and janitors' services.....	\$1,118,954	\$1,173,023
Increase	\$54,069	

IV. *Text-books and School Appliances.*

Amount expended for free text-books..	\$76,270	\$84,442
Increase	\$8,172	
Number of ungraded schools furnished with globes	826	896
Increase	70	

SUPERINTENDENT'S REPORT.

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	1899.	1900.
Number furnished with wall maps.	1,676	1,636
Decrease	40	
Number furnished with charts.	1,625	1,475
Decrease	150	

V. *Number and Character of Schools.*

Whole number of schools.	4,265	4,218
Decrease	47	
Whole number of graded schools.	1,276	1,288
Increase	12	
Whole number of ungraded schools.	2,989	2,930
Decrease	59	
Number of ungraded schools having classes in United States history.	2,616	2,602
Decrease	14	
Number having classes in physiology.	2,389	2,410
Increase	21	
Number having classes in bookkeeping.	1,176	1,145
Decrease	31	
Number having classes in nature studies	789	782
Decrease	7	
Number having classes in civics.	628	733
Increase	105	
Number having classes in studies other than required by law.	955	930
Decrease	25	

VI. *Number and Condition of Schoolhouses.*

Number of schoolhouses in State.	3,996	3,995
Decrease	1	
Number reported in good condition.	3,122	3,135
Increase	13	
Number having flags	1,808	1,862
Increase	54	
Number built during year.	55	72
Increase	17	
Cost of same	\$53,471	\$110,995
Increase	\$57,524	
Estimated value of all school property.	\$4,222,395	\$4,699,475
Increase	\$477,080	

VII. *School Superintendence.*

	1899.	1900.
Number of terms of school not visited as law requires	288	409
Increase	121	
Amount paid by towns for superin- tendence	\$56,004	\$55,981
Decrease	\$113	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries,	\$777,130	\$818,001
Increase	\$40,871	
Amounts available from State treasury,	\$512,418	\$520,019
Increase	\$7,601	
Amounts derived from local funds.....	\$31,962	\$36,989
Increase	\$5,027	
Total current resources	\$1,321,510	\$1,375,009
Increase	\$53,499	
Total current expenditures	\$1,243,330	\$1,297,972
Increase	\$54,642	
Net balance unexpended	\$78,180	\$77,037
Decrease	\$1,143	
Amounts expended for new school- houses	\$53,471	\$110,995
Increase	\$57,524	
Amounts expended for free text-books,	\$76,270	\$84,442
Increase	\$8,712	
Amounts expended for local superin- tendence	\$56,094	\$55,981
Decrease	\$113	
Amounts expended for repairs, insur- ance, apparatus, etc.....	\$139,337	\$152,348
Increase	\$13,011	
Total expenditures	\$1,568,502	\$1,701,738
Increase	\$133,236	
Amounts of school money voted by towns	\$709,725	\$749,251
Increase	\$39,526	

SUPERINTENDENT'S REPORT.

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	1899.	1900.
Excess above amount required by law (net)	\$190,149	\$214,390
Increase	\$24,241	
Percentage of valuation assessed by towns .....	.002 2-10	.002 3-10
Increase .....	.000 1-10	

FREE HIGH SCHOOLS.

In the latter part of appendix No. II will be found a tabulation of the free high schools by towns and precincts, showing their number and condition for the year ending June 1, 1900.

The statistics show a falling off of six in the number of schools, of 447 in number of pupils registered and of 300 in average attendance. The per cent of average attendance has, however, increased 5-10 of one per cent.

There has been a notable decrease in the number of scholars taking the natural sciences and ancient languages. Other changes are only such as we might expect from year to year.

COMPARATIVE STATEMENT.

I. *Number and Length.*

	1899.	1900.
Number of free high schools receiving aid from the State.....	220	214
Decrease	6	
Number established by towns.....	212	204
Decrease	8	
Number established by precincts.....	8	10
Increase	2	
Average number of weeks.....	6,041	5,852
Decrease	189	
Average number of weeks per year to each school	27w 2d	27w 2d
No change.		

II. *Attendance.*

Number of pupils registered.....	13,785	13,338
Decrease	447	
Average attendance	11,280	10,980
Decrease	300	
Per cent of average attendance.....	81 8-10	82 3-10
Increase	0 5-10	

SUPERINTENDENT'S REPORT.

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	1899.	1900.
Number of common school teachers who were pupils	618	582
Decrease	36	

III. *Scope of Instruction.*

Number of pupils in reading or elocu- tion	7,758	8,010
Increase	252	
Number in arithmetic	5,725	5,245
Decrease	480	
Number in English grammar	4,955	5,105
Increase	150	
Number in United States history	2,342	2,084
Decrease	258	
Number in natural sciences	5,909	4,841
Decrease	1,068	
Number in higher mathematics	7,417	7,770
Increase	353	
Number in bookkeeping	1,946	1,847
Decrease	99	
Number in modern languages	2,415	2,349
Decrease	66	
Number in ancient languages	5,441	4,919
Decrease	522	

APPENDIX--I.

Special Statistics of Educational Institutions Aided by the State, Directly or as Free High Schools, for Year Ending July 1, 1900.

Name.	ASSETS—PERMANENT.				INCOME—CURRENT.								
	Endowment.	Grounds and buildings.	Other property.	Total.	Invested funds.	Town.	State appropriation.	State F. H. S. funds.	Tuition.	Fees.	Gifts.	Other sources.	Total.
University of Maine.....	\$218,300	\$200,900	\$47,000	\$466,200	\$9,915	-	\$20,000	-	\$8,150	\$14,999	-	\$37,760	\$90,824
Castine Normal School.....	-	50,000	1,000	51,000	-	-	-	-	20	700	-	-	-
Farmington Normal School.....	-	70,000	10,000	80,000	-	-	-	-	21	673	-	-	-
Gorham Normal School.....	-	75,000	4,000	79,000	-	-	31,000	-	-	675	-	-	33,212
Madawaska Training School.....	-	21,000	-	21,000	-	-	-	-	7	116	-	-	-
Anson Academy.....	4,500	1,000	-	5,500	290	\$500	500	-	105	-	-	-	1,395
Bluehill Academy.....	15,000	7,000	200	22,200	488	500	500	-	117	-	-	-	1,603
Bridgton Academy.....	19,650	10,000	1,000	30,650	931	-	500	-	1,675	-	-	-	3,506
Calais Academy.....	4,469	6,000	300	10,769	475	2,250	500	\$250	170	-	-	-	3,645
Cherryfield Academy.....	4,000	10,000	849	14,849	140	488	800	250	64	-	-	257	1,999
Corinna Academy.....	500	2,500	1,641	4,641	60	-	500	-	18	-	-	-	578
East Corinth Academy.....	1,600	200	100	1,900	67	-	500	400	19	-	-	-	986
Erskine Academy.....	7,780	3,000	500	11,280	325	180	300	180	230	-	-	-	1,215
Foxcroft Academy.....	-	4,000	425	4,425	60	450	500	250	379	-	-	-	1,639
Fryeburg Academy.....	-	7,500	13,173	20,673	202	-	500	-	1,300	-	-	1,208	3,210
Freedom Academy.....	-	4,000	100	4,100	-	348	500	-	250	-	-	-	1,098
Greely Institute.....	20,000	7,000	2,592	29,592	1,258	-	200	250	137	-	-	699	2,544
Gould's Academy.....	1,000	5,000	-	6,000	-	-	800	-	1,476	-	-	-	2,276
Hampden Academy.....	10,800	5,000	300	16,100	485	310	500	250	45	-	-	-	1,590
Hartland Academy.....	1,000	3,000	50	4,050	40	150	500	150	20	-	-	275	1,135
Hebron Academy.....	70,000	135,000	-	205,000	3,500	-	60	250	4,227	-	-	2,156	10,193
Leavitt Institute.....	-	11,000	1,000	12,000	-	-	750	250	191	24	1,000	206	3,121
Lee Normal Academy.....	-	2,800	1,500	4,300	55	-	1,000	-	449	-	-	150	1,654
Limerick Academy.....	-	2,500	800	3,300	30	250	500	250	45	-	-	-	1,075
Limington Academy.....	300	2,500	884	3,684	17	250	300	250	-	-	-	251	1,06

PUBLIC SCHOOLS.

Lincoln Academy.....	10,782	8,000	200	18,982	640	-	500	-	1,520	-	-	-	2,660
Litchfield Academy.....	700	2,000	-	2,700	27	-	500	-	343	-	-	-	870
Maine Central Institute.....	10,000	25,000	-	35,000	655	470	1,000	250	853	-	-	-	3,228
Mattanawcook Academy.....	2,200	2,000	-	4,200	132	250	500	250	15	-	-	-	1,147
Monmouth Academy.....	3,639	2,500	500	6,639	146	500	500	250	70	-	-	-	1,466
Monson Academy.....	-	2,500	-	2,500	157	250	300	250	-	-	-	-	957
North Yarmouth Academy.....	10,000	17,000	3,000	30,000	500	-	300	-	800	-	-	-	1,600
Oak Grove Seminary.....	20,315	20,000	-	40,215	691	-	800	-	1,500	-	-	-	2,991
Paris Hill Academy.....	2,000	3,000	500	5,500	70	250	500	-	-	-	-	-	820
Parsonsfield Seminary.....	-	20,000	250	20,250	-	100	506	250	81	-	-	386	1,317
Patten Academy.....	6,400	1,600	150	8,150	324	250	750	250	93	-	-	10	1,677
Pennell Institute.....	25,000	15,000	2,000	42,000	1,500	250	500	250	112	-	-	-	2,612
Ricker Classical Institute.....	25,000	75,000	-	100,000	800	-	1,000	120	2,300	-	-	900	5,120
Somerset Academy.....	3,500	3,500	100	7,100	229	-	500	-	365	-	-	-	1,094
Thornton Academy.....	84,515	36,361	-	120,876	6,175	2,950	-	250	733	-	-	-	10,108
Washington Academy.....	29,055	7,000	321	36,376	1,612	444	500	-	320	-	1,091	3	3,970
Westbrook Seminary.....	34,942	40,000	-	74,942	1,282	-	2,000	-	2,343	-	120	100	9
West Lebanon Academy.....	2,000	2,000	1,200	5,200	80	450	250	97	17	-	41	117	1,052
Wilton Academy.....	-	15,000	650	15,650	-	700	1,000	250	362	-	-	-	2,312
Wiscasset Academy.....	-	1,000	450	1,450	-	380	500	250	40	-	-	-	1,170
Total	\$653,947	\$944,361	\$96,735	\$1,695,043	\$33,758	\$13,620	\$73,610	\$5,697	\$30,982	\$17,307	\$2,232	\$44,387	\$221,533

APPENDIX.

Special Statistics—Continued.

Name.	EXPENDITURES—CURRENT.								Number of instructors.	Number of courses of study.	Number of pupils enrolled.	Average attendance for year.	Number graduated.	Average number in common school studies exclusively.	Average number in academic studies exclusively.	Average in both academic and common studies.
	Teachers' salaries.	Janitors' services.	Books, appli-ances, etc.	Repairs.	Other purposes.	Total.	Balance.	Deficiency.								
University of Maine.....	\$42,959	\$1,080	\$8,367	\$3,542	\$8,745	\$64,693	\$26,131	-	48	11	365	-	60	-	-	-
Castine Normal School.....	8,075	400	300	222	400	-	-	-	9	1	475	158	67	-	25	150
Farmington Normal School.....	8,100	500	41	65	526	-	-	-	12	1	242	155	52	155	-	155
Gorham Normal School.....	7,600	500	1,600	-	78	31,000	-	-	10	1	239	143	63	-	-	239
Madawaska Training School.....	2,350	100	125	10	8	-	-	-	4	1	116	74	13	-	-	13
Anson Academy.....	1,200	33	19	5	41	1,298	97	-	4	3	54	48	-	15	19	20
Bluehill Academy.....	1,320	150	25	-	110	1,605	-	-	3	3	82	59	11	4	57	9
Bridgton Academy.....	3,056	125	90	80	345	3,696	-	\$190	4	2	84	75	16	-	84	-
Calais Academy.....	2,900	126	170	11	170	3,377	268	-	4	2	123	101	14	-	103	-
Cherryfield Academy.....	1,179	60	-	225	332	1,796	203	-	2	2	103	97	-	-	97	-
Corinna Academy.....	495	26	-	-	54	575	3	-	2	4	41	34	7	-	41	-
East Corinth Academy.....	869	40	-	-	35	944	42	-	2	3	45	24	5	6	18	21
Erskine Academy.....	1,115	30	25	20	25	1,215	-	-	3	1	84	66	-	5	40	20
Foxcroft Academy.....	1,321	62	42	10	144	1,579	60	-	3	3	78	63	9	-	40	30
Freedom Academy.....	753	75	100	-	150	1,078	20	-	3	4	83	75	-	22	15	46
Fryeburg Academy.....	2,300	-	-	763	147	3,210	-	-	4	3	64	60	5	14	35	15
Gould's Academy.....	1,955	55	68	-	198	2,276	-	-	4	2	108	83	8	-	83	3
Greely Institute.....	1,240	74	112	97	172	1,695	849	-	3	3	61	49	5	8	20	33
Hampden Academy.....	1,392	36	-	-	96	1,518	72	-	3	3	138	113	3	-	46	-
Hartland Academy.....	569	46	14	138	125	892	243	-	2	5	78	62	-	12	50	16
Hebron Academy.....	4,573	474	33	202	4,646	9,928	265	-	9	3	190	160	47	4	160	160
Leavitt Institute.....	2,300	215	175	100	200	2,990	131	-	4	3	111	107	21	23	84	-
Lee Normal Academy.....	1,449	24	50	279	175	1,977	-	323	4	2	150	140	-	75	-	150
Limerick Academy.....	655	30	-	129	55	869	206	-	2	2	40	37	13	-	30	7
Limington Academy.....	560	25	22	19	58	684	384	-	2	2	47	34	11	16	20	32

PUBLIC SCHOOLS.

Lincoln Academy	2,020	72	20	49	180	2,341	319	-	4	3	22	73	5	5	68	-	4
Litchfield Academy	638	15	-	49	-	702	-	168	2	2	35	19	3	5	22	-	-
Maine Central Institute	3,275	300	22	3	263	3,863	-	635	7	5	102	82	15	8	52	42	-
Mattanawcook Academy	1,200	36	-	55	-	1,291	-	144	2	2	37	34	14	12	15	37	-
Monmouth Academy	1,040	24	188	5	-	1,257	209	-	2	3	55	34	12	-	55	-	-
Monson Academy	900	30	-	64	63	1,057	-	100	2	2	40	35	6	6	25	35	-
North Yarmouth Academy	1,400	-	-	-	-	1,400	200	-	5	3	42	35	5	5	32	35	-
Oak Grove Seminary	2,400	200	100	-	756	3,456	-	465	9	4	86	70	16	7	55	62	-
Paris Hill Academy	750	15	15	25	-	805	15	-	3	3	43	40	-	19	20	-	-
Parsonsfield Seminary	874	-	-	-	134	1,008	309	-	3	3	29	20	1	6	4	10	-
Patten Academy	938	163	31	57	529	1,718	-	41	2	4	133	55	12	-	10	55	-
Pennell Institute	1,870	60	43	137	500	2,610	2	-	4	3	89	68	10	18	52	19	-
Ricker Classical Institute	3,775	450	-	175	1,420	5,820	-	700	6	3	140	110	23	-	11	19	-
Somerset Academy	600	30	-	51	160	841	253	-	3	3	50	42	14	12	11	-	-
Thornton Academy	5,351	470	659	1,393	233	8,106	2,002	-	8	3	172	160	34	-	160	-	-
Washington Academy	1,890	60	169	4,766	493	7,378	-	3,408	3	3	67	53	10	-	53	-	-
Westbrook Seminary	3,658	1,432	50	683	25	5,848	6	-	10	7	99	75	25	6	70	13	-
West Lebanon Academy	756	-	-	244	-	1,000	-	52	2	-	26	21	-	-	-	-	-
Wilton Academy	2,056	44	-	-	149	2,249	63	-	4	4	71	66	13	-	71	-	-
Wiscasset Academy	1,110	-	35	6	15	1,166	4	-	3	3	73	59	12	30	28	59	-
Total	\$136,786	\$7,687	\$12,710	\$13,679	\$22,049	\$192,911	\$32,524	\$6,058	231	-	4,572	3,146	660	539	1,845	1,646	-

APPENDIX.

Special Statistics—Concluded.

Name.	Number of pupils in mathematics.	Number in English language studies.	Number in history.	Number in sciences.	Number in modern languages.	Number in ancient languages.	Number in college preparatory course.	Number in classical course.	Number in English course.	Number in commercial course.	Number in scientific course.	Number in normal course.	Number who will enter Maine colleges.	Number who will enter other colleges.	Number who will enter technical schools.	Number who will enter other institutions.	Number who will pursue no further course of study.
University of Maine	240	139	48	215	215	26	-	-	-	-	-	-	-	-	-	-	-
Castine Normal School	475	475	147	275	1	10	-	-	10	475	-	-	-	-	-	-	-
Farmington Normal School	242	242	55	242	1	-	-	-	-	242	-	-	-	-	-	-	-
Gorham Normal School	239	239	76	122	12	21	-	-	-	239	-	-	-	-	-	-	-
Madawaska Training School	116	116	116	40	116	-	-	-	-	116	-	-	-	-	-	-	-
Anson Academy	49	54	20	17	16	15	9	-	-	-	-	-	-	-	-	-	-
Bluehill Academy	67	79	25	69	8	23	6	10	62	-	-	4	1	1	6	-	-
Bridgton Academy	80	84	32	50	20	40	20	20	64	-	-	10	9	21	-	44	-
Calais Academy	98	103	83	82	6	70	32	38	32	-	-	2	-	1	-	-	-
Cherryfield Academy	103	103	70	63	-	77	23	-	80	-	-	-	-	-	-	-	-
Corinna Academy	34	41	23	28	9	16	9	9	32	1	-	-	-	-	9	-	-
East Corinth Academy	22	16	4	27	5	8	8	3	29	5	-	-	-	3	6	31	-
Erskine Academy	55	40	15	43	-	-	-	-	60	-	-	5	-	14	3	-	-
Foxcroft Academy	75	77	58	48	1	36	9	22	35	-	-	4	-	3	10	57	-
Freedom Academy	70	60	20	14	9	12	10	20	19	11	-	-	4	-	-	-	-
Fryeburg Academy	60	52	37	37	21	44	14	27	28	-	-	-	13	1	4	-	-
Gould's Academy	74	56	34	41	18	46	46	28	20	-	-	-	4	2	-	-	-
Greely Institute	61	45	20	30	6	16	12	15	34	-	-	-	1	2	1	50	-
Hampden Academy	167	138	34	42	33	79	18	2	19	-	-	-	5	-	-	-	-
Hartland Academy	78	42	26	32	-	22	22	-	40	16	-	-	12	-	-	-	-
Hebron Academy	140	-	60	111	45	64	31	88	54	-	-	-	60	10	75	95	-
Leavitt Institute	90	111	61	77	5	30	14	16	55	-	-	-	25	2	-	-	-
Lee Normal Academy	150	150	50	80	18	2	-	-	150	-	-	-	3	2	20	-	-
Limerick Academy	40	49	28	26	8	18	18	-	19	-	-	-	2	9	4	3	-

PUBLIC SCHOOLS.

Limington Academy	40	44	15	23	9	26	6	2	35	-	-	-	3	1	2	-	6
Lincoln Academy	86	92	16	62	27	28	15	13	64	-	-	-	10	-	-	22	70
Litchfield Academy	33	24	13	23	-	11	2	-	28	-	-	-	3	-	-	-	-
Maine Central Institute	68	59	20	56	15	62	17	8	25	32	-	20	17	-	-	17	85
Mattanawcook Academy	37	37	10	14	10	9	15	-	22	-	-	-	4	1	-	2	7
Monmouth Academy	55	55	-	44	6	22	12	18	25	-	-	-	3	-	5	-	-
Monson Academy	30	20	10	20	8	20	15	15	30	10	-	-	10	-	5	-	20
North Yarmouth Academy	42	42	24	26	5	30	26	10	7	-	-	-	4	2	3	26	12
Oak Grove Seminary	86	86	30	70	6	45	20	4	50	10	-	-	14	4	10	12	40
Paris Hill Academy	37	29	13	32	3	10	4	6	33	-	-	-	3	1	-	-	-
Parsonsfield Seminary	28	6	10	7	2	10	7	5	17	6	-	-	2	1	-	-	-
Patten Academy	55	38	25	19	12	39	15	7	40	-	-	-	5	-	-	4	-
Pennell Institute	89	-	89	37	19	32	28	8	53	-	-	-	28	-	-	15	30
Ricker Classical Institute	120	140	60	80	25	60	58	6	20	-	-	-	6	-	-	2	15
Somerset Academy	38	46	15	12	3	8	12	-	32	6	-	-	3	-	1	6	-
Thornton Academy	141	170	106	115	45	114	41	-	78	36	-	-	4	4	3	5	156
Washington Academy	40	52	28	38	10	39	16	11	37	-	5	-	12	4	5	16	50
Westbrook Seminary	73	92	25	45	30	42	30	10	46	3	-	-	15	15	4	5	60
West Lebanon*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wilton Academy	55	60	33	59	3	35	27	4	30	-	-	-	10	-	2	6	-
Wiscasset Academy	73	49	35	62	13	32	4	30	31	-	-	-	2	2	10	-	-
Total	4,057	3,549	1,718	2,655	824	1,349	671	445	2,607	137	5	20	308	64	106	276	831

* Return does not show.

SUMMARY OF SPECIAL STATISTICS OF EDUCATIONAL INSTITUTIONS AIDED BY THE STATE.

I. *Assets—Permanent:*

Amount of endowment.....	\$653,947
Value of grounds, buildings, etc.....	944,361
Other property	96,735
	\$1,695,043

II. *Income—Current:*

From invested funds.....	\$33,758
From town	13,620
From State (appropriation)	73,610
From State (high school fund).....	5,697
From tuition	30,982
From fees	17,307
From gifts	2,232
From other sources	44,387
	\$221,593

III. *Expenditures—Current:*

For teachers' salaries	\$136,786
For janitors' services	7,687
For books, apparatus, etc.....	12,710
For repairs	13,679
For other purposes	22,049
	\$192,911

IV. *Teachers, Attendance, Etc.:*

Number of teachers including president or principal	231
Number of courses of study (average).....	3
Number of pupils enrolled.....	4,572
Average attendance for year.....	3,146

Number of pupils graduating.....	660
Average number pursuing common school studies exclusively	539
Average number pursuing academic studies exclusively	1,845
Average number pursuing both academic and common school studies.....	1,646

V. *Classification of Students:*

Number in mathematics.....	4,057
Number in English language studies.....	3,549
Number in history.....	1,718
Number in sciences.....	2,655
Number in modern languages.....	824
Number in ancient languages.....	1,349
Number in college preparatory course.....	671
Number in classical course.....	445
Number in English course.....	2,607
Number in commercial course.....	137
Number in scientific course.....	5
Number in normal course.....	20
Number who intend to enter Maine colleges..	308
Number who intend to enter other colleges..	64
Number who intend to enter technical schools,	106
Number who will enter other institutions...	276
Number who will pursue no further course of study	831

SUMMARY OF SPECIAL STATISTICS OF FREE HIGH SCHOOLS, ACADEMIES AND SEMINARIES.

