

# MAINE STATE LEGISLATURE

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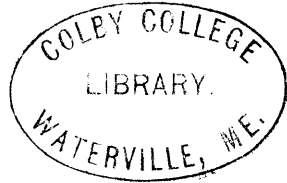


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PUBLIC DOCUMENTS OF MAINE:

1902

BEING THE



ANNUAL REPORTS

OF THE VARIOUS

DEPARTMENTS AND INSTITUTIONS

For the Year 1901.

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VOLUME IV.

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AUGUSTA  
KENNEBEC JOURNAL PRINT  
1902

REPORT  
OF THE  
STATE SUPERINTENDENT  
OF  
PUBLIC SCHOOLS  
OF THE  
STATE OF MAINE  
FOR THE  
School Year Ending June 30, 1901.

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AUGUSTA  
KENNEBEC JOURNAL PRINT  
1902



STATE OF MAINE.

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EDUCATIONAL DEPARTMENT,  
AUGUSTA, December 31, 1901.

*To Governor John F. Hill, 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 1900-1901.

Very respectfully,

Your obedient servant,

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



## SOME THINGS THE COMMON SCHOOL SHOULD DO FOR THE CHILD.

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It would be better for our children, and hence best for all institutions with which they are, or may be associated, if the school gave them better ideas of the relative value of facts. These stubborn things have always been with us and will remain to the end, but we should see clearly that isolated details are not only difficult to master, but when mastered, become burdens, increasing in weight, not only as they increase in number, but as we add to the length of time they are to be retained. When related and we see this relation, they are of service, because they give us an understanding of the principles underlying them, and a conception of the teachings they embody. Unless facts illuminate or stimulate our investigations, it would be better to house them in books than in heads. If stored away in the mind, by a conscious effort, they tend to stupify and paralyze. One's information becomes a means of grace only when he knows a thing so well that he is unconscious of his knowledge. We are learning the un wisdom of trying to become wise by making ourselves walking encyclopedias. We are beginning to discover that these labors not only sap the vitality out of life, but communicate to it a certain wooden quality which takes from living its warmth, richness, power. The man who is satisfied with details grows narrower with the years and leaner as his horde increases. The miserly spirit is as surely developed by this process as it is in the poor wretch who gloats over his shining accumulations. Such a one has reached his limit of usefulness when he has told the few things he thinks he knows.

The work of the public school develops keenness of observation and skill in handling material in its student force, and hence the children come to have an unusual facility in doing things, but the development of these powers without the safeguard of a high moral sense tends to produce rebels instead of safe citizens.

Pedagogical vagaries have taken on many forms, but perhaps the least excusable is found in the so called enrichment of our courses of study. These additions have given us many new subjects and an almost unending list of new topics to be strained through the sieves in the tops of the children's heads. The result has been that children have come to place a higher estimate on the form than on the life it shelters, or may give to the seeker for its blessing. They have developed great capacity for absorbing, but have not the power of digesting the facts devoured; hence, they have become the least interesting and the most hopeless of intellectual and moral dyspeptics. They suffer from all the evils incident to an excessive and intoxicating diet. They have but little of that staying quality, or love for work which results from wholesome conditions. Even the physical food of the child is stimulating and irritating rather than satisfying and nourishing, while his clothing is designed to attract the attention of others and cultivate the vanity of the