In the following summary will be found important and interesting information in regard to the work done by the academies and seminaries of the State in comparison with that done by the Free High Schools. While the proportion of pupils pursuing advanced studies in the Free High Schools is very nearly equal to that of the academies the proportion of pupils fitting for college in the academies is far in excess, in fact more than double that in the Free High Schools.

In the table of expenditures it will be seen that the amount received by the academies and seminaries from State appropriations is less than one-fourth of the amount annually expended by those institutions.

A more detailed tabulation of the statistics in relation to academies and seminaries will be found in Appendix I and of the Free High Schools in the latter part of Appendix II.

Number of Free High Schools.....	214
Number of Academies aided by State.....	40

I. *Assets—Permanent—Academies and Seminaries.*

Amount of endowment.....	\$435,647
Value of grounds, buildings, etc.....	527,461
Other property	34,735
	\$997,843
Total	

II. *Income—Current—Academies and Seminaries.*

From invested funds.....	\$23,843
Town	13,620
State (appropriations)	22,597
State (high school fund).....	5,697
Tuition	22,784
Fees	144
Gifts	2,232
Other sources	6,627
	\$97,544
Total	

CLASSIFICATION OF STUDENTS.

	Free High Schools.	Academies and Seminaries.	Aggregate.
Number in mathematics	12,183	2,745	14,928
Eng. language studies.	11,844	2,338	14,182
History	6,315	1,277	7,592
Sciences	7,048	1,761	8,809
Modern languages	2,353	479	2,832
Ancient languages	5,324	1,292	6,616
College preparatory course	2,119	671	2,790
Classical course	2,441	435	2,876
English course	5,623	1,535	7,158
Commercial course ...	670	137	807
Scientific course		5	5
Normal course		20	20
Who intend to enter Maine colleges	638	308	946
Who intend to enter other colleges	181	64	245
Who intend to enter tech- nical schools	140	106	246
Who intend to enter other higher institutions of learning	1,120	276	1,396
Who will not attend any higher institution of learning	2,434	831	3,265
Of pupils enrolled	14,967	3,135	18,102
Average attendance	11,641	2,616	14,257

APPENDIX--II.

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1889, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Auburn	72	\$50 48	\$9 00	\$3 00	\$1,600	\$17,507	\$2,507	.....	\$3 67	.002 5-10	\$17,507	\$10,762	\$67	\$28,336	\$27,942	\$394
Durham	34	00	6 50	2 25	104	1,200	311	.....	3 53	.003 7-10	1,502	828	..	2,330	2,134	196
East Livermore	4	32 00	8 00	2 75	150	2,700	1,495	.....	4 29	.004 1-10	3,476	1,495	284	5,255	4,982	273
Greene	6	24 00	6 25	..	40	1,000	292	.....	5 41	.003 2-10	1,135	485	35	1,655	1,459	196
Leeds	18	22 66	6 25	2 00	85	916	116	.....	3 19	.002 8-10	968	756	...	1,724	1,712	12
Lewiston	76	126 32	11 21	3 10	1,700	23,000	3,639	.....	2 73	.001 6-10	23,000	20,036	425	43,461	35,997	7,464
Lisbon	27	69 00	7 50	3 00	300	2,800	304	.....	2 10	.001 3-10	2,800	3,219	206	6,225	6,240	.....
Livermore	3	24 50	6 90	..	69	1,000	129	.....	3 15	.002 1-10	1,147	717	64	1,928	1,693	235
Mechanic Falls	7	..	8 50	..	100	2,200	720	.....	5 35	.002 4-10	2,200	924	30	3,154	3,192	.....
Minot	5	..	6 50	2 00	82	800	160	.....	3 54	.002 3-10	896	662	.....	1,558	1,495	63
Poland	12	38 12	7 00	2 40	180	2,250	273	.....	5 68	.002 7-10	2,870	993	235	4,098	3,385	713
Turner	12	28 00	6 60	2 00	147	1,800	187	.....	3 80	.002 4-10	2,465	1,064	....	3,529	2,556	973
Wales	4	26 00	5 77	..	42	600	239	.....	4 68	.002 9-10	687	310	18	1,015	863	152
Webster	..	29 00	6 50	..	77	1,400	639	.....	3 87	.002 7-10	1,400	914	26	2,340	2,478	.....
Total	249	\$42 00	\$7 32	\$2 50	\$4,676	\$59,173	\$17,011	\$3 29	.002 1-10	\$62,053	\$43,165	\$1,390	\$106,608	\$96,128	\$10,671	\$191

APPENDIX.

Mapleton	363	194	165	169	132	.41	249	12	9		216	8	4	-	1	352	2,300		1	8		
Mars Hill	453	288	238	271	190	.47	325	12	12		240	11	5	-	-	-	4,600	-	1	9	8	
Masardis	122	62	51	63	54	.43	87	11	8	3	56	3	-	-	1	1,500	2,000	-	-	9	2	2
Monticello	497	252	197	239	193	.40	344	8	9	4	253	10	7	-	-	-	4,000	-	5	8	6	3
New Limerick	216	139	123	139	104	.53	171	8	8		144	6	3	4	1	448	3,000	-	1	5	3	6
New Sweden	325	177	121	199	107	.35	216	8	12	1	168	7	5	1	-	-	3,000	-	3	4	5	6
Oakfield	316	183	175	221	201	.59	244	9	12		278	9	6	-	2	-	3,000	-	1	4	3	6
Orient	70	52	46	58	48	.67	63	14	14	1	83	3	3	-	-	800	3,000	-	2	6	8	1
Perham	237	134	107	124	95	.43	145	10	10		150	5	5	-	-	-	500	-	2	1	1	1
Presque Isle	1,385	716	583	729	572	.42	889	9	3	3	886	24	20	14	-	-	2,400	-	2	3	1	1
Sherman	360	221	177	206	176	.48	280	8	10		221	7	6	-	-	-	30,000	-	2	27	28	7
Smyrna	171	81	74	88	68	.41	105	10	11	2	64	3	3	7	-	-	3,800	-	1	7	7	3
St. Agatha	688	335	246	189	139	.28	268	11	1	8	309	7	4	3	-	-	1,500	-	-	2	3	2
Van Buren	739	393	290	370	263	.37	451	10	2	9	419	9	7	2	1	85	1,055	-	5	5	5	3
Washburn	468	243	209	289	228	.47	354	10	11	3	260	12	10	2	-	-	900	-	3	11	12	4
Weston	141	82	69	78	63	.47	85	8	8		96	4	4	1	-	-	3,650	-	2	9	8	4
Woodland	404	250	202	255	185	.47	255	12	12		252	10	10	1	1	450	3,400	-	2	9	4	6

APPENDIX.

AROOSTOOK COUNTY—CONTINUED.

PLANTATIONS.	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.						
Allagash	111	87	64	-	-	58	87	21	4	-	-	109	4	4	4	3	1	\$150	\$800	1	-	4	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Cary	143	75	51	51	43	35	86	12	10	8	102	6	4	2	1	-	-	1,000	1,000	-	3	3	-	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Castle Hill	213	136	108	126	115	52	175	2	8	8	144	6	4	-	-	-	-	300	1,825	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Caswell	179	84	68	72	51	32	89	9	3	10	89	4	4	-	-	-	-	450	900	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		
Chapman	126	63	55	76	63	47	84	8	3	11	39	4	4	-	-	-	-	900	900	-	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	
Connor	212	139	93	133	86	40	140	11	3	9	114	4	4	1	-	-	-	1,030	800	-	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
Crystal	142	96	77	93	74	53	110	16	12	12	122	1	1	2	-	-	-	800	800	-	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
Cyr	238	127	76	70	42	25	131	12	9	9	178	5	4	-	-	-	-	600	600	-	-	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
E Plantation	22	9	7	7	32	22	9	6	6	6	6	6	6	-	-	-	-	10	10	-	-	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
Fagle Lake	218	172	148	120	107	55	183	11	10	10	108	3	3	1	-	-	-	1,200	550	2	1	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
Garfield	38	21	20	16	12	42	24	6	8	8	20	1	1	1	-	-	-	650	800	-	-	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Glenwood	72	46	40	43	33	51	46	10	14	14	74	3	2	-	-	-	-	800	360	-	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	
Hamilin	237	105	65	69	41	23	17	50	10	10	150	1	1	1	-	-	-	300	300	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	
Hammond	37	23	20	22	17	50	27	10	8	8	50	2	2	1	-	-	-	300	300	-	-	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
Macwahoc	60	32	26	27	23	41	35	9	8	8	78	3	3	3	-	-	-	300	300	-	-	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Merrill	117	75	60	40	31	40	78	13	13	8	97	3	2	-	-	-	-	500	500	1	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
Moro	91	72	59	78	63	67	86	9	20	20	20	1	1	-	-	-	-	200	600	-	-	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Nashville	13	11	9	-	56	33	98	12	11	11	103	3	3	2	-	-	-	600	500	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	
New Canada	175	89	58	38	28	53	40	10	10	10	30	1	1	1	-	-	-	500	1,000	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Oxbow	50	33	25	34	28	53	40	10	15	15	60	2	1	2	-	-	-	1,000	1,200	-	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	
Portage Lake	85	50	40	42	36	45	86	8	8	8	96	4	4	-	-	-	-	1,200	250	-	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Reed	157	78	66	81	65	49	86	17	15	15	32	1	1	-	-	-	-	250	250	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	
Silver Ridge	62	33	20	-	21	33	36	17	19	19	77	4	4	-	-	-	-	1,000	1,000	-	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
St. Francis	272	-	-	124	96	35	124	-	1	1	77	4	4	4	-	-	-	1,000	1,000	-	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

St. John.	162	96	32	96	32	.20	96	16	16	96	3	3	3	-	-	1,000	-	-	3	3	3		
Stockholm	67	33	28	28	17	.34	37	9	16	34	1	1	1	-	-	550	1	1	1				
Wade	127	84	62	76	62	.49	84	10	10	100	5	5	-	-	-	1,300	1	-	4	5	5		
Wallagrass	392	190	110	140	63	.22	200	10	3	200	6	4	-	1	100	1,100	1	1	5	5	3		
Westfield	103	52	43	57	43	.42	65	10	10	90	3	3	2	-	-	1,300	-	-	3	3	1		
Westmanland	41	30	21	29	24	.55	31	12	16	28	1	1	-	-	-	400	-	-	1	1	1		
Winterville	86	68	49	47	30	.46	71	10	8	56	1	1	-	-	-	500	-	-	2	2			
Total	23,165	12,288	9,655	11,462	8,861	.40	14,933	10	2	9	4	13,482	456	340	168	18	16,311	\$237,930	78	105	389	373	113

AROOSTOOK COUNTY—CONTINUED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of males teachers per week, 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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Amity	3	\$28 00	\$6 33	\$2 00	\$25	\$350	\$14	-	\$2 24	.004 9-10	\$350	\$349	\$353	\$1,052	\$1,049	\$3	-
Ashland	-	48 00	7 00	2 00	100	500	46	-	1 37	.002 2-10	630	909	309	1,848	1,665	183	-
Bancroft	7	28 00	4 80	2 00	25	350	139	-	2 75	.004 9-10	394	296	225	915	915	-	-
Benedicta	2	-	6 07	2 00	22	253	-	-	1 51	.004	259	379	50	688	667	21	-
Blaine	6	36 00	6 62	-	50	628	-	-	1 82	.003 2-10	654	951	36	1,641	1,532	109	-
Bridgewater	7	32 00	6 25	-	80	777	20	-	1 96	.002 2-10	892	941	122	1,955	2,197	-	\$242
Caribou	20	29 00	7 75	2 75	400	3,354	85	-	1 84	.002 6-10	5,494	4,550	-	10,044	5,153	1,891	-
Dyer Brook	6	30 00	6 12	2 00	54	300	123	-	2 63	.003 3-10	317	261	142	720	752	32	-
Easton	8	35 00	7 00	1 75	100	500	18	-	1 71	.003	859	1,106	146	2,111	2,008	103	-
Fort Fairfield	29	30 00	6 75	1 60	400	3,500	680	-	2 20	.003 2-10	3,632	3,675	100	7,407	8,147	-	740
Fort Kent	20	21 14	5 28	1 50	75	350	-	-	30	.063 7-10	373	2,827	52	3,252	3,049	203	-
Frenchville	8	30 20	6 29	1 28	40	375	-	-	60	.001 7-10	383	1,554	31	1,968	1,840	128	-
Grand Isle	2	22 00	5 00	1 25	25	250	-	-	47	.001 7-10	419	1,370	40	1,829	1,679	150	-
Haynesville	10	-	6 11	1 82	17	250	26	-	1 82	.003 1-10	255	332	379	966	903	63	-
Hersey	1	-	6 00	1 50	15	200	79	-	2 74	.003 3-10	289	195	56	540	477	63	-
Hodgdon	-	28 00	5 85	1 50	124	1,000	110	-	2 43	.003 6-10	1,144	1,076	59	2,279	2,061	218	-
Houlton	23	112 00	8 30	2 95	300	5,500	2,288	-	3 81	.002 2-10	5,788	2,958	45	8,788	8,750	38	-
Island Falls	6	-	7 50	2 25	54	450	272	-	1 18	.001 7-10	568	900	156	1,624	1,695	-	-
Limestone	-	31 20	7 00	2 00	75	749	4	-	1 78	.003 1-10	977	934	132	2,043	1,789	254	-
Linneus	15	26 00	6 15	1 92	90	800	28	-	3 54	.003 2-10	1,000	744	236	1,980	1,826	154	-
Littleton	2	2	6 20	2 00	75	1,200	461	-	3 67	.003 9-10	1,197	788	-	1,985	1,942	43	-
Ludlow	6	24 00	6 56	2 00	26	375	75	-	3 54	.003 2-10	819	293	69	1,181	797	384	-
Madawaska	12	22 00	4 50	1 25	40	325	-	-	4 80	.001 9-10	352	1,840	77	2,269	2,235	34	-

Mapleton	7	26 00	6 65	1 75	89	666	-	-	1 78	.003 4-10	715	882	50	1,647	1,372	275
Mars Hill	7	26 75	6 16	1 75	75	670	-	-	1 47	.002 7-10	674	1,091	65	1,830	1,689	141
Masardis	2	-	7 25	2 00	12	300	100	-	2 46	.003 3-10	302	298	21	621	586	35
Monticello	-	38 00	6 62	2 00	72	906	-	-	1 82	.002 8-10	895	1,281	62	2,238	2,240	-
New Limerick	-	34 43	6 35	-	75	472	18	-	2 18	.002 5-10	787	601	46	1,434	1,134	300
New Sweden	-	25 33	6 12	-	40	570	24	-	1 79	.004 4-10	864	815	75	1,754	1,443	311
Oakfield	6	32 09	6 82	2 00	78	576	-	-	1 82	.005 6-10	1,158	872	396	2,426	2,098	328
Orient	3	34 67	6 30	2 32	7	200	4	-	2 85	.003 9-10	293	164	310	767	647	120
Perham	-	32 40	7 00	2 00	35	350	-	-	1 47	.003 1-10	602	603	242	1,447	1,368	79
Presque Isle	22	27 00	6 85	2 28	445	3,800	1,363	-	2 74	.002 6-10	4,438	3,569	131	8,138	7,320	818
Sherman	9	42 50	6 88	2 00	77	721	-	\$6	2 00	.003 9-10	721	850	309	1,880	1,893	-
Smyrna	2	27 00	6 80	1 87	24	400	158	-	2 34	.003 4-10	415	308	-	723	625	98
St. Agatha	3	23 63	3 10	1 36	35	375	-	-	55	-	375	1,665	34	2,074	1,871	203
Van Buren	8	29 00	5 68	1 42	36	935	-	-	1 26	.004 9-10	2,560	1,734	-	4,294	2,990	1,304
Washburn	5	38 00	8 00	2 00	100	900	22	-	1 92	.004	1,381	1,148	247	2,776	2,122	654
Weston	6	38 00	5 23	1 62	32	334	11	-	2 37	.005 6-10	334	357	56	747	725	22
Woodland	-	36 33	6 95	2 00	73	750	25	-	1 85	.003 9-10	804	1,065	184	2,053	1,989	64

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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 1889.	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, 1889, to April 1, 1900.	Amount available from State treasury from April 1, 1889, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Allagash	5	\$24 00	\$5 25	\$1 25	\$20	\$80	-	-	\$ 72	-	\$127	\$352	\$134	\$613	\$611	\$2	
Cary	5	34 00	6 00	1 50	26	312	-	-	2 18	-	466	362	90	918	741	177	
Castle Hill	5	24 00	6 10	2 00	54	405	-	\$25	1 90	.011 8-10	405	522	116	1,050	1,068	\$18	
Caswell	-	40 00	8 00	2 00	25	125	-	45	1 70	.003 2-10	301	432	15	754	306	448	
Chapman	5	30 00	5 85	2 00	46	200	\$15	-	1 60	.003 6-10	235	389	-	624	544	80	
Connor	1	-	4 47	2 00	25	200	-	-	3 91	.003 1-10	287	645	-	932	257	675	
Crystal	-	24 00	6 10	1 75	25	500	262	-	3 42	.006 4-10	642	475	-	1,117	971	146	
Cyr	1	-	5 03	1 25	23	75	-	-	1 82	.001 3-10	409	739	30	1,178	856	322	
E Plantation	-	-	5 50	1 50	4	40	-	-	1 82	.001 3-10	40	-	-	40	42	2	
Eagle Lake	2	27 50	5 00	1 25	10	100	-	-	46	.003 4-10	183	555	-	738	665	73	
Garfield	2	40 00	8 75	2 50	5	100	26	-	2 63	.001 8-10	108	89	94	291	206	85	
Glenwood	-	-	4 14	2 00	14	144	19	-	2 00	.003 7-10	151	299	18	468	468	-	
Hamlin	6	20 00	5 00	1 25	25	150	-	-	63	.002	227	573	31	831	823	8	
Hammond	1	-	7 00	2 00	10	100	13	-	2 70	.001 7-10	288	91	25	404	227	177	
Macwahoc	2	-	7 38	2 25	24	100	-	73	1 67	.002 3-10	176	153	112	441	373	68	
Merrill	3	-	5 84	1 75	20	250	55	-	2 14	.003 8-10	284	291	39	614	568	46	
Moro	2	26 01	6 50	1 75	17	175	16	-	1 93	.005 2-10	175	241	204	620	662	42	
Nashville	1	-	3 74	1 74	2	74	47	-	5 69	.001 9-10	98	17	61	176	86	90	
New Canada	-	22 00	5 50	2 00	10	100	-	-	5 71	.002 6-10	164	575	-	739	620	119	
Oxbow	1	-	7 50	1 50	6	110	35	-	2 20	.004 4-10	150	128	146	424	469	15	
Portage Lake	2	34 00	6 00	2 25	25	270	158	-	3 17	.008 5-10	270	246	-	516	491	25	
Reed	6	31 33	6 00	2 25	35	300	134	-	1 91	.002 4-10	607	641	-	1,248	903	345	
Silver Ridge	-	38 00	-	2 38	9	178	122	-	2 00	.004 6-10	279	102	135	516	426	90	
St. Francis	5	24 00	5 25	2 00	10	150	-	-	55	.003 9-10	150	519	37	706	634	72	

PUBLIC SCHOOLS.

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St. John	3	-	5 67	1 35	-	100	-	-	61	.002 3-10	108	436	63	607	600	7	
Stockholm	1	29 00	5 00	1 83	9	84	-	-	1 25	.002 7-10	204	155	-	859	242	117	
Wade	2	32 00	5 17	1 54	35	223	97	-	1 76	.004 1-10	320	338	-	658	579	79	
Wallagrass	5	20 00	4 90	-	20	100	-	-	25	.002 3-10	153	960	63	1,176	1,041	135	
Westfield	5	-	6 17	2 00	25	181	48	-	1 73	.002 4-10	323	202	83	608	585	23	
Westmanland	-	-	7 00	2 00	5	90	15	-	2 20	-	108	111	-	219	210	9	
Winterville	1	-	4 75	1 25	5	60	-	-	70	-	112	219	-	331	294	37	
Total	345	\$31 61	\$6 12	\$1 84	\$4,091	\$40,637	\$7,259	\$149	\$1 75	.002 3-10	\$51,910	\$57,401	\$6,539	\$115,850	\$105,346	\$11,666	1162

Sebago	182	118	103	108	94	.54	128	8	8	4	204	8	8	-	-	-	1,600	-	-	2	8	
South Portland	1,815	982	888	1,158	1,072	.53	1,164	10	12		918	17	17	14	-	-	45,000	2	-	32	32	7
Standish	404	235	209	241	206	.51	262	10	11	3	369	13	10	11	-	-	6,350	1	2	8	11	1
Westbrook	2,521	1,170	1,041	1,160	1,051	.41	1,319	12	12		992	13	12	10	-	-	90,000	6	5	29	30	20
Windham	522	297	262	298	265	.50	352	11	9	3	348	12	10	10	-	-	8,000	3	-	11	13	4
Yarmouth	643	354	318	363	317	.50	397	11	11		278	8	8	7	-	-	18,205	-	-	10	9	6
Total	29,530	15,574	12,928	15,459	13,251	.44	16,949	9	3	9	4	8,511	315	267	206	-	\$989,021	40	54	492	495	275

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Baldwin	2	-	\$6 80	-	\$49	\$800	\$54	-	\$3 40	.002 3-10	\$930	\$619	\$72	\$1,621	\$1,535	\$86	
Bridgton	29	\$65 45	7 91	\$2 75	350	3,500	516	-	5 00	.002 5-10	5,094	1,813	51	6,958	5,174	1,784	
Brunswick	36	59 00	2 00	2 50	400	5,529	719	-	2 54	.001 4-10	5,757	5,055	75	10,887	10,045	842	
Cape Elizabeth	4	-	7 75	2 00	50	800	219	-	3 48	.001 3-10	832	512	-	1,344	1,370	-	
Casco	6	27 50	6 37	3 00	70	800	125	-	3 11	.002 9-10	827	827	122	1,577	1,593	95	
Cumberland	2	36 00	2 00	2 25	150	1,190	-	-	2 82	.001 5-10	1,496	1,054	82	2,632	2,537	95	
Falmouth	11	40 00	2 00	2 50	99	2,000	736	-	4 27	.002 1-10	2,021	1,140	-	3,161	3,067	94	
Freeport	12	45 00	6 45	2 25	180	3,100	1,114	-	4 64	.002 4-10	3,224	1,759	18	4,981	5,031	-	
Gorham	9	72 62	8 31	2 30	181	3,315	1,005	-	4 03	.002 3-10	4,127	2,108	72	6,307	6,207	100	
Gray	9	40 00	6 88	2 50	75	1,250	36	-	3 05	.002 1-10	1,250	931	62	2,243	2,134	109	
Harpswell	-	37 25	6 69	2 50	100	1,800	387	-	3 76	.002 8-10	1,800	1,269	10	3,079	2,983	96	
Harrison	9	28 00	7 00	2 00	100	1,200	343	-	4 82	.003 1-10	1,293	655	204	2,182	2,008	174	
Naples	-	32 00	5 33	2 00	89	960	223	-	4 22	.003 7-10	1,032	529	-	1,561	1,515	46	
New Gloucester	-	-	7 42	-	75	1,600	613	-	5 12	.001 6-10	2,034	816	267	3,117	2,613	504	
North Yarmouth	5	-	7 60	2 33	65	600	33	-	3 41	.001 7-10	865	429	214	1,508	1,239	269	
Otisfield	6	25 00	6 06	-	73	1,000	330	-	5 43	.003 9-10	1,120	448	90	1,658	1,557	101	
Portland	199	113 22	11 60	-	2,250	103,813	74,673	-	7 17	.002 4-10	103,813	34,558	-	138,371	138,371	-	
Pownal	4	24 06	6 11	2 00	45	800	230	-	4 52	.002 8-10	1,093	413	13	1,525	1,312	213	
Raymond	15	26 75	5 97	1 67	80	742	-	-	2 65	.003 4-10	844	650	137	1,631	1,609	22	
Scarboro	8	-	7 86	-	216	1,600	165	-	3 10	.001 7-10	1,221	1,286	-	2,507	2,907	400	

Sebago	-	-	5 06	1 56	75	600	65	-	3 30	.008 1-10	665	499	30	1,194	1,147	47	
South Portland	34	188 00	9 58	-	400	6,703	2,863	-	3 69	.008 1-10	8,674	4,128	-	12,802	10,736	2,066	
Standish	3	82 33	6 62	2 25	148	1,600	127	-	3 96	.002 6-10	1,797	1,055	93	2,925	1,919	1,006	
Westbrook	35	97 41	11 80	-	650	9,300	3,994	-	3 68	.002 5-10	9,300	6,015	-	15,315	15,206	109	
Windham	16	35 09	7 06	2 00	197	2,696	1,373	-	2 02	.002 1-10	2,779	1,355	3	4,117	3,906	211	
Yarmouth	16	-	8 21	-	100	2,045	371	-	3 18	.001 6-10	2,063	1,562	35	3,660	3,468	192	
Total	470	\$54 45	\$7 47	\$2 30	\$5,258	\$159,283	\$90,314	-	\$5 39	.002 2-10	\$165,951	\$71,262	\$1,650	\$238,863	\$231,059	\$8,266	\$492

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.		
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.			
Avon	127		64		56		57		48		.41		69	8	13		105	8	5		5	2	1		\$400		\$3,000						5		4		4		4				
Carthage	107		61		51		65		57		.50		57	8	12		80	5	5		3	3	1				1,800						4		4		4		1				
Chesterville	217		81		71		163		128		.45		177	8	10		226	10	8		2	1			404		2,404								11		3		3				
Eustis	143		102		93		89		77		.60		103	8	4	9	103	4	4		1	2	1				4,404										1		1		1		
Farmington	917		439		369		451		381		.41		549	8	4	10	516	17	14		7	1				24,000								15		17		15		15			
Freeman	130		86		74		85		68		.55		92	8	12		140	7	7		2	1				1,090													4		4		
Industry	196		128		116		128		103		.56		133	8	12		160	9	9		3	5				1,600													9		9		
Jay	814		479		439		451		429		.53		507	9	3	10	523	13	11		11	3	1		593		16,500												5		5		
Kingfield	121		120		105		100		90		.80		105	9	11		31	1	1		1	1				2,500													11		11		
Madrid	119		75		61		84		66		.53		93	8	8		92	4	3		2	1			300		1,100												3		3		
New Sharon	267		160		146		169		135		.53		207	8	9		226	12	5		4	1				2,500													8		8		
New Vineyard	135		105		87		84		72		.59		107	8	8		126	7	7		1	1				1,800													6		6		
Phillips	403		336		310		343		304		.76		377	9	1	10	353	9	9		5	3				13,537													12		12		
Rangeley	255		151		132		164		143		.54		192	9	10		174	5	5		3	3				3,100														6		6	
Salem	59		33		22		33		24		-		59	12	12		36	1	1		1	1				500													1		1		
Strong	188		114		104		112		95		.53		125	10	10		120	8	3		3	1				1,800														3		3	
Temple	114		69		60		79		63		.53		80	7	13		60	5	4		1	2				1,700														1		1	
Weld	222		130		126		140		124		.50		142	10	10		180	11	9		2	1				5,050														8		8	
Wilton	510		285		251		277		239		.47		320	9	10		300	12	11		8	1				4,600														7		7	

PLANTATIONS.

Coplin	23	11	10	13	12	.48	24	11	13	24	1	1	1	-	-	300	-	-	1	1			
Dallas	62	39	35	39	32	.54	42	8	3	11	3	50	2	2	1	-	-	500	-	1	2	2	
Greenvale	23	16	14	13	9	.50	16	10	12	22	1	1	1	1	-	-	-	200	-	-	1	1	2
Lang	42	33	29	31	27	.66	35	8	12	40	2	2	2	1	-	-	-	1,000	-	-	2	2	
Perkins	16	10	9	16	14	.72	16	8	12	20	2	2	-	-	-	-	-	100	-	1	-	-	
Rangeley	16	16	12	16	14	.94	16	8	8	24	1	1	-	-	-	-	-	600	-	-	1	1	2
Total	5,226	3,143	2,782	3,202	2,754	.53	3,663	9	10	4	3,743	157	117	55	4	\$1,697	\$89,191	25	38	122	127	69	

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Avon	5	\$24 00	\$6 60	\$1 50	\$40	\$500	\$149	-	\$3 92	.003 8-10	\$539	\$337	-	\$876	\$818	\$58	
Carthage	1	-	5 72	1 75	44	312	-	-	2 91	.003	454	251	-	705	605	100	
Chesterville	-	-	5 47	1 75	65	770	154	-	3 55	.002 9-10	770	562	\$36	1,368	1,342	26	
Eustis	-	44 50	6 91	2 25	45	400	143	-	2 80	.003 2-10	625	377	181	1,183	937	246	
Farmington	21	45 00	7 14	2 33	200	2,700	134	-	2 94	.001 4-10	3,515	2,418	50	5,983	5,934	49	
Freeman	-	28 25	4 61	1 58	45	372	1	-	2 86	.003 8-10	372	350	50	772	769	3	
Industry	-	-	5 23	1 50	52	436	-	-	2 22	.004 4-10	436	443	85	964	965	-	
Jay	26	35 36	6 82	-	120	1,800	567	-	3 21	.001 1-10	1,800	1,963	153	3,916	4,192	276	
Kingfield	6	52 00	7 50	2 50	18	481	-	-	3 97	.001 8-10	534	382	65	981	998	17	
Madrid	-	26 00	6 67	1 64	39	360	7	-	3 02	.004 5-10	360	271	35	666	672	6	
New Sharon	1	27 00	5 57	1 43	99	1,000	149	-	3 74	.002 5-10	1,136	675	60	1,871	1,684	187	
New Vineyard	2	30 00	6 00	2 00	40	550	22	-	4 07	.003 1-10	579	384	-	963	982	19	
Phillips	4	38 67	6 95	2 49	200	1,820	705	-	4 51	.003 5-10	1,695	1,054	163	2,912	2,733	179	
Rangeley	2	34 67	8 50	2 75	50	1,000	507	-	3 92	.003 9-10	1,000	522	50	1,572	1,490	82	
Salem	3	-	7 50	2 00	10	185	10	-	3 13	.004 4-10	278	116	2	396	328	68	
Strong	4	44 00	7 93	-	45	550	18	-	2 93	.002 2-10	586	470	87	1,143	1,176	33	
Temple	3	32 25	4 12	2 00	498	376	-	-	3 30	.002 8-10	528	307	-	835	603	232	
Weid	3	60 00	4 58	1 60	83	736	28	-	3 35	.004	715	562	23	1,300	1,187	113	
Wilton	15	32 33	7 33	-	140	1,427	129	-	2 75	.002	1,517	1,237	74	2,828	2,866	38	

PLANTATIONS.

Coplin	1	-	6 52	2 00	2	100	43	-	4 35	.002 5-10	100	59	60	219	189	30	
Dallas	-	31 00	6 00	-	9	130	5	-	2 09	.003 3-10	589	140	68	797	343	454	
Greenvale	-	-	4 95	1 20	3	50	8	-	2 17	.002 5-10	105	62	-	167	119	48	
Lang	2	-	5 75	2 00	17	130	88	-	3 09	.005 8-10	104	93	70	267	252	15	
Perkins	-	20 00	-	1 50	1	74	-	-	4 62	.004 6-10	233	49	-	282	106	176	
Rangeley	2	-	7 50	2 50	35	125	79	-	7 81	.001 5-10	160	62	186	408	270	138	
Total	101	\$35 59	\$6 30	\$1 92	\$1,900	\$16,384	\$2,946	-	\$3 13	.002	\$18,730	\$13,146	\$1,498	\$33,374	\$31,566	\$2,198	\$390

Stonington.....	564	350	313	362	312	.55	375	10	10		300	6	6	5	-	-	7,000	-	-	10	10	7		
Sullivan.....	364	233	206	223	206	.56	260	10	3	3	189	6	6	4	-	-	6,000	-	2	4	6	4	1	
Surry.....	284	180	162	183	164	.57	186	8	8		207	9	6	7	-	-	4,000	1	1	1	8	8		
Swan's Island.....	241	149	133	163	136	.56	185	10	8	3	135	3	2	1	1	2,441	4,000	-	2	4	5	3		
Tremont.....	719	389	335	425	386	.50	497	8	8		405	13	8	9	1	2,222	9,000	-	4	16	17	2		
Trenton.....	125	87	79	56	46	.50	93	10	12		132	7	4	3	-	-	3,000	-	2	6	3	2		
Verona.....	73	42	38	48	37	.51	54	10	11		84	4	4	2	-	-	850	-	-	4	4			
Waltham.....	69	48	38	46	38	.55	51	12	11		46	3	2	2	-	-	1,975	-	2	-	-			
Winter Harbor.....	166	109	100	102	91	.57	118	8	8		86	1	1	1	-	-	2,000	-	-	4	4	2		
PLANTATIONS.																								
Long Island.....	66	34	29	37	31	.45	44	10	10		38	2	2	-	-	-	800	-	1	1	1	1		
No. 8.....	9	5	9	8	8	.94	9	10	10		20	1	1	-	-	-	400	-	-	1	1	1		
No. 21.....	18	16	12	11	11	.64	16	12	11	3	35	1	1	-	-	-	150	-	-	1	1	1		
No. 33.....	32	16	11	13	10	.33	18	9	12		21	1	1	-	-	-	400	1	1	-	-			
Total.....	11,779	7,045	6,222	7,213	6,310	.53	8,175	9	2	9	4	7,734	271	219	166	5	16,536	\$222,450	23	51	273	272	61	

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Amherst	3	\$40 00	\$5 55	\$1 50	\$20	\$300	-	-	\$2 46	.003 5-10	\$314	\$260	\$75	\$649	\$634	\$15	
Aurora	1	33 50	4 75	1 75	10	140	-	-	2 80	.003 2-10	281	113	28	422	325	97	
Bluehill	15	26 00	6 00	2 00	224	2,000	\$416	-	3 03	.003 5-10	2,172	1,589	150	3,911	3,869	42	
Brooklin	-	32 00	7 37	2 00	75	915	- 78	-	2 87	.004 8-10	915	791	-	1,706	1,707	-	\$1
Brooksville	-	40 00	7 50	2 40	60	1,048	-	-	2 62	.004 8-10	1,146	1,146	-	2,122	2,073	49	
Bucksport	14	40 00	7 37	2 40	300	3,200	863	-	5 35	.003 1-10	3,007	1,389	-	4,396	4,484	-	\$8
Castine	-	58 60	7 80	3 00	90	1,100	310	-	4 42	.002 6-10	1,454	687	50	2,201	1,854	347	
Cranberry Isles	3	50 00	6 55	2 25	40	400	136	-	4 12	.003 3-10	518	234	-	752	752	-	
Dedham	-	-	6 29	1 71	40	375	82	-	3 44	.004 6-10	402	254	69	625	693	32	
Deer Isle	30	32 00	7 00	2 50	425	2,000	302	-	2 61	.005 6-10	2,016	1,838	-	3,854	3,854	-	
Eastbrook	-	31 75	5 58	2 00	30	225	28	-	2 74	.005	225	197	24	446	534	-	\$8
Eden	17	68 70	9 05	3 50	550	6,000	4,443	-	5 94	.001 3-10	4,430	1,934	110	6,474	7,360	-	\$86
Ellsworth	30	32 00	8 50	2 50	500	5,000	1,157	-	3 31	.002 3-10	5,000	3,588	66	8,654	9,340	-	\$86
Franklin	11	44 00	7 60	2 40	87	1,011	-	-	2 03	.003 1-10	1,125	1,217	-	2,342	2,296	46	
Gouldsboro	-	-	7 64	2 12	89	966	-	-	2 88	.003 4-10	966	862	68	1,896	1,905	-	9
Hancock	10	41 46	7 57	2 22	66	963	11	-	3 07	.003 4-10	966	759	-	1,725	1,704	21	
Isle-au-Haut	1	6 25	2 00	25	350	50	185	-	5 01	.005 1-10	387	181	-	568	559	9	
Lamoine	3	24 00	7 36	2 05	60	581	-	-	3 15	.003 3-10	588	446	-	1,034	1,019	15	
Mariaville	3	24 00	4 78	1 50	16	225	8	-	3 36	.003 5-10	272	182	-	454	418	36	
Mt. Desert	17	39 21	7 76	2 06	225	2,000	916	-	4 13	.002 3-10	2,308	1,200	-	3,508	3,062	446	
Orland	2	40 00	7 27	2 06	140	1,112	-	-	2 92	.004 1-10	1,345	951	137	2,433	2,182	251	
Otis	1	29 00	7 37	1 75	16	175	-	16	3 43	.007 6-10	494	145	34	673	430	243	
Penobscot	-	-	7 50	2 00	111	1,068	48	-	2 92	.002 4-10	1,154	904	42	2,150	2,150	-	50
Sedgwick	8	47 00	7 22	2 04	105	850	40	-	2 86	.004	920	798	52	1,770	1,588	182	
Sorrento	2	-	9 00	15	15	300	308	-	9 06	.001 7-10	321	79	-	400	352	48	

PUBLIC SCHOOLS.

Stonington.....	7	-	8 00	2 75	300	1,300	260	-	2 30	.006 6-10	1,369	1,315	-	2,684	2,633	51	135
Sullivan.....	4	39 20	8 38	-	100	1,038	17	-	2 85	.003 4-10	1,055	916	57	2,028	2,163	-	
Surry.....	6	29 20	5 80	2 00	100	790	91	-	2 78	.004 2-10	843	680	-	1,523	1,472	51	
Swan's Island.....	-	45 00	8 30	2 75	79	505	-	-	2 09	.003 8-10	665	628	-	1,293	1,194	99	
Tremont.....	12	40 50	7 89	2 75	281	1,629	-	-	2 26	.002 9-10	1,643	1,751	-	3,394	2,638	756	
Trenton.....	9	40 00	6 45	2 50	33	700	278	-	5 60	.005 3-10	700	357	-	1,057	916	141	
Verona.....	3	-	6 00	1 50	12	310	52	-	4 24	.004 8-10	317	197	-	514	523	-	
Waltham.....	1	35 70	-	2 50	17	194	-	-	2 81	.002 4-10	407	168	59	634	493	141	
Winter Harbor.....	2	-	10 00	3 00	50	402	2	-	2 42	.001 5-10	459	434	-	893	797	96	
PLANTATIONS.																	
Long Island.....	-	37 00	7 00	2 07	2	300	194	-	4 53	.011 1-10	300	170	-	470	356	114	
No. 8.....	1	-	4 50	1 50	7	100	75	-	11 11	.008 3-10	100	25	-	125	94	31	
No. 21.....	-	-	4 72	1 20	-	75	25	-	4 17	.003 4-10	228	49	13	290	172	118	
No. 33.....	1	32 00	-	-	5	80	-	-	2 50	.002 9-10	133	108	-	241	176	65	
Total.....	214	\$38 81	\$6 77	\$2 15	\$4,305	\$34,827	\$10,295	\$16	\$2 95	.002 3-10	\$40,945	\$28,382	\$1,034	\$70,361	\$68,771	\$3,542	1952

APPENDIX.

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Albion	-	\$48 00	\$5 16	\$1 56	\$60	\$836	-	\$2	-	\$3 70	.002 2-10	\$994	\$468	\$42	\$1,504	\$1,442	\$62
Angusta	50	-	9 57	-	500	8,422	-	-	-	2 79	.001 1-10	8,422	7,786	5,130	21,338	21,338	-
Belgrade	14	30 00	6 48	1 75	80	1,300	428	-	-	4 54	.003 1-10	1,340	700	20	2,060	2,002	58
Benton	-	-	6 51	-	74	1,000	100	-	-	3 47	.002 4-10	1,049	727	-	1,776	1,896	-
Chelsea	4	-	5 77	1 75	55	900	150	-	-	3 22	.003 7-10	943	643	-	1,586	1,546	-
China	-	27 00	6 50	-	143	1,423	285	-	-	3 80	.002 5-10	1,514	911	-	2,425	2,491	66
Clinton	-	26 00	6 12	-	112	1,300	86	-	-	3 02	.002 1-10	1,300	1,022	17	2,339	2,459	120
Farmingdale	-	-	7 82	2 37	43	700	43	-	-	3 80	.001 2-10	787	503	2	1,292	1,362	70
Fayette	3	27 33	6 40	1 75	62	575	56	-	-	4 10	.002 2-10	594	374	-	968	820	148
Gardiner	23	75 00	9 80	-	400	6,400	2,207	-	-	4 14	.001 7-10	6,987	4,212	231	11,430	9,611	1,819
Hallowell	13	161 10	8 50	3 75	250	2,550	5	-	-	3 42	.001 6-10	2,550	1,899	45	4,494	4,893	-
Litchfield	9	24 66	5 89	1 75	190	1,000	99	-	-	3 62	.002 3-10	1,144	734	49	1,927	1,928	-
Manchester	-	-	7 50	2 50	35	500	10	-	-	3 47	.001 9-10	661	335	14	1,010	908	102
Monmouth	-	23 00	6 80	2 50	85	1,200	110	-	-	4 14	.001 6-10	1,472	722	2	2,196	2,147	49
Mt. Vernon	14	26 00	6 07	2 00	70	752	-	-	-	3 47	.002 2-10	1,186	470	-	1,656	1,536	120
Oakland	-	-	7 39	1 75	175	2,000	365	-	-	3 76	.002 1-10	2,000	1,222	160	3,382	3,402	-
Pittston	10	24 00	4 98	-	100	1,100	75	-	-	3 50	.002 2-10	1,121	805	-	1,926	1,788	138
Randolph	5	-	8 20	2 75	40	1,000	-	\$25	-	3 46	.003	1,247	672	25	1,944	1,766	178
Readfield	4	32 00	7 41	-	55	941	22	-	-	3 80	.001 8-10	1,219	588	66	1,873	1,550	323
Rome	-	29 00	5 36	-	47	500	100	-	-	4 00	.005 7-10	500	318	-	818	819	-
Sidney	4	26 00	6 22	-	115	1,200	133	-	-	4 32	.002 5-10	1,207	690	5	1,902	1,896	6
Vassalboro	-	25 00	7 01	-	123	2,000	358	-	-	3 22	.002 2-10	1,977	1,238	-	3,216	3,371	-

Vienna	-	23 00	4 43	1 58	35	435	99	-	4 85	.004 2-10	578	256	-	834	692	142	
Waterville	42	-	10 70	-	1,200	14,500	8,814	-	4 80	.002 6-10	14,500	7,735	84	22,319	19,885	2,434	
Wayne	4	24 00	6 00	2 00	40	620	-	-	3 10	.002 7-10	668	480	52	1,200	1,190	10	
West Gardiner	-	-	6 00	2 00	60	800	118	-	4 71	.002 6-10	871	475	28	1,374	1,220	154	
Winslow	-	40 00	5 37	-	65	682	-	-	3 01	.002 7-10	892	581	-	1,473	1,146	27	
Winslow	9	-	7 13	-	146	2,300	849	-	2 80	.001 8-10	2,893	1,724	-	4,617	4,241	376	
Winthrop	4	40 00	8 25	3 00	200	1,800	111	-	3 34	.001 4-10	1,800	1,392	170	3,362	3,407	-	
Unity Pl.	-	15 00	3 00	1 25	4	55	5	-	4 58	.003 3-10	59	30	-	89	93	-	
Total	229	\$37 90	\$6 70	\$2 12	\$4,564	\$58,851	\$14,630	\$25	\$3 70	.001 9-10	\$62,475	\$30,713	\$6,142	\$108,330	\$103,145	\$6,186	1001

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Appleton	-	\$26 00	\$5 00	\$1 50	\$75	\$866	52	-	\$3 12	.003 3-10	\$866	\$781	\$42	\$1,689	\$1,710	-	\$21
Camden	14	76 84	2 44	3 25	275	4,000	2,015	-	5 44	.002 1-10	4,000	1,766	-	5,766	5,524	-	\$242
Cushing	9	32 00	6 18	2 17	33	555	-	-	2 29	.004 6-10	625	473	-	1,098	1,059	-	40
Friendship	5	52 00	1 00	2 75	75	702	-	-	2 62	.003 3-10	702	623	-	1,325	1,350	-	25
Hope	4	-	4 23	1 75	35	513	-	-	3 17	.002 4-10	513	397	20	930	907	-	23
Hurricane Isle	2	-	11 50	3 50	12	450	237	-	4 73	.011 4-10	873	222	-	1,100	523	-	512
North Haven	4	40 00	4 68	2 21	51	650	208	-	3 29	.002 9-10	681	404	-	1,085	974	-	111
Rockland	31	-	9 26	-	1,117	7,508	461	-	3 46	.001 4-10	7,508	5,304	-	12,812	13,492	-	680
Rockport	15	69 00	5 13	2 50	271	2,300	580	-	3 54	.002 1-10	2,401	1,532	-	3,933	4,004	-	71
South Thomaston	10	40 00	1 00	-	100	1,500	273	-	3 78	.004	1,621	1,020	143	2,739	2,566	-	173
St. George	15	38 00	1 50	-	185	1,993	-	-	2 30	.004 5-10	2,039	2,153	-	4,192	3,866	-	306
Thomaston	14	102 22	11 30	-	250	2,500	93	-	3 37	.001 9-10	2,500	1,803	64	4,367	4,831	-	470
Union	5	33 33	6 03	2 00	130	1,149	-	-	3 29	.002	1,149	975	-	2,124	2,283	-	159
Vinalhaven	22	-	9 00	3 00	425	2,800	706	-	3 71	.004 5-10	4,073	2,175	-	6,248	4,987	-	1,260
Warren	20	27 33	6 70	-	269	1,630	-	-	2 82	.002	1,749	1,574	393	3,716	3,692	-	24
Washington	-	2 36 75	6 30	1 50	100	986	2	-	3 51	.003 4-10	1,354	700	64	2,118	1,791	-	327
Criehaven Pl.	-	20 00	4 00	2 00	-	110	82	-	10 00	.010	122	30	-	152	139	-	13
Matinicus Isle Pl.	3	40 00	8 00	2 75	-	200	43	-	3 92	.005 6-10	269	118	-	387	305	-	82
Total	175	\$45 25	\$6 55	\$2 37	\$3,403	\$30,412	\$4,707	-	\$3 49	.002 2-10	\$33,050	\$22,050	\$731	\$55,831	\$54,034	\$3,223	1426

APPENDIX.

LINCOLN COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of males teachers per week, 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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Alna.....	-	-	\$7 20	\$2 00	\$45	\$600	\$190	-	\$4 80	.008 4-10	\$551	\$303	-	\$854	\$785	\$69	
Boothbay.....	20	9 46	6 50	2 75	220	1,875	501	-	3 34	.008 4-10	1,875	1,453	\$18	3,346	3,343	3	
Boothbay Harbor.....	12	35 50	8 41	3 50	220	2,000	640	-	3 13	.002 6-10	2,090	1,647	-	3,637	3,089	548	
Bremen.....	2	29 40	5 85	-	47	700	125	-	4 00	.004 7-10	897	431	-	1,328	1,283	45	
Bristol.....	19	40 00	8 50	2 75	200	3,000	743	-	4 07	.005 9-10	3,266	1,902	-	5,168	5,156	12	
Damariscotta.....	2	24 00	7 50	2 50	60	1,000	190	-	5 18	.002 1-10	1,115	516	-	1,631	1,520	111	
Dresden.....	6	-	7 75	-	50	836	2	-	3 14	.002	836	616	-	1,452	1,485	-	\$33
Edgecomb.....	8	30 25	6 08	2 43	52	600	-	-	2 54	.003 1-10	761	539	-	1,300	1,236	64	
Jefferson.....	8	29 00	6 46	1 80	110	1,390	277	-	3 82	.003	1,390	857	20	2,267	2,177	90	
Newcastle.....	-	33 00	6 93	-	80	1,300	274	-	4 07	.001 9-10	1,463	702	-	2,165	1,981	184	
Nobleboro.....	17	29 50	6 08	1 62	100	1,100	342	-	4 78	.004 1-10	1,176	734	52	1,962	1,766	196	
Somerville.....	2	30 00	6 12	2 00	480	362	-	-	2 62	.005 8-10	363	345	-	708	603	105	
Southport.....	3	52 00	7 63	2 75	60	426	-	-	2 86	.001 6-10	451	360	-	811	749	62	
Waldoboro.....	12	29 00	6 75	-	260	3,050	246	-	3 66	.003 2-10	3,530	1,995	-	5,530	5,292	238	
Westport.....	-	-	7 50	-	22	400	39	-	3 96	.004 5-10	425	276	-	701	684	17	
Whitefield.....	-	5 33	-	-	75	1,000	28	-	3 15	.002 2-10	1,029	803	23	1,855	1,712	143	
Wiscasset.....	18	54 00	7 05	2 00	100	1,500	114	-	3 70	.002 8-10	1,765	1,072	4	2,841	2,493	348	
Mehegan Pl.....	1	-	8 00	3 00	2	175	103	-	6 25	.009 3-10	179	78	-	258	171	87	
Total.....	134	\$32 70	\$6 98	\$2 43	\$2,183	\$21,314	\$3,814	-	\$3 71	.008	\$23,167	\$14,530	\$117	\$37,814	\$35,525	\$2,322	\$33

APPENDIX.

Roxbury	82	62	49	60	50	.60	71	8	12							2,000	1	1	3	3	2		
Rumford	1,017	333	271	433	350	.30	578	10	10			80	4	4	2	-	-	14,000	3	4	22	21	2
Stoneham	81	52	46	49	42	.54	56	10	10			90	3	2	1	-	-	600	-	-	3	3	
Stowe	83	52	44	46	43	.52	57	8	8	3		103	5	5	1	-	-	1,200	-	2	4	3	2
Sumner	212	134	103	144	116	.51	150	8	8			200	10	6	1	2	1,403	3,000	-	3	7	8	
Sweden	71	49	42	49	43	.60	55	10	7	3		75	7	7	1	-	-	2,000	-	-	3	1	1
Upton	77	58	47	60	49	.62	64	9	13			44	1	1	-	-	-	100	1	1	1	10	2
Waterford	259	175	151	182	155	.59	203	9	9			233	12	9	7	-	-	5,500	-	1	1	10	8
Woodstock	204	119	96	129	102	.48	157	7	1	9		200	7	7	4	-	-	3,850	-	4	8	8	3
PLANTATIONS.																							
Lincoln	24	20	17	16	11	.58	22	10	10			30	1	1	1	-	-	700	-	-	2	2	
Magalloway	22	18	14	17	14	.68	18	6	12			34	1	1	1	-	-	200	-	-	2	2	
Milton	80	31	25	30	26	.32	31	10	10			29	1	1	-	-	-	200	-	-	1	1	
Total	8,707	5,257	4,539	5,344	4,547	.52	6,149	9	9	4	6,889	287	210	98	6	\$3,489	\$152,875	29	53	263	250	46	

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Albany.....	10	-	\$5 02	-	\$66	\$520	\$5	-	9-10	\$552	\$443	\$38	\$1,033	\$1,020	\$13	-	
Andover.....	2	\$30 00	6 00	-	32	800	208	-	1-10	822	490	54	1,366	1,348	18	-	
Bethel.....	10	52 00	6 00	\$2 50	149	2,000	233	-	3-10	2,307	1,246	146	3,699	3,687	12	-	
Brownfield.....	6	32 50	5 89	-	90	907	-	-	003	960	734	115	1,809	1,803	6	-	
Buckfield.....	7	30 33	6 04	-	75	1,200	240	-	1-10	1,200	754	126	2,080	2,047	33	-	
Byron.....	2	21 33	5 33	2 00	25	300	156	-	6-10	300	185	22	507	507	-	-	
Canton.....	9	66 60	6 23	2 75	88	1,050	8	-	003	1,052	727	61	1,840	1,745	95	-	
Denmark.....	9	47 33	5 19	-	110	850	246	-	2-10	796	461	33	1,290	1,202	88	-	
Dixfield.....	0	43 00	5 66	2 25	85	860	70	-	4-10	1,143	680	166	1,989	1,684	305	-	
Fryeburg.....	19	29 67	6 12	1 91	125	1,800	666	-	2-10	1,801	776	35	2,612	2,524	88	-	
Gilead.....	-	-	5 65	2 00	25	269	-	-	8-10	314	185	15	514	501	13	-	
Grafton.....	1	-	6 00	2 00	5	75	-	-	3-10	104	39	98	241	210	31	-	
Greenwood.....	5	23 00	5 73	1 66	69	850	268	-	4-10	979	571	36	1,586	1,420	166	-	
Hanover.....	2	27 00	5 00	1 87	8	200	30	-	5-10	216	135	12	363	371	-	\$8	
Hartford.....	9	37 00	6 50	1 75	75	900	349	-	3-10	1,107	475	82	1,664	1,465	199	-	
Hebron.....	9	-	5 00	1 75	50	600	30	-	6-10	668	320	136	1,124	978	146	-	
Hiram.....	4	40 00	6 50	1 75	80	1,000	150	-	2-10	1,025	633	32	1,690	1,634	56	-	
Lovell.....	1	23 00	6 00	2 00	45	700	18	-	7-10	702	461	209	1,372	1,294	78	-	
Mason.....	1	-	6 00	1 50	4	80	16	-	4-10	82	69	-	151	138	13	-	
Mexico.....	-	40 00	8 00	3 00	43	600	316	-	7-10	600	604	-	1,204	1,112	92	-	
Newry.....	3	-	5 83	2 00	20	400	126	-	8-10	409	202	52	663	660	3	-	
Norway.....	20	24 00	6 94	2 00	222	4,128	1,996	-	2-10	4,128	2,003	5	6,136	6,112	24	-	
Oxford.....	18	65 55	7 04	-	78	1,600	436	-	5-10	1,818	845	749	3,412	3,299	113	-	
Paris.....	20	54 00	6 93	1 75	298	3,269	1,104	-	6-10	3,674	2,040	27	5,741	5,633	108	-	
Peru.....	-	31 40	6 82	2 14	100	605	51	-	6-10	608	552	34	1,194	1,190	4	-	
Porter.....	8	36 00	6 00	2 00	60	850	38	-	4-10	915	707	100	1,722	1,779	-	57	

Roxbury	5	25 00	6 00	2 00	25	350	172	-	4 27	.005 9-10	353	195	12	560	490	61	
Ramford	-	34 00	7 95	3 00	226	3,500	2,782	-	3 44	.002 2-10	3,500	2,081	2,776	8,357	7,142	1,215	7
Stoneham	2	-	5 00	1 50	5	300	42	-	3 80	.003 8-10	308	217	-	525	532	-	
Stowe	2	24 00	4 62	1 19	30	500	267	-	6 02	.004 1-10	517	222	-	739	713	26	
Sumner	7	32 00	5 24	1 56	100	800	79	-	3 77	.003 1-10	817	564	96	1,477	1,475	2	
Sweden	4	-	5 66	1 50	25	270	-	-	3 80	.001 8-10	399	217	46	662	522	140	
Upton	-	34 00	6 00	2 25	7	186	-	-	2 42	.001 7-10	214	180	150	544	533	11	
Waterford	8	28 00	6 00	1 85	100	1,000	200	-	3 86	.000 4-10	1,000	640	68	1,708	1,779	-	71
Woodstock	3	29 25	5 68	1 75	49	900	213	-	4 41	.004 1-10	996	477	74	1,547	1,481	66	
PLANTATIONS.																	
Lincoln	-	-	5 35	2 00	7	70	23	-	2 91	.001 4-10	932	62	281	1,275	221	1,054	
Magalloway	1	-	7 50	2 50	-	70	7	-	3 18	.000 8-10	681	371	69	1,121	335	786	
Milton	-	-	8 13	2 00	10	175	6	-	2 19	.003 3-10	177	177	-	354	354	-	
Total	204	\$35 72	\$6 07	\$1 99	\$2,614	\$34,534	\$10,551	-	\$4 00	.002 6-10	\$38,176	\$21,740	\$5,955	\$65,871	\$60,949	\$5,065	\$143

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Alton	5	-	\$5 31	\$1 50	\$23	\$412	\$134	-	\$4 00	.006 3-10	\$485	\$273	-	\$758	\$534	\$224	-
Argyle	5	-	5 71	2 00	15	429	151	-	5 23	.005 7-10	452	221	-	673	611	62	-
Bangor	110	122 27	10 17	-	1,800	30,000	14,712	-	4 25	.002	30,000	14,925	\$165	45,090	45,090	-	-
Bradford	-	30 00	4 60	1 66	75	1,000	-	-	3 72	.003 6-10	1,034	798	109	1,941	1,870	71	-
Bradley	-	-	1 80	2 00	59	660	-	-	2 55	.004 1-10	727	653	108	1,488	1,433	55	-
Brewer	23	-	7 00	3 00	306	3,800	446	-	2 74	.002 4-10	3,975	3,495	58	7,528	7,790	-	\$262
Burlington	6	30 00	6 75	-	39	368	-	-	3 00	.002 6-10	569	301	61	931	1,004	-	73
Carmel	7	26 45	6 00	-	84	853	-	-	2 87	.002 8-10	1,230	742	64	2,036	1,867	169	-
Carroll	10	29 67	5 08	1 62	50	437	-	-	2 39	.004 1-10	442	479	72	993	963	30	10
Charleston	7	22 20	6 32	1 82	92	800	23	-	2 76	.002 5-10	928	663	79	1,670	1,680	-	-
Chester	-	26 00	6 07	2 00	32	300	6	-	3 14	.004 5-10	603	365	123	1,091	759	332	-
Clifton	2	-	5 42	1 50	28	228	1	-	2 51	.004	244	150	155	549	475	74	-
Corinna	13	31 33	7 42	1 90	100	1,401	435	-	3 81	.003	1,521	847	93	2,461	2,268	193	-
Corinth	10	36 00	6 42	2 00	103	923	-	-	3 31	.002 2-10	1,192	675	87	1,954	1,800	154	-
Dexter	6	26 00	7 04	2 50	225	2,775	589	-	2 53	.002 3-10	2,775	2,000	142	4,917	4,920	-	3
Dixmont	4	37 00	4 63	1 75	59	735	-	-	3 20	.002 7-10	735	534	118	1,387	1,364	23	-
Eddington	5	36 00	6 66	2 00	50	600	17	-	3 35	.003 7-10	562	438	2	1,002	1,078	-	76
Edinburg	2	-	6 75	2 00	10	75	32	-	3 41	.002 3-10	75	62	33	970	170	-	-
Enfield	9	33 66	5 83	2 00	50	700	85	-	1 85	.002 7-10	846	1,003	55	1,904	1,647	257	-
Etna	9	36 00	4 57	1 50	60	553	36	-	3 21	.004 1-10	506	431	10	1,947	928	19	-
Exeter	-	-	5 78	1 75	70	732	1	-	3 21	.002	800	569	156	1,525	1,461	64	-
Garland	6	21 00	5 26	1 67	81	778	-	-	3 46	.002 1-10	1,050	567	108	1,725	1,505	220	-
Glenburn	4	38 00	6 52	1 84	43	600	134	-	4 22	.004 2-10	600	357	185	1,142	1,103	39	-
Glenbush	6	-	7 34	2 34	50	557	30	-	2 65	.006 5-10	570	537	-	1,107	1,057	20	-
Greenfield	2	-	7 00	2 00	14	250	65	-	4 63	.005 4-10	275	170	-	445	407	38	-

Hampden	-	24 00	7 67	2 25	200	2,500	513	-	4 84	.003 4-10	2,374	1,475	-	3,849	2,559	1,290	
Herron	-	32 00	5 09	1 73	112	1,200	174	-	3 03	.003 2-10	1,200	1,005	-	2,205	2,236	-	31
Holden	-	-	6 28	-	43	687	200	-	4 21	.004 4-10	706	399	33	1,138	1,047	91	
Howland	4	42 00	8 08	3 00	55	500	363	-	3 21	.001 6-10	602	394	2	998	985	13	
Hudson	3	-	5 50	1 50	20	420	12	-	3 99	.001	557	298	111	966	854	112	
Kenduskeag	4	38 56	6 70	-	25	430	2	-	4 48	.002 5-10	553	261	54	868	768	100	
Kingman	8	-	6 95	2 00	75	550	13	-	1 65	.002 9-10	624	786	115	1,525	1,511	14	
Lagrange	7	-	5 91	1 82	59	560	-	\$17	3 01	.002 9-10	459	478	143	1,080	1,072	8	
Lee	8	32 00	5 95	1 50	54	745	2	-	2 26	.004 8-10	745	831	60	1,636	1,636	-	
Levant	-	47 25	5 63	1 75	63	800	96	-	3 16	.003 1-10	1,019	749	85	1,853	1,702	151	
Lincoln	16	46 00	6 00	1 75	168	1,410	5	-	2 45	.003 1-10	1,467	1,466	206	3,139	3,151	-	12
Lowell	4	40 00	5 10	-	31	400	49	-	3 89	.004	409	251	66	726	725	1	
Mattamiscontis	-	-	4 88	1 75	13	50	12	-	7 14	.003 7-10	78	17	17	112	109	3	
Mattawamkeag	5	48 00	5 50	3 00	50	650	143	-	3 50	.005	650	460	214	1,324	1,290	34	
Maxfield	2	-	4 08	1 50	11	175	68	-	1 50	.003	182	101	28	311	292	19	
Medway	2	45 33	6 75	2 75	25	300	-	222	1 81	.002 9-10	527	470	112	1,109	1,210	-	101
Milford	5	75 00	6 75	3 00	50	889	221	-	3 09	.002 9-10	1,075	702	5	1,782	1,728	54	
Mt. Chase	9	24 00	5 50	1 75	25	250	23	-	2 00	.005 7-10	256	315	60	625	645	-	20
Newburg	-	32 00	5 92	-	60	800	106	-	4 10	.002 8-10	902	587	-	1,489	1,281	208	
Newport	8	60 00	7 50	-	127	1,850	900	-	5 40	.003 3-10	1,599	843	178	2,620	2,608	12	
Old Town	24	-	8 75	3 00	300	4,400	150	-	3 00	.002 8-10	4,400	3,641	260	8,301	7,626	675	
Orono	16	-	8 00	3 50	100	2,235	3	-	2 21	.002 2-10	2,235	2,446	-	4,681	4,587	94	
Orrington	12	32 00	6 91	2 25	144	1,400	275	-	4 00	.003 4-10	1,434	842	69	2,345	2,247	98	
Passadumkeag	5	29 00	6 54	1 96	30	300	26	-	2 27	.006 6-10	353	310	-	636	636	27	
Patten	10	40 00	8 00	2 00	125	950	201	-	2 00	.002 3-10	1,255	1,012	70	2,337	2,199	138	
Plymouth	7	33 33	5 00	2 00	65	600	49	-	3 00	.003 3-10	615	507	41	1,163	1,168	-	5
Prentiss	6	24 00	5 50	1 50	30	335	14	-	1 47	.004 3-10	403	458	119	980	891	89	
Springfield	7	24 00	5 75	2 00	140	550	8	-	3 00	.004 5-10	1,052	411	-	1,463	1,080	383	
Stetson	2	40 00	5 00	-	60	494	-	-	3 73	.002 2-10	569	313	162	1,044	1,090	-	46
Veazie	2	-	8 25	2 50	50	520	-	-	3 42	.002 1-10	625	360	50	1,035	719	316	
Winn	3	33 25	6 30	2 62	65	750	1	-	3 00	.005 2-10	869	650	70	1,589	1,580	9	
Woodville	1	-	6 33	2 60	27	200	6	-	2 85	.004 1-10	268	182	94	544	502	42	
PLANTATIONS.																	
Drew	-	-	5 92	-	13	250	162	-	5 21	.008 9-10	268	114	-	382	304	78	
Lakeville	2	26 00	5 78	2 00	15	105	26	-	2 10	.001 4-10	198	381	-	579	582	-	3
No. 2 Grand Falls	1	-	7 00	2 00	2	47	5	-	2 35	.001 2-10	47	69	57	173	200	-	27
Seboeis	1	-	7 66	2 00	9	125	47	-	3 50	.003 8-10	213	94	-	307	238	69	
Stacyville	3	-	6 00	2 00	35	450	250	-	2 41	.009 5-10	641	452	39	1,132	927	205	
Webster	4	-	5 62	1 75	-	100	-	8	1 85	.003 8-10	281	170	-	451	293	158	
Total	453	\$39 73	\$6 31	\$2 05	\$5,956	\$78,963	\$20,958	\$247	\$3 55	.002 2-10	\$83,900	\$55,555	\$4,503	\$143,958	\$138,092	\$6,535	\$669

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Abbot	11	\$46 00	\$5 50	\$2 00	\$50	\$800	\$302	-	\$4 00	.004 4-10	\$300	\$554	\$105	\$1,459	\$1,335	\$124	
Atkinson	9	32 00	5 50	1 62	45	500	-	16	3 03	.002 9-10	626	485	81	1,192	992	200	
Blanchard	2	-	7 75	2 62	4	171	-	-	2 20	.002 9-10	265	180	41	486	379	107	
Brownville	3	24 00	6 90	2 10	107	860	-	-	2 02	.002 2-10	1,257	961	57	2,275	2,327	-	
Dover	9	-	6 65	1 73	250	2,000	446	-	4 42	.002 3-10	2,230	1,101	191	3,522	3,224	298	
Foxcroft	10	35 00	7 50	2 66	144	1,500	119	-	3 33	.002 4-10	1,534	1,010	82	2,626	2,600	26	
Greenville	3	50 00	7 60	3 00	20	750	125	-	2 17	.002 2-10	2,590	756	50	3,396	1,804	1,592	
Guilford	11	96 80	8 53	2 25	150	2,000	1,183	-	4 62	.003 6-10	2,000	1,047	132	3,179	3,250	-	
Medford	2	-	8 00	1 75	20	245	-	-	2 32	.003 9-10	299	239	20	558	624	-	
Milo	10	22 00	5 50	1 33	68	1,200	370	-	3 11	.003 2-10	1,200	1,072	79	2,351	2,624	273	
Monson	10	36 67	7 00	2 50	94	990	-	-	2 40	.004 2-10	1,192	1,077	51	2,320	2,125	195	
Orneville	1	25 04	5 20	1 81	28	397	3	-	3 71	.004 2-10	519	273	40	832	893	-	
Parkman	8	26 00	6 87	1 75	40	800	150	-	3 72	.003 4-10	800	571	95	1,466	1,388	78	
Sangerville	7	22 33	6 61	1 86	100	1,700	711	-	5 31	.003 4-10	1,883	830	117	2,830	2,422	408	
Sebec	3	-	5 85	1 75	64	800	220	-	4 37	.004 5-10	1,019	478	100	1,597	1,263	334	
Shirley	6	30 00	5 75	2 25	20	232	-	-	2 86	.003 2-10	253	190	150	593	582	11	
Wellington	-	25 00	5 50	1 50	30	467	-	-	2 67	.004 6-10	467	438	30	935	912	23	
Williamsburg	-	-	5 04	2 00	12	130	-	-	2 82	.003 9-10	216	99	-	315	302	13	
Willimantic	-	-	5 28	2 15	20	365	-	8	2 76	.003 1-10	379	310	94	783	773	10	
Barnard Pl.	-	-	5 50	1 50	5	81	-	-	2 46	.002 7-10	111	84	-	195	133	62	
Bowerbank Pl.	2	-	4 90	1 30	9	200	130	-	8 70	.003 2-10	232	52	20	304	255	49	
Elliottsville Pl.	-	-	7 50	1 50	4	100	-	58	5 88	.003 1-10	164	29	-	193	137	56	
Kingsbury Pl.	-	20 00	4 50	-	10	164	-	-	2 23	.003 4-10	164	128	4	296	304	-	
Lake View Pl.	3	32 00	7 00	2 25	5	100	29	-	1 72	.002 2-10	125	123	-	248	215	33	
Total	118	\$34 86	\$6 31	\$2 00	\$1,299	\$16,552	\$3,870	-	\$3 40	.001 8-10	\$20,325	\$12,087	\$1,539	\$33,951	\$30,863	\$3,619	\$531

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of males teachers per week, 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 1899.	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, 1899, to April 1, 1900.	State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Arrowsic.....	1	\$6 50	\$1 50	\$16	\$225	\$83	-	\$3 75	.003 2-10	\$291	\$145	-	\$436	\$354	\$82		
Bath.....	45	80 00	10 75	4 00	1,500	18,450	11,472	3 47	.002 8-10	18,450	6,734	\$115	25,299	25,275	24		
Bowdoin.....	11	-	5 21	1 75	55	1,000	321	3 36	.003 3-10	1,022	757	17	1,796	1,720	76		
Bowdoinham.....	11	-	6 70	2 50	125	1,500	394	4 00	.002 4-10	1,500	397	52	2,449	2,264	185		
Georgetown.....	-	30 00	7 50	3 00	50	700	21	3 11	.003 5-10	1,016	615	-	1,634	1,580	54		
Perkins.....	-	-	5 00	2 00	-	75	29	4 41	.001 9-10	75	39	-	114	90	24		
Phippsburg.....	5	30 00	7 00	2 48	75	1,150	33	3 06	.002 6-10	1,188	394	-	2,082	2,057	25		
Richmond.....	9	40 33	7 65	2 50	250	2,500	34	3 89	.002	4,050	1,631	58	5,739	4,850	889		
Topsham.....	12	-	7 25	2 10	177	2,000	55	3 25	.002	3,022	1,466	-	4,488	3,737	751		
West Bath.....	4	-	7 00	2 25	35	650	404	2 12	.003 5-10	663	223	-	886	851	35		
Woolwich.....	7	30 00	7 50	3 60	67	950	144	4 46	.002 4-10	974	581	-	1,555	1,530	25		
Total.....	105	\$44 06	\$7 16	\$2 42	\$2,405	\$29,200	\$13,711	\$5 06	.002 7-10	\$32,251	\$13,985	\$242	\$46,478	\$44,308	\$2,170		

APPENDIX.

SOMERSET 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.		
Anson.....	522		319		297	358	297	.57	396	8	1	8	4	311	9	9		9		1		\$314						\$4,600		2				3		12		12		1		
Athens.....	293		159		140	190	168	.57	190	10		8	4	210	13	9	1	1		1		-					3,000		1		5		9		6		1					
Bingham.....	235		150		128	136	107	.50	180	9	9	9	2	140	8	3	2	2		1		488					5,450		2		3		6		7		3					
Cambridge.....	90		59		52	64	56	.60	71	9		z		77	3	3	2	2		-		-				1,300		-		3		3		1		1		1				
Canaan.....	310		190		171	184	175	.56	262	8	9	9	3	262	12	10										3,000		-		1		10		10		1						
Concord.....	107		49		41	56	39	.37	61	8	12	3		60	3	1										500		-		1		3		2		2		2				
Cornville.....	182		125		110	115	96	.56	131	8	6	6		177	13	6	1									2,000		1		2		2		2		9		9				
Detroit.....	154		101		81	107	79	.52	129	8	11	11		133	4	3	2	2								2,000		-		1		4		4		1		1				
Embsen.....	171		98		87	107	93	.52	128	8	z	z	1	146	8	6	2	2								2,450		1		2		5		4		4		4				
Fairfield.....	1,114		624		515	614	545	.47	723	10	10	10		677	18	15	8	8								18,000		2		2		21		21		3		3				
Harmony.....	163		107		95	115	96	.58	115	10	13	13		138	9	4	3									2,200		-		6		6		6		6		6				
Hartland.....	289		190		169	210	177	.60	281	9	3	9		180	6	4	1									3,000		2		1		4		5		6		6				
Madison.....	669		457		391	463	398	.59	540	10	2	z	3	439	13	9	6									18,000		1		1		15		15		8		8				
Mercer.....	142		90		80	95	84	.57	106	8	z	z	1	145	6	4	2	2								1,000		1		1		6		5		5		5				
Moscow.....	136		88		78	85	64	.52	90	9	14	14		135	5	3	1									2,000		1		1		5		5		5		5				
New Portland.....	270		121		112	146	119	.42	193	8	9	1		192	9	7	3									3,000		3		3		6		7		7		7				
Norridgewock.....	414		210		195	217	197	.47	229	10	10	10		300	13	11	5									5,000		3		3		10		10		4		4				
Palmyra.....	265		155		132	158	136	.50	158	8	10	10		224	11	8	4									3,800		-		1		8		7		7		7				
Pittsfield.....	684		391		322	407	365	.35	465	10	10	10		390	9	5	5									20,000		2		2		11		11		11		11				
Ripley.....	135		90		82	101	95	.65	107	8	z	z		112	5	2	2									3,000		-		5		5		5		5		5				
Skowhegan.....	1,415		521		475	323	443	.32	671	8	11	11		666	23	12										50,000		-		22		22		22		22		22				
Smithfield.....	139		93		73	95	79	.54	108	8	1	z	2	175	8	5	5									1,600		-		1		6		5		5		5				
Solon.....	291		130		102	153	128	.40	165	9	1	z	3	175	8	5	3									6,500		-		6		6		6		6		6				
St. Albans.....	318		202		191	193	184	.59	213	8	1	z		270	15	15	3									5,500		2		1		9		10		10		10				
Starks.....	178		162		91	112	97	.52	116	7	3	z		168	12	8										1,500		4		4		4		4		4		4				

PLANTATIONS.																						
Bigelow.....	22	17	16	12	12	.63	17	8	12	20	1	-	-	-	400	1	-	-	1			
Brighton.....	144	82	79	78	64	.50	97	8	12	140	8	4	2	-	1,000	-	1	7	6			
Caratunk.....	80	58	52	64	53	.65	68	8	1	11	4	-	-	-	600	2	2	2	2			
Dead River.....	28	17	13	15	12	.45	17	8	14	22	2	1	1	-	300	1	-	-	1			
Dennistown.....	39	23	20	23	20	.50	25	10	10	20	1	1	1	-	200	-	-	1	1			
Flagstaff.....	38	27	24	27	24	.63	34	8	9	26	1	1	-	1,669	1,700	-	-	1	1			
Highland.....	28	14	10	14	10	.35	14	10	10	20	1	1	1	-	350	-	-	1	1			
Jackman.....	82	58	46	42	33	.45	65	12	11	68	1	1	1	-	2,500	-	1	2	1			
Lexington.....	89	64	50	65	42	.52	77	9	12	63	3	1	-	-	700	2	2	1	2			
Mayfield.....	29	26	17	26	17	.58	26	9	9	36	2	2	-	-	600	2	1	1	2			
Moose River.....	73	47	36	46	26	.42	53	10	10	40	1	1	1	-	700	-	-	2	2			
Pleasant Ridge.....	50	38	30	38	30	.50	42	8	8	48	3	-	2	-	100	1	-	2	3			
The Forks.....	63	40	30	39	35	.51	42	9	11	60	3	-	2	-	500	-	-	3	3			
West Forks.....	54	38	29	31	26	.51	39	9	11	40	2	-	-	-	400	1	1	1	1			
Total.....	9,511	5,376	4,662	5,525	4,721	.46	6,444	8	3	10	6,550	274	190	83	4	\$7,571	\$177,850	38	49	288	217	50

APPENDIX.

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Anson	-	\$55 88	\$6 75	-	\$100	\$1,644	\$489	-	\$3 15	.002 6-10	\$1,644	\$1,084	\$15	\$2,743	\$2,726	\$17	-
Athens	9	30 40	5 56	\$1 50	25	362	-	4	2 94	.002 7-10	1,172	739	82	2,005	1,925	80	-
Bingham	4	21 00	6 50	2 00	91	605	-	-	2 52	.002 3-10	845	563	63	1,474	1,664	\$190	-
Cambridge	2	30 33	5 86	1 75	25	340	-	-	2 77	.003	402	327	30	659	603	56	-
Canaan	6	32 00	5 50	-	90	946	-	42	3 05	.002 8-10	1,082	759	-	1,841	1,780	61	-
Concord	1	24 00	5 68	1 50	29	276	-	-	2 58	.004	412	255	-	667	537	130	-
Cornville	3	24 00	5 34	-	51	625	-	-	3 45	.001 9-10	638	456	109	1,203	1,143	60	-
Detroit	13	48 50	5 50	2 00	45	600	128	-	3 99	.004 2-10	572	371	50	993	845	148	-
Embden	4	28 20	5 33	1 71	50	724	261	-	4 23	.002 9-10	982	399	-	1,381	913	468	-
Fairfield	-	77 50	7 47	-	300	5,000	2,192	-	4 49	.002 2-10	5,000	2,897	41	7,937	7,789	149	-
Harmony	2	-	5 58	1 25	82	563	-	-	3 45	.002 9-10	570	431	75	1,076	1,045	31	-
Hartland	6	24 00	7 00	1 25	82	1,050	271	-	3 63	.002 3-10	1,245	707	142	2,094	1,932	162	-
Madison	25	32 00	7 37	2 50	335	2,500	1,048	-	3 73	.001 6-10	2,685	1,665	159	4,509	4,628	-	119
Mercer	4	31 00	5 15	1 50	40	600	133	-	4 22	.003 8-10	633	347	14	994	936	58	-
Moscow	-	28 00	5 85	-	45	400	62	-	3 00	.004 3-10	566	327	33	926	904	22	-
New Portland	-	24 12	5 13	-	115	850	23	-	3 15	.002 8-10	816	665	45	1,526	1,460	66	-
Norridgewock	6	28 00	6 20	1 87	150	1,600	275	-	3 26	.002 8-10	1,989	1,000	-	2,989	2,948	41	-
Palmyra	11	28 00	6 23	1 75	64	1,000	197	-	3 77	.003	1,000	702	88	1,790	1,791	-	1
Pittsfield	10	45 50	8 96	2 00	150	3,500	1,488	-	5 12	.002 8-10	3,452	2,074	7	5,533	5,357	176	-
Ripley	5	-	6 22	1 44	95	450	68	-	3 33	.003 5-10	455	345	32	832	782	50	-
Skowhegan	-	-	7 33	3 00	600	6,594	2,540	-	4 66	.001 8-10	6,667	3,244	5	9,916	9,628	288	-
Smithfield	7	22 00	5 54	-	30	500	117	-	5 60	.003 7-10	525	328	18	871	833	38	-
Solon	10	-	6 35	-	70	782	-	-	2 69	.002 1-10	876	714	64	1,654	1,652	2	-
St. Albans	4	26 00	6 00	-	93	1,100	135	-	3 46	.002 6-10	1,135	783	61	1,979	1,909	70	-
Starks	4	26 33	4 73	-	50	613	-	-	3 44	.002 9-10	616	446	15	1,077	1,066	11	-

PLANTATIONS.																	
Bigelow	-	24 00	6 00	2 00	3	65	15	-	2 95	.002 7-10	65	89	-	154	129	25	
Brighton	1	20 00	4 15	1 25	25	350	3	-	2 43	.005 7-10	379	335	-	714	696	18	
Caratunk	4	38 00	6 06	2 09	15	350	196	-	4 37	.004 7-10	398	323	-	721	667	54	
Dead River	2	27 00	6 75	1 75	6	125	42	-	4 46	.004 5-10	125	126	-	251	251	-	
Dennistown	-	-	6 75	2 25	4	56	3	-	1 43	.001 4-10	128	96	3	227	202	25	
Flagstaff	-	-	7 16	2 00	-	100	30	-	2 63	.002 8-10	165	172	-	337	223	114	
Highland	1	-	7 50	1 50	4	61	-	-	2 18	.003 7-10	67	57	3	162	153	9	
Jackman	-	32 00	8 00	3 00	4	174	-	-	2 00	.002 2-10	506	217	28	751	608	143	
Lexington	4	24 50	6 25	1 42	30	200	41	-	2 25	.004 5-10	246	210	22	478	467	11	
Mayfield	-	20 00	5 00	-	5	112	52	-	3 86	.002 7-10	112	74	-	186	179	7	
Moose River	3	-	3 87	1 25	10	200	64	-	2 74	.003 5-10	200	199	18	417	391	26	
Pleasant Ridge	-	23 00	5 50	1 50	8	150	64	-	3 00	.006 3-10	262	128	83	473	324	149	
The Forks	3	-	7 15	1 83	15	200	44	-	3 17	.004	334	221	-	555	429	126	
West Forks	2	28 71	4 90	2 13	12	135	18	-	2 50	.007 8-10	327	282	-	609	358	251	
Total	156	\$30 80	\$6 11	\$1 82	\$2,834	\$36,006	\$10,045	-	\$3 78	.002 2-10	\$39,299	\$24,060	\$1,346	\$64,705	\$61,873	\$3,142	\$310

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Belfast	26	\$66 99	\$9 04	-	\$1,100	\$7,100	\$2,865	-	\$5 62	.002 4-10	\$7,100	\$3,094	\$168	\$10,362	\$9,989	\$373	-
Belmont	-	22 30	6 30	\$2 00	17	416	- 36	-	4 00	.004	450	222	35	707	757	-	\$50
Brooks	5	49 80	6 28	2 50	50	584	-	-	3 00	.002 2-10	826	527	-	1,353	1,175	178	-
Burnham	4	32 00	6 06	-	50	684	- 5	-	2 54	.003 1-10	724	648	-	1,372	1,361	11	-
Frankfort	6	-	7 35	2 25	50	879	-	-	2 35	.004 2-10	885	842	-	1,727	1,788	-	61
Freedom	3	47 50	6 00	1 50	50	No return.	-	-	-	-	-	-	-	-	-	-	-
Islesboro	2	42 16	7 76	2 72	60	265	-	-	2 45	.002 4-10	368	325	-	1,736	1,634	96	-
Jackson	2	27 00	5 00	1 75	40	412	-	-	3 00	.002 6-10	407	357	-	764	812	-	48
Knox	-	33 00	4 81	-	27	525	-	\$1	3 39	.002 5-10	536	389	3	925	918	10	-
Liberty	-	31 50	5 50	1 50	55	668	-	-	2 65	.002 2-10	668	535	81	1,224	1,217	67	-
Lincolnton	2	32 00	6 00	2 00	73	1,089	-	-	3 53	.003 3-10	1,111	884	28	2,023	2,080	-	57
Monroe	5	29 33	4 60	1 60	55	863	-	-	3 44	.002 2-10	863	640	-	1,503	1,696	-	193
Montville	4	25 00	5 00	1 50	59	844	-	-	3 27	.002 6-10	858	623	-	1,481	1,490	-	9
Morrill	4	28 25	8 25	1 87	25	368	-	-	3 00	.002 5-10	371	328	-	699	727	-	28
Northport	6	-	6 23	2 00	30	600	47	-	4 20	.002	626	396	-	1,022	986	36	-
Palermo	-	29 60	5 24	1 51	65	710	-	-	3 03	.003 8-10	765	564	20	1,349	1,311	38	-
Prospect	7	31 43	5 95	2 50	69	560	2	-	2 73	.003 1-10	685	547	69	1,301	1,168	133	-
Searsmont	2	40 50	6 55	1 75	80	915	-	-	3 09	.002 7-10	1,288	761	123	2,172	2,089	83	-
Searsport	9	42 66	8 00	3 00	150	1,360	6	-	4 17	.001 9-10	1,507	835	4	2,346	2,209	137	-
Stockton Springs	12	32 69	6 65	2 25	92	1,090	81	-	4 20	.003 6-10	1,092	626	-	1,718	1,516	202	-
Swanville	7	35 00	5 75	1 75	65	552	1	-	3 21	.003 5-10	877	443	-	1,320	1,123	197	-
Thormdike	-	28 75	5 27	1 25	50	501	30	-	3 25	.002 1-10	556	402	20	978	972	6	-
Troy	1	33 32	5 40	-	67	700	6	-	3 02	.002 7-10	779	505	49	1,333	1,225	108	-
Unity	5	40 00	6 00	2 25	60	738	-	-	3 22	.001 9-10	738	633	-	1,371	1,448	-	77
Waldo	5	40 00	5 75	1 75	25	475	10	-	3 00	.003	481	369	-	850	760	90	-
Winterport	17	29 00	6 50	2 30	150	2,000	459	-	4 17	.003 4-10	1,951	1,209	-	3,160	3,245	-	85
Total	146	\$35 41	\$6 20	\$1 98	\$2,617	\$25,354	\$3,548	\$1	\$3 57	.002 6-10	\$27,112	\$17,204	\$600	\$44,916	\$43,756	\$1,168	\$608

Jonesport.....	830	455	412	446	393	.48	572	8	3	10	400	11	8	6	1	300	9,475	3	5	13	12	2
Lubec.....	1,006	605	481	636	515	.49	680	10	12	12	511	11	11	9	-	-	15,000	1	4	14	15	15
Machias.....	661	443	408	425	370	.74	465	10	10	10	402	9	9	9	-	-	18,700	1	1	13	13	13
Machiasport.....	456	203	167	259	192	.39	342	10	10	10	210	8	8	6	-	-	4,000	-	1	10	8	2
Marion.....	35	20	16	25	20	.51	25	10	10	10	20	1	1	-	-	-	400	-	1	2	8	2
Marshfield.....	71	44	39	45	39	.55	45	12	10	10	56	2	2	1	-	-	500	-	-	2	2	2
Meddybemps.....	57	35	33	34	27	.53	37	10	9	9	29	1	1	1	1	3,000	3,500	-	1	-	2	2
Milbridge.....	594	360	321	378	314	.53	424	8	10	10	354	10	9	3	-	-	7,500	-	3	11	11	3
Northfield.....	40	34	32	32	25	.71	36	10	10	10	40	2	1	-	-	-	225	-	3	1	1	3
Pembroke.....	543	357	340	325	276	.56	397	10	10	10	360	12	7	5	-	-	15,000	-	2	5	10	10
Perry.....	326	174	137	192	138	.42	207	8	2	10	206	9	2	-	-	-	2,000	-	2	8	7	2
Princeton.....	336	232	184	229	198	.57	279	10	12	12	236	6	6	4	-	-	7,000	-	2	5	5	4
Robbinston.....	235	164	145	149	122	.57	187	8	11	11	162	6	6	2	-	-	2,400	3	2	3	4	4
Roque Bluffs.....	49	27	20	30	24	.45	37	10	11	11	42	2	2	1	-	-	700	-	-	2	2	1
Steuben.....	313	211	186	207	180	.58	212	10	10	10	240	11	10	5	-	-	3,500	4	4	8	8	8
Talmadge.....	34	25	22	24	20	.62	26	10	10	10	31	2	2	-	-	-	1,000	1	1	1	1	1
Topsfield.....	115	69	63	61	58	.53	81	8	9	9	78	3	3	1	-	-	1,200	-	2	3	3	3
Trescott.....	172	99	89	97	73	.47	115	10	4	12	118	5	4	1	-	-	2,600	-	1	5	4	5
Vanceboro.....	234	117	105	129	113	.46	139	12	13	13	114	3	-	-	-	-	2,000	-	-	3	3	3
Waite.....			No	com	mon	sch	ool r	eturns														
Wesley.....	70	52	46	58	43	.63	59	9	7	7	74	4	4	-	-	-	2,525	-	1	4	3	1
Whiting.....	170	116	96	113	84	.53	124	11	11	11	110	5	5	3	-	-	1,250	-	-	5	5	5
Whitneyville.....	131	82	74	89	75	.57	94	10	9	9	56	2	1	1	-	-	1,500	-	1	2	2	2
PLANTATIONS.																						
Codyville.....	23	19	17	17	15	.70	19	11	12	12	23	1	1	-	-	-	100	1	1	-	-	1
Grand Lake Stream.....	88	64	46	44	42	.50	72	9	3	12	57	2	1	1	-	-	600	3	2	2	3	1
Kossuth.....	14	8	5	13	5	.36	13	10	20	20	30	2	1	-	-	-	200	-	-	1	1	3
Lambert Lake.....	51	41	39	33	30	.68	41	10	10	10	30	1	1	1	-	-	800	-	-	1	1	1
No. 14.....	30	22	17	20	16	.55	25	10	10	10	40	2	-	-	-	-	400	-	1	1	1	2
No. 21.....	50	26	22	24	18	.40	28	10	10	10	31	1	1	-	-	-	600	-	1	1	-	1
Total.....	15,456	9,093	8,045	9,089	7,786	.51	9,450	10	11	11	8,489	256	215	133	7	29,377	\$243,100	56	79	266	264	69

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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Addison.....	2	\$29 20	\$5 90	\$1 61	\$100	\$1,200	-\$32	-	\$3 55	.006	\$1,200	\$8 07	\$10	\$2,017	\$2,072	-	\$55
Alexander.....	1	36 50	4 67	1 71	30	270	-	-	2 41	.004 4-10	389	286	102	777	711	\$66	-
Baileysville.....	1	45 33	6 00	1 50	36	350	169	-	4 27	.005 3-10	350	207	-	557	550	-	-
Barring.....	2	2 62	2 00	2 62	20	220	2	-	2 47	.003	203	202	13	418	505	-	-
Beddington.....	2	6 50	2 00	1 16	16	172	25	-	4 80	.003 6-10	246	96	74	416	297	119	-
Brookton.....	3	50 00	7 50	2 66	24	335	-	2	2 46	.003 4-10	562	375	102	1,039	936	103	-
Calais.....	33	104 00	7 00	3 00	300	5,900	68	2	2 14	.001 9-10	5,900	6,597	-	12,497	12,456	41	-
Centerville.....	1	50 00	7 50	1 13	13	92	42	-	2 80	.001 1-10	101	71	35	207	182	19	-
Charlotte.....	4	5 60	1 75	20	20	305	-	-	3 10	.003 7-10	331	259	42	638	624	14	-
Cherryfield.....	11	75 00	7 00	3 00	160	1,500	70	-	3 43	.003	2,013	1,493	-	3,506	3,011	495	-
Columbia.....	2	37 40	9 00	30	30	560	267	-	3 55	.005 7-10	767	431	20	1,218	1,037	181	-
Columbia Falls.....	5	48 00	2 80	50	50	560	-	-	2 53	.003 2-10	605	532	61	1,198	1,103	95	-
Cooper.....	2	29 24	6 00	1 50	20	212	1	-	2 86	.004 5-10	296	182	201	679	611	68	-
Crawford.....	2	20 50	5 00	1 50	5	112	-	-	2 38	.004 3-10	120	111	25	256	253	3	-
Danforth.....	5	40 00	6 50	2 25	40	530	-	-	3 21	.006 5-10	632	431	56	1,119	1,071	48	-
Deblois.....	9	41 00	7 00	2 75	73	827	-	23	3 24	.003 3-10	1,014	1,003	134	2,151	1,953	198	-
Dennysville.....	2	53 00	9 00	3 00	32	80	19	-	3 81	.004	92	54	21	173	165	8	-
East Machias.....	2	42 66	7 00	104	1,310	362	-	-	12 01	.002 3-10	446	458	-11	975	876	99	-
Eastport.....	16	90 00	7 00	104	1,310	362	-	-	2 64	.003 4-10	1,697	1,207	28	2,932	2,875	57	-
Edmunds.....	6	22 00	6 18	2 00	57	336	20	-	3 08	.003 2-10	5,750	4,893	504	11,147	9,636	1,511	-
Forest City.....	1	45 00	2 75	5	5	250	20	-	1 74	.005 3-10	389	496	120	1,005	942	63	-
Harrington.....	10	62 00	7 25	94	930	20	10	-	2 61	.003 5-10	1,002	904	-	1,906	1,846	60	-
Jonesboro.....	2	45 00	7 00	2 50	47	300	-	-	2 53	.004 2-10	537	522	23	1,082	1,110	-	28

Jonesport	10	42 00	6 79	-	226	1,600	60	-	1 93	.003 7-10	1,820	2,032	-	3,852	3,623	229	
Lubec	7	50 50	8 00	2 50	75	2,100	445	-	2 08	.003 3-10	2,436	2,241	75	4,752	4,717	35	
Machias	8	106 00	7 50	3 00	100	1,800	172	-	2 72	.002 2-10	1,961	1,638	41	3,640	3,650	-	10
Machiasport	8	48 00	7 67	2 75	75	1,150	-	-	2 52	.005	1,158	1,126	-	2,284	1,814	470	
Marion	2	32 50	-	2 50	4	100	28	-	2 36	.003 6-10	194	113	13	320	212	108	
Marshfield	-	-	7 57	1 75	13	240	3	-	3 38	.004	266	192	-	458	451	7	
Meddybemps	-	36 00	6 00	2 00	9	125	-	-	2 19	.004 7-10	165	118	-	283	279	4	
Milbridge	8	46 00	6 00	-	90	1,600	30	-	2 10	.003 5-10	1,647	1,484	-	3,131	3,198	-	67
Northfield	2	35 00	5 50	2 00	12	200	86	-	5 00	.006 1-10	210	98	39	347	388	-	41
Pembroke	15	37 60	6 00	-	75	1,211	-	-	2 23	.003 8-10	1,257	1,300	-	2,557	2,476	-	
Perry	7	37 00	7 00	2 00	60	750	-	-	2 32	.004 2-10	999	850	77	1,926	1,807	119	
Princeton	4	53 50	7 65	2 75	75	914	92	-	2 72	.003 7-10	1,145	722	36	1,903	1,925	-	22
Robbinston	6	33 00	7 42	2 50	60	750	120	-	3 20	.004 6-10	826	606	101	1,533	1,336	197	
Roque Bluffs	3	-	6 00	-	5	145	22	-	3 00	.006 1-10	162	131	-	293	267	26	
Steuben	8	26 40	6 25	2 00	50	786	-	-	2 51	.004 5-10	884	788	15	1,687	1,637	50	
Talmadge	1	29 04	7 00	2 00	15	100	10	-	3 00	.001 6-10	121	94	99	314	298	16	
Topsfield	3	29 00	5 00	2 00	38	300	-	-	6 66	.003 5-10	305	296	120	721	722	-	1
Trescott	1	36 00	6 73	2 00	33	388	-	-	2 25	.006 3-10	441	424	-	865	870	-	5
Vanceboro	3	-	8 91	2 50	50	696	-	-	3 00	.003 8-10	1,638	564	139	2,341	1,151	1,190	
Waite	No	com	mon	school	ret	175	48	-	-	.005	175	101	97	373	315	58	
Wesley	3	34 50	4 50	1 75	11	185	3	-	2 64	.004 9-10	267	168	78	513	375	138	
Whiting	5	-	6 20	-	23	320	6	-	1 88	.003 7-10	369	426	60	855	742	113	
Whitneyville	3	53 84	8 50	3 13	20	340	10	-	2 60	.005 2-10	349	335	-	684	594	90	
PLANTATIONS.																	
Codyville	1	20 00	-	1 50	2	60	2	-	2 61	.004 2-10	157	39	-	196	130	66	
Grand Lake Stream	-	38 00	5 57	2 31	12	325	2	-	3 70	.005 5-10	557	212	135	904	561	343	
Kossuth	-	-	3 00	1 50	2	-	-	No	fiscal return		-	-	-	-	-	-	
Lambert Lake	1	-	7 50	2 75	10	152	30	-	3 00	.006 9-10	166	133	-	299	257	42	
No. 14	1	29 00	5 83	2 00	13	67	-	23	2 33	.002 6-10	181	81	117	379	285	94	
No. 21	2	38 00	5 83	2 61	6	75	10	-	1 50	.003 4-10	100	116	70	286	273	13	
Total	262	\$44 13	\$6 64	\$2 23	\$2,640	\$39,293	\$4,098	\$54	\$2 54	.003	\$44,848	\$38,230	\$2,966	\$86,044	\$79,428	\$6,932	\$316

Shapleigh	253	158	138	155	122	.51	175	8	8	8	168	7	7	-	-	-	4,000	2	6	5	6	1	
South Berwick	1,040	490	406	486	404	.39	560	12	10	1	516	14	14	6	-	-	20,000	-	-	17	17	2	
Waterboro	305	182	163	179	157	.52	212	10	9		304	13	10	3	1	650	6,500	1	1	9	10	3	
Wells	575	379	343	367	332	.58	400	10	10		380	16	13	12	1	900	8,000	-	-	14	13		
York	728	397	329	458	328	.45	436	10	3	10	2	530	14	13	9	-	15,000	3	4	14	14	5	
Total	19,312	8,620	7,590	8,714	7,474	.39	10,310	10	1	10	1	11,099	298	265	147	6	11,399	\$539,562	43	57	323	321	64

YORK COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per week, 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 1899.	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, 1899, to April 1, 1900.	Amount available from State treasury from April 1, 1899, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1899, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Acton	2	\$28 67	\$6 40	\$2 00	\$52	\$750	\$48	-	\$3 42	.002 9-10	\$794	\$506	\$60	\$1,360	\$1,326	\$34	
Alfred	4	42 50	12 30	-	60	1,100	70	-	2 93	.002 8-10	1,131	697	-	1,828	1,808	20	
Berwick	11	81 00	7 00	3 00	150	3,000	1,165	-	4 54	.003 1-10	3,643	1,611	3	5,257	4,555	1,202	
Biddeford	44	96 25	10 92	3 00	1,600	12,250	696	-	2 13	.001 5-10	12,250	13,553	51	25,854	25,809	45	
Buxton	6	68 00	7 00	-	112	1,900	271	-	4 10	.002 7-10	1,852	1,104	64	3,020	2,848	172	
Cornish	-	21 32	7 84	-	75	1,000	106	-	3 66	.002 3-10	1,567	734	86	2,387	1,841	546	
Dayton	-	26 38	7 20	-	20	650	250	-	5 00	.002 8-10	807	307	-	1,114	800	314	
Eliot	2	39 00	9 04	3 10	125	1,800	630	-	4 50	.003 9-10	1,842	1,005	-	2,847	2,837	10	
Hollis	-	23 23	5 38	2 00	83	1,050	28	-	3 50	.002 6-10	1,098	697	16	1,811	1,610	201	
Kennebunk	-	-	12 14	-	250	3,900	1,362	-	5 05	.001 9-10	5,358	1,759	-	7,117	6,007	1,110	
Kennebunkport	-	49 72	12 42	-	160	3,000	1,243	-	5 56	.002 3-10	3,000	1,370	-	4,370	4,393	-	
Kittery	6	50 00	12 20	3 50	186	2,700	409	-	4 17	.004	2,762	1,576	-	4,338	3,573	765	
Lebanon	-	28 00	7 00	-	108	1,800	790	-	4 93	.004 8-10	1,801	902	-	2,703	2,719	-	
Limerick	-	22 00	6 50	-	80	850	77	-	4 18	.001 9-10	913	506	38	1,457	1,338	119	
Limington	7	28 00	5 32	2 00	85	875	1	-	3 36	.002 6-10	891	645	-	1,536	1,482	54	
Lyman	-	26 00	6 50	2 00	51	1,000	317	-	4 63	.002 9-10	999	606	-	1,605	1,593	12	
Newfield	-	50 00	7 20	2 25	40	637	-	-	3 88	.002 7-10	637	460	-	1,097	1,090	7	
North Berwick	-	63 33	6 81	2 00	163	2,000	558	-	4 60	.002 6-10	2,077	1,207	24	3,308	3,044	264	
Old Orchard	-	30 00	9 00	3 00	38	702	-	-	3 69	.000 8-10	670	443	-	1,113	1,390	-	
Parsonsfield	3	27 00	6 25	2 00	81	1,200	82	-	4 50	.002 5-10	1,223	744	40	2,007	1,874	133	
Saco	30	87 50	9 00	3 00	626	11,000	6,140	-	6 11	.002 6-10	11,000	5,345	-	16,345	15,627	718	
Sanford	-	41 75	8 31	-	185	5,000	739	-	2 41	.002	6,553	4,729	-	11,282	7,723	3,559	

\$23
16
277

Shapleigh	5	33 00	6 86	2 50	50	479	-	\$25	2 96	.003	714	606	137	1,457	1,385	72	
South Berwick	12	-	8 85	3 00	250	3,200	453	-	3 07	.002 8-10	3,739	2,451	181	6,371	6,325	46	
Waterboro	8	65 00	6 50	2 00	75	1,355	269	-	4 44	.003 5-10	1,355	722	31	2,108	2,122	14	
Wells.....	2	-	8 17	2 00	276	2,000	376	-	3 47	.002 5-10	2,000	1,544	-	3,544	3,484	60	
York.....	-	41 00	7 46	3 50	225	3,000	1,045	-	4 12	.001 7-10	3,133	1,680	6	4,819	4,996	177	
Total	150	\$45 77	\$7 09	\$2 55	\$5,236	\$68,468	\$17,125	-	3 54	.002 2-10	\$73,809	\$47,509	\$737	\$122,055	\$113,099	\$9,463	\$507

SUMMARY.

COUNTIES.	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.										
Androscoggin	18,009	7,103	6,261	7,399	6,441	.35	8,498	10	10	3	8,196	187	163	121	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Aroostook	23,165	12,288	9,655	11,462	8,861	.40	14,933	10	13	4	13,482	456	340	168	18	\$16,311	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Cumberland	29,530	15,574	12,928	15,459	13,251	.44	16,949	9	3	4	8,511	315	267	206	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Franklin	5,226	3,143	2,782	3,202	2,754	.53	3,663	9	10	4	3,743	157	117	55	4	1,697	89,191	25	34	4	1,697	89,191	25	34	4	1,697	89,191	25	34	4	1,697	89,191	25	34	4	1,697	89,191	25	34	4	1,697	89,191	25	34	4	1,697	89,191	25	34	4
Hancock	11,779	7,045	6,222	7,213	6,310	.53	8,175	9	2	4	7,734	271	219	166	5	16,536	222,250	23	51	273	23	51	273	23	51	273	23	51	273	23	51	273	23	51	273	23	51	273	23	51	273	23	51	273	23	51	273	23	51	273
Kennebec	15,920	8,152	6,909	8,122	6,862	.43	9,435	9	4	10	1	9,111	286	222	145	2	3,272	387,854	23	28	297	23	28	297	23	28	297	23	28	297	23	28	297	23	28	297	23	28	297	23	28	297	23	28	297	23	28	297		
Knox	8,715	5,300	4,682	5,420	4,746	.54	6,153	9	2	10	5	5,120	152	128	84	3	4,674	193,741	15	39	182	15	39	182	15	39	182	15	39	182	15	39	182	15	39	182	15	39	182	15	39	182	15	39	182	15	39	182		
Lincoln	5,752	3,470	3,004	3,422	2,987	.52	4,001	9	3	9	3	4,399	156	130	85	2	1,388	117,250	17	38	146	17	38	146	17	38	146	17	38	146	17	38	146	17	38	146	17	38	146	17	38	146	17	38	146	17	38	146		
Oxford	8,707	5,257	4,539	5,344	4,547	.52	6,149	9	9	4	6,889	287	210	98	6	3,489	152,875	29	53	263	29	53	263	29	53	263	29	53	263	29	53	263	29	53	263	29	53	263	29	53	263	29	53	263	29	53	263			
Penobscot	23,263	13,036	11,513	13,033	11,538	.52	14,572	9	1	10	2	13,646	449	325	181	6	4,747	534,307	34	85	481	34	85	481	34	85	481	34	85	481	34	85	481	34	85	481	34	85	481	34	85	481	34	85	481	34	85	481		
Piscataquis	4,874	2,827	2,456	3,083	2,635	.52	3,546	9	1	10	1	3,579	137	105	32	4	6,228	81,575	12	23	121	12	23	121	12	23	121	12	23	121	12	23	121	12	23	121	12	23	121	12	23	121	12	23	121	12	23	121		
Sagadahoc	5,772	3,364	3,005	3,404	3,021	.52	3,770	10	1	10	2	2,722	97	82	71	1	2,400	147,770	13	14	110	13	14	110	13	14	110	13	14	110	13	14	110	13	14	110	13	14	110	13	14	110	13	14	110	13	14	110		
Somerset	9,511	5,376	4,662	5,525	4,721	.46	6,444	8	3	10	3	6,500	274	190	83	4	7,571	177,850	38	49	288	38	49	288	38	49	288	38	49	288	38	49	288	38	49	288	38	49	288	38	49	288	38	49	288	38	49	288		
Waldo	7,094	4,230	3,588	4,337	3,619	.58	4,770	9	9	9	5,551	217	151	87	4	1,906	89,924	18	77	193	18	77	193	18	77	193	18	77	193	18	77	193	18	77	193	18	77	193	18	77	193	18	77	193	18	77	193			
Washington	15,456	9,093	8,045	9,089	7,786	.51	9,450	10	11	11	8,489	256	215	133	7	29,377	243,100	56	79	266	56	79	266	56	79	266	56	79	266	56	79	266	56	79	266	56	79	266	56	79	266	56	79	266	56	79	266			
York	19,312	8,620	7,590	8,714	7,471	.39	10,310	10	1	10	1	11,039	298	265	147	6	11,399	539,562	43	57	323	43	57	323	43	57	323	43	57	323	43	57	323	43	57	323	43	57	323	43	57	323	43	57	323	43	57	323		
Total	211,085	113,878	97,841	114,234	97,553	.46	130,918	10	3	10	118,671	3,995	3,135	1,862	72	110,995	4,699,475	485	827	4,202	4,051	1,184																												

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 1889.	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, 1889, to April 1, 1900.	Amount available from State treasury from April 1, 1889, to April 1, 1900.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1900.	Balance unexpended April 1, 1900.	Balance over-expended April 1, 1900.
							Excess above amount required by law.	Less than the amount required by law.									
Androscoggin	249	\$42 00	\$7 32	\$2 50	\$4,676	\$59,173	\$17,011	-	\$3 29	.002 1-10	\$62,053	\$43,165	\$1,390	\$106,608	\$96,128	\$10,671	\$191
Aroostook	345	31 61	6 12	1 34	4,091	40,637	7,259	-	1 75	.002 3-10	51,910	57,401	6,539	115,850	105,346	11,666	1,162
Cumberland	470	54 45	7 47	1 30	5,252	159,233	90,314	-	5 39	.002 2-10	165,951	71,262	1,650	238,863	231,089	8,266	492
Franklin	101	35 59	6 30	1 02	1,900	16,334	2,946	-	3 13	.002	18,730	13,146	1,498	33,374	31,566	2,198	390
Hancock	214	38 81	6 77	1 15	4,305	34,827	10,295	16	2 95	.002 3-10	40,945	28,382	1,034	70,361	68,771	3,542	1,952
Kennebec	229	37 90	6 70	1 12	4,564	58,851	14,630	25	3 70	.001 9-10	62,475	39,713	6,142	108,330	103,145	6,186	1,001
Knox	175	45 25	6 55	1 37	3,403	30,412	4,707	-	3 49	.002 2-10	33,050	22,050	731	55,831	54,034	3,223	1,426
Lincoln	134	32 70	6 98	1 43	2,483	21,314	3,814	-	3 71	.003	23,167	14,530	117	37,814	35,525	3,222	33
Oxford	204	35 72	6 07	1 09	2,614	34,534	10,551	-	4 00	.002 6-10	38,176	21,740	5,955	65,871	60,949	5,065	143
Penobscot	453	39 73	6 31	1 05	5,956	78,963	20,958	247	3 55	.002 2-10	83,900	55,555	4,503	143,958	138,092	6,556	669
Piscataquis	118	34 86	6 31	1 00	1,299	16,552	3,870	-	3 40	.001 8-10	20,325	12,087	1,539	33,951	30,863	3,619	531
Sagadahoc	105	44 06	7 16	1 42	2,405	29,200	13,711	-	5 06	.002 7-10	32,251	13,985	242	46,478	44,308	2,170	-
Somerset	156	30 80	6 11	1 02	2,834	36,006	10,045	-	3 78	.002 2-10	39,299	24,060	1,346	64,705	61,873	3,142	310
Waldo	146	35 41	6 20	1 08	2,617	25,354	3,548	1	3 57	.002 6-10	27,112	17,204	600	44,916	43,756	1,768	608
Washington	262	44 13	6 64	1 23	2,640	39,293	4,098	54	2 54	.003	44,848	38,230	2,966	86,044	79,428	6,932	316
York	150	45 77	7 09	1 55	5,236	68,468	17,125	-	3 54	.002 2-10	73,869	47,509	737	122,055	113,099	9,463	507
Total	3,511	\$39 30	\$6 63	\$2 17	\$55,981	\$749,251	\$214,882	\$492	\$3 55	.002 3-10	\$818,001	\$520,019	\$36,989	1,375,009	1,297,972	\$86,768	\$9,731

APPENDIX.

SPECIAL PUBLIC SCHOOLS STATISTICS.

COUNTIES.	No. towns making returns.		No. 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	221	97	124	.44	114	81	35	68	33	37	82	99	97	235																		
Aroostook.....	70	488	62	426	.13	403	383	125	133	132	143	134	276	226	710																		
Cumberland.....	26	338	130	208	.38	204	180	88	68	59	70	64	115	99	648																		
Franklin.....	25	151	38	113	.25	85	90	52	30	18	39	28	63	33	251																		
Hancock.....	32	300	85	215	.28	199	183	91	53	51	81	64	101	113	450																		
Kennebec.....	30	279	96	183	.34	152	147	85	51	66	78	75	100	116	435																		
Knox.....	18	188	81	107	.43	92	87	36	27	16	30	39	53	56	276																		
Lincoln.....	18	158	28	130	.18	115	161	70	34	22	27	32	75	47	262																		
Oxford.....	38	280	56	224	.20	192	174	102	61	44	62	29	155	92	421																		
Penobscot.....	63	480	177	303	.37	273	256	109	102	91	94	102	148	166	734																		
Piscataquis.....	24	145	47	98	.32	87	89	45	19	17	28	22	59	33	225																		
Sagadahoc.....	11	92	36	56	.40	54	46	26	11	19	27	27	39	33	149																		
Somerset.....	39	257	68	189	.26	154	147	76	38	51	66	38	84	86	411																		
Waldo.....	26	207	40	167	.20	151	138	84	37	43	73	32	71	77	345																		
Washington.....	53	295	107	188	.36	159	151	56	25	31	35	48	78	83	444																		
York.....	27	339	140	199	.41	168	166	65	25	40	40	80	120	118	449																		
Total.....	520	4,218	1,288	2,930	.31	2,602	2,410	1,145	782	733	930	896	1,636	1,475	6,445																		

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 1899-1900.	Amount expended for fuel.	Amount expended for new buildings, repairs and insurance.	Amount expended for free text-books, school year 1898-9.	Amount paid for transportation of scholars.	Amount paid for board and tuition.
Androscoggin.....	153	281	54	.84	-	-	\$87,946	\$5,751	\$9,085	\$6,350	\$1,941	\$273
Aroostook.....	240	599	111	.84	-	62	95,077	5,742	24,059	5,819	3,169	345
Cumberland.....	406	587	61	.90	5	18	214,330	11,987	48,842	13,065	3,597	710
Franklin.....	59	186	65	.74	1	16	27,627	1,289	4,508	2,117	2,105	536
Hancock.....	130	285	65	.83		33	62,931	4,048	14,513	5,483	1,475	320
Kennebec.....	203	384	51	.88		4	86,764	7,335	14,598	5,042	7,696	626
Knox.....	103	239	37	.86		10	49,359	3,347	10,389	4,460	1,488	227
Lincoln.....	48	216	46	.82		4	32,061	1,909	5,789	1,826	1,348	211
Oxford.....	135	345	76	.82		3	52,003	3,158	8,798	4,502	4,911	811
Penobscot.....	272	660	74	.87		22	132,038	7,680	28,684	7,659	6,386	1,374
Piscataquis.....	61	186	39	.83		22	26,931	1,592	9,980	2,953	2,240	190
Sagadahoc.....	91	132	17	.89		10	40,003	3,079	5,027	3,686	1,064	75
Somerset.....	124	349	62	.85		31	50,188	3,811	12,259	3,885	6,107	1,678
Waldo.....	61	273	72	.80		32	37,622	2,197	6,009	2,521	3,680	235
Washington.....	172	377	67	.85	1	60	73,406	4,588	40,138	5,557	1,301	180
York.....	254	391	58	.87	2	42	104,647	8,527	20,625	6,517	2,542	465
Total.....	2,512	5,490	955	.85	9	409	\$1,173,023	\$76,040	\$263,343	\$84,442	\$51,050	\$8,916

APPENDIX.

COMPARATIVE STATEMENT—I.

Items.	1900.	1899.	Increase.	Decrease
Whole number of scholars between four and twenty-one	211,085	210,192	893	
Number registered in spring and summer terms.....	113,878	114,430	.....	552
Average attendance in spring and summer terms	97,841	97,706	135	
Number registered in fall and winter terms	114,234	112,058	2,176	
Average attendance in fall and winter terms	97,553	95,479	2,074	
Per cent of average attendance of whole number .....	.46	.46		
Whole number of different scholars registered during the year	130,918	131,588	.....	670
Number of schoolhouses in State.....	3,995	3,996	.....
Number reported in good condition ..	3,135	3,122	13	
Number having flags	1,862	1,808	54	
Number of schoolhouses built during the year	72	55	17	
Cost of same	\$110,995	\$53,471	\$57,524	
Estimated value of school property in State	4,699,475	4,222,395	477,080	
Number of male teachers employed in summer	485	445	40	
Number of male teachers employed in winter	827	832	.....
Number of female teachers employed in summer	4,202	4,107	95	
Number of female teachers employed in winter	4,051	3,900	151	
Number of teachers graduates of normal schools	1,184	1,017	167	
Average wages of male teachers per month	\$39 30	\$39 03	\$0 27	
Average wages of female teachers per week	6 63	6 80	.....	\$0 17
Average cost of board per week	2 17	2 13	0 04	
Amount of school money raised by towns	749,231	709,725	39,526	
Excess above amount required by law	214,882	190,149	24,733	
Average amount per scholar	3 55	3 38	17	
Per cent of valuation assessed by towns for schools .....	.002 3-10	.002 2-10	.000 1-10	
Amount available from town treasuries for school year	818,001	777,130	40,871	
Amount available from State treasury for school year	520,019	512,418	7,601	
Amount derived from local funds	36,989	31,962	5,027	
Total school resources	1,375,009	1,321,510	53,499	
Amount expended for common schools	1,297,972	1,243,330	54,642	
Net balance unexpended	77,037	78,180	.....	1,143
Amount paid by towns for school superintendence ..	55,981	56,094	.....	113

COMPARATIVE STATEMENT—II.

Items.	1900.	1890.
Whole number of scholars between four and twenty-one	211,085	211,547
Number registered in spring and summer schools	113,878	116,133
Average attendance in spring and summer schools	97,841	96,873
Number registered in fall and winter schools	114,234	122,153
Average attendance in fall and winter schools	97,553	99,791
Per cent of average attendance of whole number .....	.46	.47
Whole number of different scholars registered for the year ...	130,918	139,679
Number of schoolhouses in State	3,995	4,354
Number reported in good condition	3,135	3,224
Number supplied with flags	1,862	
Number built during the year	72	62
Cost of the same	\$110,995	\$176,252
Estimated value of all school property	4,699,475	3,455,965
Number of male teachers employed in summer	485	280
Number of male teachers employed in winter	827	1,412
Number of female teachers employed in summer	4,202	4,668
Number of female teachers employed in winter	4,051	4,244
Number of teachers graduates of normal schools	1,184	
Wages of male teachers per month, excluding board	\$39 30	\$34 40
Wages of female teachers per week, excluding board	6 63	4 40
Average cost per week of teachers' board	2 17	2 01
Amount of school money raised by towns	\$18,001 00	697,290 00
Excess above amount required by law	214,882 00	172,073 00
Average amount per scholar	3 55	3 30
Amount received from State Treasurer	520,019 00	384,034 00
Amount received from local funds	36,989 00	28,366 00
Amount paid for superintendence	55,981 00	36,400 00

FREE HIGH SCHOOL STATISTICS.

Returns for the Year Ending June 1, 1900.

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		\$456 00	\$243 60	\$223 00	31	60	51	39	46	26	12	19	9	5	33	-	1
Alfred		515 60	250 00	235 30	28	118	45	13	12	15	13	21	-	53	18	-	1
Alna		130 00	100 00	65 00	13	31	25	18	-	-	2	3	-	-	4	-	1
Andover		374 00	200 00	187 00	34	42	25	-	9	9	11	2	6	11	20	14	-
Anson		750 00	500 00	250 00	53	94	86	35	49	35	56	24	3	10	46	14	1
Ashland		506 00	250 00	249 50	34	52	42	19	50	31	15	17	-	15	21	19	1
Auburn		6,742 00	8,000 00	250 00	38	347	326	347	12	-	-	279	166	72	250	12	1
Atkinson		250 00	125 00	125 00	20	65	47	65	65	65	24	-	-	10	36	20	2
Augusta		4,900 00	6,000 00	250 00	38	155	142	-	10	-	-	85	55	69	95	16	-
Bangor		9,198 00	12,000 00	250 00	36	373	350	180	120	35	-	260	130	110	320	105	-
Baring		247 50	123 75	123 75	33	10	10	6	1	1	6	10	3	2	4	-	3
Bath		4,250 00	4,000 00	250 00	37	193	175	193	-	73	18	85	130	95	166	23	-
Belfast		2,000 00	2,000 00	250 00	36	100	94	20	-	-	-	65	42	82	73	-	1
Berwick		1,144 00	900 00	250 00	36	53	49	-	-	-	-	30	3	26	36	6	-
Biddeford		4,300 00	4,750 00	250 00	36	160	135	-	-	-	-	88	41	51	98	17	-
Bingham		400 80	400 00	199 90	34	28	21	-	25	25	-	20	4	25	25	-	4
Blaine		176 25	100 00	88 12	15	54	27	29	33	33	42	3	-	26	6	-	5
Bluehill		500 00	250 00	250 00	36	82	62	70	28	29	23	23	2	69	38	12	-
Boothbay		550 00	300 00	250 00	44	81	73	81	72	62	43	13	-	10	21	17	-
Boothbay Harbor		1,000 00	750 00	250 00	33	46	39	16	27	-	-	16	12	-	38	13	-
Bowdoinham		700 00	500 00	250 00	36	35	28	14	-	11	-	28	-	21	35	-	-
Bradford		90 00	45 00	42 50	10	40	27	32	32	32	-	10	-	20	-	6	1
Brewer		1,375 00	1,425 00	250 00	36	68	61	-	5	-	-	48	19	46	58	-	1

PUBLIC SCHOOLS.

Bridgewater	137 50	100 00	68 75	12	85	31	15	20	31	28	15	-	8	-	8
Bridgton	1,589 80	1,150 00	250 00	36	66	59	66	22	17	34	-	5	29	44	5
Brighton	110 00	55 00	55 00	11	29	25	29	29	11	-	-	-	-	11	6
Brooklin	367 00	200 00	183 50	29	66	56	53	61	53	25	1	-	-	31	1
Brooks	279 68	150 00	136 09	40	30	14	28	23	26	5	-	-	4	24	5
Brownville*	225 00	250 00	110 00	10	30	26	-	21	15	-	13	-	-	15	16
Brunswick	2,850 00	3,200 00	250 00	36	104	98	-	-	-	-	89	29	46	59	10
Bucksport	754 25	750 00	250 00	38	130	105	15	23	16	12	30	10	18	37	22
Buxton	938 00	1,000 00	250 00	36	39	30	15	10	12	12	6	16	11	13	12
Calais	3,013 00	2,550 00	250 00	36	162	106	102	23	102	5	71	6	82	75	1
Camden	1,458 00	1,100 00	250 00	34	87	68	23	33	31	26	47	15	23	71	20
Canaan	330 00	150 00	150 00	28	41	24	3	26	6	14	3	26	22	3	14
Canton	499 50	250 00	249 75	30	61	55	61	61	61	28	12	2	61	22	4
Cape Elizabeth	370 50	200 00	185 25	34	17	16	16	6	4	2	8	1	7	10	5
Caribou	1,454 00	1,100 00	250 00	36	70	62	-	11	11	-	30	11	28	40	3
Carmel	100 00	100 00	50 00	10	25	22	21	25	21	3	-	-	-	9	4
Carthage	90 00	100 00	45 00	10	28	24	23	23	27	2	2	-	1	-	3
Castine	451 66	400 00	225 83	33	18	16	-	4	6	5	-	1	5	13	-
Cherryfield	1,050 00	300 00	250 00	38	127	95	103	103	103	27	65	46	49	24	-
Chesterville	200 00	125 00	84 25	20	58	49	54	57	56	8	4	-	6	8	6
China	80 00	42 00	40 00	10	30	28	30	30	20	-	4	-	6	2	5
China	360 00	180 00	180 00	20	32	27	32	25	27	10	-	-	20	23	3
Clinton	447 00	250 00	220 30	32	62	56	62	33	31	18	9	-	23	23	21
Columbia Falls	343 50	175 00	171 75	21	31	24	28	20	22	8	6	-	12	13	-
Corinth	500 00	250 00	250 00	42	68	47	68	42	34	29	4	20	5	18	10
Cornish	750 00	500 00	250 00	32	19	18	-	11	11	-	18	7	11	19	10
Cumberland	1,240 00	1,480 00	250 00	36	58	50	-	40	3	-	19	16	53	20	4
Cranberry Isles	125 00	65 00	62 50	10	23	22	22	23	13	19	-	3	18	4	4
Danforth	690 00	500 00	250 00	30	49	41	-	4	-	-	25	19	8	33	5
Deer Isle	413 00	250 00	216 87	25	36	30	19	-	10	-	3	-	-	19	1
Denmark	533 00	300 00	250 00	26	30	20	24	17	10	6	3	2	1	17	4
Dennysville	423 00	185 00	185 00	30	35	24	-	9	28	21	7	4	7	22	2
Dexter	1,660 00	1,300 00	250 00	33	80	68	-	15	7	-	31	6	45	58	14
Dixfield*	250 00	250 00	125 00	20	60	53	60	51	48	23	3	-	-	21	10
Dixmont	125 00	62 50	55 50	10	31	26	31	30	21	6	-	-	-	12	11
Dover	945 00	700 00	250 00	30	52	45	14	24	14	9	-	-	2	38	18
East Livermore	1,000 00	750 00	250 00	36	41	35	25	5	12	2	20	2	16	17	4
East Machias	440 00	250 00	220 00	39	31	28	12	10	8	-	15	11	16	11	17
Easton	500 00	250 00	230 00	24	82	55	78	61	73	19	-	-	30	35	11
Eastport	1,748 00	998 00	250 00	38	122	86	122	7	-	-	76	65	54	86	18
Eddington	360 00	200 00	180 00	36	22	20	15	13	11	20	2	1	3	11	2
Eden	2,350 00	2,400 00	250 00	34	44	42	44	14	-	6	42	10	17	27	16
Edgecomb	132 00	65 00	65 00	12	25	19	25	25	15	-	-	-	2	2	2
Eliot	396 50	250 00	198 25	24	28	21	-	23	13	16	11	6	6	13	1
Ellsworth	1,970 97	2,000 00	250 00	36	119	110	-	7	38	-	76	30	36	92	6

*No returns for full year.

Returns for the Year Ending June 1, 1900—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.
Etna		\$95 00	\$125 00	\$43 25	10	23	23	23	23	23	12	-	-	6	4	6	12
Eustis		407 87	175 00	184 68	30	31	29	31	31	25	-	1	-	-	9	9	1
Fairfield		750 00	500 00	250 00	24	45	40	19	19	19	6	35	4	3	15	-	-
Farmingdale		211 50	100 00	100 00	36	13	11	13	13	12	6	3	2	11	9	4	-
Farmington		712 00	1,000 00	250 00	18	90	82	43	30	30	-	10	-	21	90	-	-
Fayette		257 00	150 00	128 50	35	44	41	44	42	26	13	7	-	-	5	-	1
Fort Fairfield		1,450 00	1,200 00	250 00	36	75	71	75	10	11	-	43	10	72	75	-	3
Foxcroft		700 00	700 00	250 00	33	47	46	20	20	16	5	16	-	41	47	-	3
Freedom		87 00	43 50	43 56	10	20	14	14	17	12	-	2	-	1	6	2	3
Freeport		1,820 00	1,500 00	250 00	26	88	79	14	43	6	-	64	-	29	60	-	-
Frenchville		287 50	150 00	143 75	23	10	9	10	10	10	10	-	11	-	-	10	-
Friendship*		120 00	121 12	60 00	10	25	20	25	25	25	-	-	-	-	11	-	-
Gardiner*		1,675 00	1,946 00	125 00	18	170	139	-	12	12	2	54	39	51	124	29	-
Garland		375 00	175 00	175 00	30	30	19	6	12	9	-	11	1	1	11	-	2
Georgetown*		150 00	75 00	75 00	10	27	27	27	21	21	9	1	-	6	5	-	9
Gorham		1,250 07	1,250 00	250 00	38	96	89	89	30	27	30	68	11	67	83	-	6
Gray*		950 00	875 00	125 00	38	83	74	83	42	83	21	30	7	30	30	20	3
Greenville		363 50	250 00	181 75	28	35	31	33	19	9	-	9	-	31	20	-	-
Guilford		788 00	500 00	250 00	33	60	58	31	20	6	-	30	10	43	52	-	7
Hallowell		1,965 00	2,100 00	250 00	36	94	89	40	16	87	20	36	42	94	47	-	2
Hampden		1,392 00	1,045 00	250 00	36	52	45	52	19	16	-	33	17	13	31	-	-
Hancock		256 50	138 75	122 25	18	62	55	61	52	60	11	5	-	-	49	-	1
Hartland		450 00	150 00	150 00	23	69	52	37	33	33	14	23	-	7	18	26	10
Harrington		165 00	175 00	82 50	10	32	29	21	20	17	-	10	-	23	23	-	-
Hollis		428 25	250 00	204 75	32	40	16	29	13	13	15	10	-	8	7	-	4
Houlton		1,850 00	1,600 00	250 00	35	70	64	40	43	40	40	42	11	4	19	3	4
Island Falls		600 00	325 00	250 00	36	60	45	7	14	22	14	18	12	30	28	-	6

Islesboro.....		313 50	150 00	150 00	20	63	56	47	60	60	23	-	15	14	22	11	5
Jackson.....	Precinct No. 1.....	217 25	99 50	99 50	20	37	14	17	12	17	3	1	-	6	14	10	2
Jonesboro.....		120 00	90 00	58 62	10	47	43	43	46	45	30	-	-	-	12	-	2
Jonesport.....		637 50	531 63	250 00	30	41	34	-	26	26	26	9	-	13	15	7	7
Kennebunk.....		1,342 00	1,100 00	250 00	36	55	49	55	20	55	30	29	-	35	42	7	-
Kennebunkport.....		800 00	500 00	250 00	36	45	40	13	13	-	-	10	6	32	32	10	1
Kittery.....		962 39	800 00	250 00	36	72	59	20	48	72	19	7	-	24	30	20	-
Lagrange.....		150 00	75 00	71 00	10	30	24	29	30	30	2	1	-	4	4	4	5
Lamoine.....		141 50	110 00	70 75	10	30	25	27	17	17	12	2	-	13	13	-	-
Lebanon*.....		200 60	200 00	97 25	18	26	21	6	25	25	10	5	-	9	9	-	-
Lewiston.....		5,550 00	6,000 00	250 00	38	257	233	257	36	-	-	172	85	85	242	37	-
Lexington.....		85 00	50 00	39 50	10	20	18	10	20	16	-	6	1	5	5	5	4
Liberty.....		300 00	150 00	147 20	30	40	31	31	31	26	12	-	-	6	8	6	-
Limerick.....		715 00	500 00	250 00	33	46	37	36	12	12	21	12	-	10	26	-	6
Limestone.....		338 00	200 00	169 00	29	79	35	30	48	46	8	-	-	8	16	-	16
Limington.....		560 00	250 00	250 00	33	67	54	29	39	36	22	28	8	31	55	-	12
Lincoln.....		500 00	250 00	250 00	36	37	27	-	-	-	-	9	10	14	16	-	8
Lisbon.....		1,800 00	750 00	250 00	32	107	59	45	41	20	41	21	25	33	59	25	-
Livermore.....		297 50	175 00	125 25	22	33	27	28	19	-	-	5	-	7	6	12	-
Machias.....		1,240 00	1,000 00	250 00	34	75	60	-	21	21	14	60	10	15	55	21	18
Madawaska.....		300 00	150 00	150 00	16	63	45	63	50	35	22	-	-	63	40	-	23
Madison.....		924 00	522 50	250 00	33	47	44	10	14	47	-	47	24	41	33	-	2
Mechanic Falls.....		960 00	700 00	250 00	36	30	27	30	20	30	6	16	11	19	20	-	20
Mercer.....		80 00	75 00	40 00	10	18	14	18	18	11	5	8	-	-	10	-	2
Mexico.....		156 20	156 20	78 10	10	28	25	25	20	20	15	-	-	10	10	-	-
Milbridge.....		1,097 75	500 00	250 00	29	34	32	21	18	5	11	-	33	15	12	-	-
Milo.....		457 25	250 00	222 12	23	43	39	43	25	43	43	7	-	14	19	26	2
Minot.....		139 40	100 00	69 70	20	21	17	21	17	15	-	-	-	-	-	-	-
Monmouth*.....		367 06	400 00	125 00	12	47	42	47	10	43	-	19	6	30	33	-	1
Monson.....		500 00	250 00	250 00	30	40	34	16	6	16	-	28	5	31	36	16	7
Mt. Desert.....		385 00	250 00	192 50	28	81	29	61	71	25	17	-	-	8	22	10	-
Newburg.....	South Precinct.....	120 00	60 00	60 00	10	19	13	12	18	19	5	-	-	15	15	2	2
Newfield.....		300 00	150 00	150 00	27	22	18	14	14	14	6	6	-	3	7	-	12
Newport.....		540 00	290 00	250 00	36	25	18	-	8	15	-	17	6	5	9	-	2
New Portland.....		430 00	250 00	196 80	42	44	33	17	40	15	9	12	-	4	20	6	2
New Sharon.....		210 00	125 00	105 00	20	36	30	36	35	30	-	14	-	8	25	-	10
New Vineyard*.....		100 00	100 00	50 00	10	21	19	17	19	19	3	3	9	5	2	8	-
Norridgewock.....		500 00	250 00	250 00	20	42	36	42	-	-	18	17	9	8	42	2	1
North Berwick.....		720 66	600 00	250 00	35	37	32	22	12	8	3	14	9	10	24	11	2
Norway.....		1,700 00	1,650 00	250 00	32	89	80	52	15	24	9	44	15	60	53	15	3
Oakland.....		1,296 00	1,000 00	250 00	36	49	43	-	5	-	-	-	-	32	30	4	-
Old Orchard.....		540 00	600 00	250 00	36	17	15	-	-	-	-	10	-	14	14	-	-
Old Town.....		2,100 00	1,900 00	250 00	36	88	76	-	31	-	-	54	42	16	71	-	-
Orono.....		1,396 00	1,250 00	250 00	36	60	51	60	30	35	-	32	9	26	34	16	2
Orrington*.....		260 00	150 00	130 00	20	45	26	28	20	18	13	10	13	12	4	10	7

*No returns for full year.

APPENDIX.

Returns for the Year Ending June 1, 1900—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.	No. who have taught or intend to teach during the year.
Oxford		\$536 66	\$250 00	\$250 00	30	25	21	25	10	10	-	4	2	-	19	-	5
Palermo		288 00	150 00	142 75	24	40	34	40	35	39	11	-	-	-	34	-	-
Palmyra		120 00	60 00	60 00	10	29	22	5	28	24	-	2	-	-	10	-	13
Paris	South Paris Prec.	780 40	502 40	250 00	26	73	65	73	14	25	-	40	15	41	41	10	3
Parsonsfield		610 00	485 00	250 00	40	54	30	-	15	10	12	20	2	6	20	2	-
Patten		500 00	250 00	250 00	34	65	56	50	20	28	24	30	17	22	62	12	6
Pembroke		489 00	250 00	243 00	30	54	37	27	16	16	27	-	21	7	37	17	6
Phillips		816 75	400 00	250 00	27	64	49	10	7	6	-	33	6	42	28	15	3
Pittsfield		813 75	800 00	250 00	37	48	40	12	23	10	5	27	6	30	32	15	3
Pittston*		200 00	200 00	100 00	20	42	34	42	41	29	24	1	-	7	7	1	-
Poland		240 00	120 00	120 00	20	40	35	40	40	40	20	-	6	6	25	-	4
Poland	Two schools.	630 50	250 00	250 00	63	33	28	33	33	33	27	4	2	2	8	-	8
Porter	Kezar Falls Prec	290 00	150 00	145 00	10	72	61	20	28	32	10	24	1	5	38	-	11
Portland*		8,187 52	11,389 01	125 00	16	684	661	663	128	271	25	326	192	250	566	57	3
Presque Isle		1,817 50	1,600 00	250 00	36	97	75	97	51	47	14	34	8	97	97	28	6
Princeton		500 00	150 00	150 00	35	30	22	10	19	5	4	4	10	6	10	-	-
Prospect		243 43	115 00	115 00	20	34	15	32	30	18	7	5	5	7	18	-	1
Randolph		400 50	175 00	175 00	36	15	14	15	2	4	-	4	3	14	13	2	2
Richmond		1,221 00	1,000 00	250 00	33	60	49	-	10	11	6	29	-	48	45	-	-
Rockland		3,125 00	3,000 00	250 00	36	171	153	75	19	58	29	65	65	140	158	43	-
Rockport		588 50	500 00	250 00	32	55	45	-	10	10	-	8	10	9	23	-	1
Rumford*		6,020 00	3,300 00	250 00	37	172	160	172	11	-	35	92	45	115	130	10	-
Saco		525 00	1,200 00	125 00	14	59	32	-	20	-	-	25	5	17	40	-	-
Sanford		1,312 50	1,200 00	250 00	36	87	66	6	4	9	-	44	-	49	62	10	-
Sangerville		686 00	350 00	250 00	32	36	27	-	8	8	16	14	2	8	17	-	-
Searsport		740 80	300 00	250 00	30	63	54	25	25	11	18	6	6	22	23	14	2
Shapleigh		581 00	322 28	250 00	24	31	24	31	20	21	9	9	-	15	19	6	-
Sherman		260 00	125 00	125 00	10	64	60	64	18	40	10	5	-	8	50	9	7
Skowhegan		2,256 00	2,000 00	250 00	36	128	114	-	30	128	-	58	24	44	63	10	-
Solon		375 00	260 00	181 53	30	24	21	15	21	22	10	8	-	14	-	2	-

South Portland	1,925 00	1,900 00	250 00	34	92	86	92	43	15	11	72	8	53	59	35	1
South Thomaston	375 00	250 00	187 50	30	32	25	24	10	27	6	5	4	-	7	6	
Springfield	764 50	500 00	250 00	22	85	55	32	29	10	10	12	5	36	44	30	10
St. Albans	185 00	150 00	92 50	27	56	33	35	28	18	8	9	-	3	17	3	5
Standish	789 25	500 00	250 00	33	53	46	53	8	19	8	7	-	19	30	14	2
Starks	133 20	66 60	66 60	10	32	17	16	22	15	3	-	5	1	17	7	5
Stetson	125 00	65 52	62 50	10	37	29	37	37	28	15	-	-	1	13	5	3
Steußen	160 00	80 00	80 00	10	48	35	48	40	14	5	9	-	5	17	7	5
St. George	463 00	300 00	231 50	29	62	46	17	31	26	7	-	-	1	18	-	17
Stonington	515 00	250 00	250 00	30	31	24	-	10	9	-	6	-	3	19	4	3
Strong	390 00	200 00	200 00	30	27	23	11	20	11	10	11	15	3	8	-	1
Sullivan	305 00	374 80	152 50	20	53	27	30	30	53	6	26	53	-	34	6	2
Thomaston	1,445 00	1,000 00	250 00	34	54	48	-	-	-	-	34	12	39	45	-	-
Thorncliffe	78 00	39 00	39 00	10	14	10	11	11	8	4	3	-	-	1	1	-
Topsham	1,050 00	800 00	250 00	36	64	48	48	48	-	-	15	38	18	48	-	3
Tremont	335 00	200 00	168 00	24	96	71	58	68	68	33	7	-	15	26	10	3
Troy*	150 00	75 00	75 00	10	44	40	25	20	40	-	-	5	-	44	5	6
Turner	2,300 00	1,902 85	250 00	36	111	104	108	34	24	24	27	5	55	43	41	10
Union	375 00	225 00	179 75	20	57	53	40	43	40	27	-	-	14	47	-	3
Unity	180 00	100 00	90 00	10	57	50	37	57	57	15	-	-	9	73	-	3
Vanceboro	545 00	400 00	250 00	38	22	13	-	14	-	-	5	-	-	13	14	1
Vinalhaven	1,080 00	900 00	250 00	36	42	39	-	30	-	-	14	12	42	24	24	5
Waldoboro	829 00	500 00	250 00	33	53	42	53	16	17	17	25	19	36	37	12	8
Warren	584 63	400 00	250 00	36	54	45	-	10	21	-	9	-	34	36	14	10
Washburn	260 00	125 00	125 00	20	65	53	53	48	39	12	-	-	-	8	10	2
Waterboro	540 00	250 00	250 00	34	26	24	26	17	21	8	7	-	17	6	6	1
Waterville	4,389 65	5,000 00	250 00	36	141	136	141	-	32	27	62	43	61	133	-	8
Wayne	305 00	177 29	152 50	27	38	26	18	15	15	18	22	2	10	12	-	6
Webster	637 00	400 00	250 00	35	30	26	-	-	-	-	19	11	10	28	-	2
Weld	207 50	150 00	148 75	13	43	38	43	12	12	-	6	-	7	18	-	2
Wells	545 00	250 00	250 00	50	136	27	56	78	81	45	28	-	-	40	-	-
Westbrook†	1,540 00	3,500 00	125 00	18	141	134	141	-	8	-	107	44	82	48	19	-
West Forks	150 00	75 00	75 00	12	15	13	15	14	12	-	-	-	6	4	-	6
Whitefield	110 40	100 00	55 20	10	29	22	29	28	29	8	3	-	23	17	4	4
Wilton	700 00	700 00	250 00	32	41	36	-	6	14	17	14	2	-	28	3	-
Windham	683 00	500 00	250 00	33	71	40	32	38	22	10	6	-	10	29	12	-
Winter Harbor	276 00	138 00	138 00	20	27	21	27	12	20	-	-	-	15	13	10	-
Winterport	140 00	150 00	70 00	10	38	35	15	32	15	3	-	2	6	7	4	-
Winthrop	500 00	400 00	250 00	34	56	39	-	40	40	3	3	12	30	35	-	-
Wisasset	1,190 00	900 00	250 00	33	64	60	62	11	11	12	18	-	22	33	-	3
Yarmouth	1,120 00	500 00	250 00	35	73	63	17	37	33	8	32	13	62	29	18	5
York	1,748 00	1,669 00	250 00	36	72	67	63	19	-	-	29	16	62	60	18	-
York	618 75	500 00	250 00	33	44	38	-	23	-	-	39	-	4	39	11	-
Total	\$192,356 75	\$168,880 80	\$40,096 50	5,892	13,338	10,980	8,010	5,245	5,105	2,084	4,919	2,349	4,841	7,770	1,847	5-2

*No returns for full year.

†Return received only for half year ending December 1, 1899.

STATEMENT.

**Amount of School Fund and Mill Tax Apportioned to the Several
Cities, Towns and Plantations in the State for the Year 1900,
and Payable January 1, 1901.**

Towns.	Schools.	School Fund and Mill Tax.
Abbot.....	203	\$513 37
Acton.....	219	553 84
Addison.....	338	854 79
Albany.....	149	376 82
Albion.....	227	574 07
Alexander.....	112	283 25
Alfred.....	280	708 11
Allagash Plantation.....	111	280 72
Alna.....	125	316 12
Alton.....	103	260 48
Amherst.....	122	308 54
Amity.....	156	394 52
Andover.....	204	515 90
Anson.....	522	1,320 12
Appleton.....	278	703 05
Argyle.....	82	207 38
Arrowsic.....	60	151 74
Ashland.....	365	923 07
Athens.....	293	740 99
Atkinson.....	165	417 28
Auburn.....	4,498	11,375 31
Augusta.....	3,016	7,627 37
Aurora.....	50	126 45
Avon.....	127	321 18
Baileyville.....	82	207 38
Baldwin.....	235	594 30
Bancroft.....	127	321 18
Bangor.....	6,183	15,636 62
Baring.....	89	225 08
Barnard Plantation.....	33	83 46
Bath.....	2,866	7,248 03
Beddington.....	36	91 04
Belfast.....	1,262	3,191 56
Belgrade.....	286	723 28
Belmont.....	105	265 55
Benedicta.....	167	422 34
Benton.....	288	728 34
Berwick.....	661	1,671 65
Bethel.....	456	1,153 21
Biddeford.....	5,738	14,561 81
Bigelow Plantation.....	22	55 64
Bingham.....	235	594 30
Blaine.....	345	872 49
Blanchard.....	78	197 26
Blue Hill.....	660	1,669 12
Boothbay.....	561	1,418 75
Boothbay Harbor.....	639	1,616 01
Bowdoin.....	297	751 10
• Bowdoinham.....	375	948 37
Bowerbank Plantation.....	23	58 17
Bradford.....	269	680 29
Bradley.....	258	652 47
Bremen.....	178	450 16
Brewer.....	1,368	3,459 63
Bridgewater.....	395	998 94
Bridgton.....	709	1,793 04
Brighton Plantation.....	144	364 18
Bristol.....	737	1,863 85

School Fund and Mill Tax—Continued.

Towns.	School.	School Fund and Mill Tax.
Brooklin	318	\$804 20
Brooks	195	493 15
Brooksville	400	1,011 59
Brookton	136	343 94
Brownfield	301	761 22
Brownville	414	1,047 00
Brunswick	2,179	5,510 63
Buckfield	301	761 22
Bucksport	598	1,512 32
Burlington	122	308 54
Burnham	270	682 82
Buxton	463	1,170 92
Byron	66	166 91
Calais	2,757	6,972 37
Cambridge	90	227 61
Camden	645	1,631 18
Canaan	316	783 98
Canton	262	662 59
Cape Elizabeth	230	581 67
Caribou	1,825	4,615 37
Carnei	297	751 10
Carratunk Plantation	80	202 32
Carroll	183	462 80
Carthage	107	270 60
Cary Plantation	143	361 65
Casco	257	649 94
Castine	249	629 71
Castle Hill Plantation	213	538 67
Caswell Plantation	179	452 69
Centerville	33	83 46
Chapman Plantation	126	318 65
Charleston	290	733 40
Charlotte	95	240 25
Chelsea	279	705 59
Cherryfield	617	1,560 37
Chester	140	354 06
Chesterville	217	548 78
China	374	945 84
Clifton	65	161 38
Clinton	410	1,036 88
Codyville Plantation	23	58 17
Columbia	149	376 82
Columbia Falls	205	518 43
Concord	107	270 60
Connor Plantation	218	551 31
Cooper	74	187 15
Coplin Plantation	23	58 17
Coriuna	368	930 66
Corinth	279	705 58
Cornish	273	690 41
Cornville	182	460 28
Cranberry Isles	97	245 31
Crawford	47	118 86
Criehaven Plantation	11	27 82
Crystal Plantation	142	359 12
Cumberland	412	1,041 94
Cushing	195	493 15
Cutler	165	417 28
Cyr Plantation	238	601 89
Dallas Plantation	62	156 80
Damariscotta	193	488 10
Danforth	385	973 65
Dayton	131	331 30
Dead River Plantation	28	70 80

School Fund and Mill Tax—Continued.

Towns.	Schools.	School Fund and Mill Tax.
Deblois.....	21	\$53 11
Dedham.....	109	275 66
Deer Isle.....	766	1,937 19
Denmark.....	146	369 23
Dennistown Plantation.....	39	98 63
Dennysville.....	180	455 22
Detroit.....	154	389 47
Dexter.....	786	1,987 77
Dixfield.....	260	657 53
Dixmont.....	230	581 66
Dover.....	452	1,143 10
Dresden.....	266	672 70
Drew Plantation.....	48	121 39
Durham.....	340	859 85
Dyer Brook.....	114	288 31
E Plantation.....	22	55 64
Eagle Lake Plantation.....	184	465 33
Eastbrook.....	82	207 38
East Livermore.....	629	1,590 72
East Machias.....	493	1,246 78
Easton.....	467	1,181 03
Eastport.....	1,863	4,711 47
Eddington.....	179	452 69
Eden.....	1,009	2,551 73
Edgecomb.....	211	533 61
Edinburg.....	22	55 64
Edmunds.....	193	488 10
Eliot.....	396	1,001 47
Elliottsville Plantation.....	17	42 99
Ellsworth.....	1,512	3,823 80
Embden.....	171	432 46
Enfield.....	378	955 95
Etna.....	172	434 99
Eustis.....	143	361 65
Exeter.....	234	591 78
Fairfield.....	1,114	2,817 28
Falmouth.....	468	1,183 56
Farmingdale.....	184	465 34
Farmington.....	917	2,319 06
Fayette.....	140	354 06
Flagstaff Plantation.....	38	96 10
Forest City.....	72	182 09
Fort Fairfield.....	1,597	4,038 76
Fort Kent.....	1,148	2,908 26
Foxcroft.....	444	1,122 87
Frankfort.....	374	945 84
Franklin.....	498	1,259 43
Freedom.....	145	366 70
Freeman.....	130	328 77
Freeport.....	668	1,689 35
Frenchville.....	619	1,565 43
Friendship.....	249	629 71
Fryeburg.....	332	839 62
Gardiner.....	1,547	3,912 31
Garfield Plantation.....	38	96 10
Garland.....	225	569 01
Georgetown.....	225	569 02
Gilead.....	90	227 61
Glenburn.....	142	359 12
Glenwood Plantation.....	72	182 09
Gorham.....	821	2,076 29
Gouldsboro.....	335	847 20
Grafton.....	19	48 05

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Grand Falls Plantation.....	20	\$50 58
Grand Isle.....	527	1,332 76
Grand Lake Stream Plantation.....	88	222 55
Gray.....	410	1,036 88
Greenbush.....	210	531 08
Greene.....	185	467 86
Greenfield.....	54	136 57
Greenvale Plantation.....	23	58 17
Greenville.....	346	875 02
Greenwood.....	224	566 48
Guilford.....	433	1,095 04
Hallowell.....	745	1,884 09
Hamlin Plantation.....	237	599 36
Hammond Plantation.....	37	93 57
Hampden.....	524	1,325 18
Hancock.....	313	791 57
Hanover.....	54	136 56
Harmony.....	163	412 23
Harpwell.....	478	1,208 85
Harrington.....	356	900 31
Harrison.....	249	629 71
Hartford.....	174	440 05
Hartland.....	289	730 87
Haynesville.....	137	346 47
Hebron.....	123	311 07
Hermon.....	396	1,001 47
Hersey.....	73	184 62
Highland Plantation.....	28	70 81
Hiram.....	255	644 88
Hodgdon.....	411	1,039 41
Holden.....	163	412 23
Hollis.....	300	758 69
Hope.....	162	409 70
Houlton.....	1,444	3,651 84
Howland.....	156	394 52
Hudson.....	107	270 60
Hurricane Isle.....	95	240 25
Industry.....	162	409 70
Island Falls.....	379	958 48
Isle au Haut.....	69	174 50
Islesborough.....	331	837 09
Jackman Plantation.....	88	222 55
Jackson.....	137	346 47
Jay.....	814	2,058 58
Jefferson.....	364	920 55
Jonesborough.....	224	566 49
Jonesport.....	830	2,099 05
Kenduskeag.....	96	242 78
Kennebunk.....	772	1,952 37
Kennebunkport.....	539	1,363 11
Kingfield.....	121	306 00
Kingman.....	333	842 14
Kingsbury Plantation.....	50	126 45
Kittery.....	647	1,636 24
Knox.....	155	391 99
Kossuth.....	14	35 41
Lagrange.....	186	470 39
Lake View Plantation.....	58	146 68
Lakeville Plantation.....	50	126 45
Lambert Lake Plantation.....	49	123 92
Lamoine.....	184	465 34

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Lang Plantation.....	42	\$106 22
Lebanon.....	365	923 07
Lee.....	329	832 03
Leeds.....	287	725 81
Levant.....	253	639 82
Lewiston.....	8,426	21,309 11
Lexington Plantation.....	89	225 08
Liberty.....	252	637 30
Limerick.....	203	513 38
Limestone.....	421	1,064 70
Limington.....	260	657 54
Lincoln.....	576	1,456 68
Lincoln Plantation.....	24	60 70
Lincolnton.....	368	930 66
Linneus.....	266	672 70
Lisbon.....	1,331	3,366 06
Litchfield.....	276	698 00
Littleton.....	327	826 97
Livermore.....	317	801 68
Long Island Plantation.....	66	166 91
Lovell.....	173	437 52
Lowell.....	103	260 49
Lubec.....	1,006	2,544 14
Ludlow.....	106	268 07
Lyman.....	216	546 26
Machias.....	661	1,671 65
Machiasport.....	456	1,153 21
Macwaboc Plantation.....	60	151 74
Madawaska.....	740	1,871 44
Madison.....	669	1,691 88
Madrid.....	119	300 95
Magalloway Plantation.....	19	48 05
Manchester.....	144	364 18
Mapleton.....	363	918 02
Mariaville.....	67	169 44
Marion.....	35	88 51
Marshfield.....	71	179 56
Mars Hill.....	453	1,145 63
Masardis.....	122	308 54
Mason.....	24	60 70
Mattanicus Isle Plantation.....	51	128 98
Mattamiscotis.....	7	17 70
Mattawankeag.....	186	470 39
Maxfield.....	46	116 33
Mayfield Plantation.....	29	73 33
Mechanic Falls.....	411	1,039 41
Meddybemps.....	57	144 15
Medford.....	103	260 48
Medway.....	166	419 81
Mercer.....	142	359 12
Merrill Plantation.....	117	295 89
Mexico.....	253	639 83
Milbridge.....	594	1,502 21
Milford.....	288	728 34
Milo.....	386	976 18
Milton Plantation.....	65	164 38
Minot.....	242	612 01
Monhegan Plantation.....	28	70 81
Monmouth.....	290	733 40
Monroe.....	251	634 77
Monson.....	412	1,041 94
Monticello.....	497	1,256 90
Montville.....	258	652 47
Moose River Plantation.....	73	184 62
Moro Plantation.....	91	230 14

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Morrill	123	\$311 07
Moscow	136	343 94
Mt. Chase	126	318 65
Mt. Desert	484	1,224 03
Mt. Vernon	216	546 25
Naples.....	213	538 67
Nashville Plantation	13	32 87
Newburg	195	493 15
New Canada Plantation	175	442 57
Newcastle	278	703 05
Newfield	164	414 76
New Gloucester	312	789 04
New Limerick.....	220	556 37
Newport	343	867 43
New Portland.....	270	682 82
Newry	97	245 31
New Sharon.....	267	675 23
New Sweden.....	325	821 91
New Vineyard.....	135	341 41
Nobleborough	230	581 66
Norridgewick	414	1,047 00
North Berwick	435	1,100 10
Northfield.....	40	101 16
North Haven.....	167	422 34
Northport	143	361 65
North Yarmouth	176	445 10
Norway	774	1,957 43
No. 8 Plantation.....	9	22 76
No. 14 Plantation	30	75 87
No. 18 Plantation		
No. 21 Plantation (Hancock County)	18	45 52
No. 21 Plantation (Washington County).....	50	126 45
No. 33 Plantation.....	32	80 93
Oakfield	316	799 15
Oakland	532	1,345 41
Old Orchard.....	190	480 51
Old Town	1,472	3,722 65
Orient	70	177 03
Orland.....	381	963 54
Orneville.....	107	270 60
Orono	1,007	2,546 67
Orrington	370	935 72
Otis	51	128 98
Otisfield.....	184	465 34
Oxbow Plantation	50	126 45
Oxford	356	900 31
Palermo	234	591 75
Palmyra	265	670 17
Paris	843	2,131 93
Parkman.....	215	543 72
Parsonsfield	267	675 23
Passadumkeag	132	333 83
Patten.....	454	1,148 16
Pembroke.....	543	1,373 22
Penobscot.....	366	925 60
Perham	237	599 36
Perkins.....	17	42 99
Perkins Plantation.....	16	40 46
Perry	326	824 44
Peru	215	543 72
Phillips.....	403	1,019 18
Phippsburg	375	948 37
Pittsfield	684	1,729 82

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Pittston	314	\$784 10
Pleasant Ridge Plantation	50	126 44
Plymouth	199	503 27
Poland	396	1,001 47
Portage Lake Plantation.....	87	220 02
Porter	289	730 87
Portland	14,469	36,591 68
Pownal.....	177	447 63
Prentiss	227	574 07
Presque Isle	1,385	3,502 62
Princeton	336	849 73
Prospect	205	518 43
Randolph	289	730 87
Rangeley	255	644 88
Rangeley Plantation.....	16	40 46
Raymond	280	708 11
Readfield.....	248	627 18
Reed Plantation.....	157	397 05
Richmond.....	643	1,626 13
Ripley	135	341 41
Robbinston	235	594 30
Rockland	2,170	5,487 87
Rockport	649	1,641 30
Rome	126	318 65
Roque Bluffs.....	49	123 92
Roxbury	82	207 38
Rumford	1,017	2,571 96
Saco	1,800	4,552 15
St. Agatha.....	688	1,739 93
St. Albans.....	318	804 21
St. Francis Plantation.....	195	493 15
St. George.....	865	2,187 56
St. John Plantation	162	409 70
Salem	42	106 22
Sanford	2,072	5,240 03
Sangerville	320	809 27
Scarborough	516	1,304 94
Searsmont	296	748 57
Searsport.....	326	824 44
Sebago	182	460 28
Sebec	183	462 80
Seboeis Plantation	36	91 04
Sedgwick	297	751 10
Shapleigh	253	639 83
Sherman	360	910 43
Shirley	81	204 85
Sidney.....	278	703 05
Silver Ridge Plantation	50	126 45
Skowhegan	1,415	3,578 49
Smithfield	130	351 53
Smyrna	171	432 46
Solon	291	735 93
Somerville	138	349 00
Sorrento	32	80 93
South Berwick	1,040	2,630 13
Southport	149	376 82
South Portland	1,815	4,590 08
South Thomaston	396	1,001 47
Springfield.....	184	465 34
Stacyville Plantation.....	187	472 92
Standish.....	404	1,021 71
Starks	178	450 16
Stetson.....	132	333 83

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Steuben	313	\$791 56
Stockholm Plantation	67	169 44
Stockton Springs	238	601 89
Stoneham	81	204 85
Stonington.....	564	1,426 54
Stow.....	83	209 91
Strong.....	188	475 45
Sullivan.....	364	920 55
Summer.....	212	536 14
Surry.....	284	718 23
Swan's Island.....	241	609 48
Swanville.....	172	434 99
Sweden.....	71	179 56
Talmadge.....	34	85 99
Temple.....	114	288 30
The Forks Plantation.....	53	134 03
Thomaston.....	742	1,876 50
Thorndike.....	154	389 47
Topsfield.....	115	290 83
Topsham.....	536	1,355 52
Tremont.....	719	1,818 33
Trenton.....	125	316 12
Trescott.....	172	434 99
Troy.....	232	586 72
Turner.....	389	983 77
Union.....	349	882 61
Unity.....	229	579 13
Unity Plantation.....	12	30 85
Upton.....	77	194 73
Van Buren.....	620	1,567 96
Vanceboro.....	234	591 78
Vassalborough.....	621	1,570 49
Veazie.....	152	384 41
Verona.....	73	184 62
Vienna.....	102	257 96
Vinalhaven.....	755	1,909 37
Wade Plantation.....	127	321 18
Waite.....	35	88 51
Waldo.....	160	404 64
Waldoboro.....	832	2,104 11
Wales.....	114	288 31
Wallgrass Plantation.....	392	991 36
Waltham.....	69	174 50
Warren.....	565	1,428 87
Washburn.....	468	1,183 56
Washington.....	281	710 64
Waterboro.....	264	667 65
Waterford.....	259	655 00
Waterville.....	2,018	7,632 43
Wayne.....	200	505 79
Webster.....	362	915 49
Webster Plantation.....	54	136 57
Weld.....	222	561 43
Wellington.....	175	442 57
Wells.....	575	1,454 15
Wesley.....	70	177 03
West Bath.....	86	217 49
Westbrook.....	2,521	6,375 53
Westfield Plantation.....	103	260 48
West Forks Plantation.....	54	136 56
West Gardiner.....	170	429 93

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Westmanland Plantation.....	41	103 69
Weston.....	141	356 58
Westport.....	101	255 43
Whitefield.....	317	801 68
Whiting.....	170	429 93
Whitneyville.....	131	331 30
Williamsburg.....	46	116 33
Willimantic.....	132	333 83
Wilton.....	510	1,289 77
Windham.....	522	1,320 12
Windsor.....	226	571 54
Winn.....	251	634 77
Winslow.....	823	2,081 35
Winter Harbor.....	166	419 80
Winterport.....	479	1,211 38
Winterville Plantation.....	71	179 56
Winthrop.....	539	1,363 11
Wiscasset.....	405	1,024 23
Woodland.....	404	1,021 70
Woodstock.....	204	515 91
Woodville.....	70	177 63
Woolwich.....	213	538 67
Yarmouth.....	643	1,626 13
York.....	728	1,841 09

S. S. School Fund and Mill Tax—Concluded.

Recapitulation by Counties.

Counties.	Scholars.	School Fund and Mill Tax.
Androscoggin	17,927	\$45,336 86
Aroostook	22,914	57,948 84
Cumberland	29,530	74,680 52
Franklin	5,175	13,087 42
Hancock	11,779	29,788 75
Kennebec	15,920	40,261 21
Knox	8,625	21,812 37
Lincoln	5,752	14,546 64
Oxford	8,634	21,835 14
Penobscot	22,263	56,302 48
Piscataquis	4,876	12,331 26
Sagadahoc	5,693	14,397 43
Somerset	9,501	24,027 76
Waldo	7,094	17,940 53
Washington	15,489	39,171 23
York	19,271	48,735 80
	210,443	\$532,204 24

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ERRATUM.

On page 91 for "An act approved August 10, 1864," read "August 10, 1846."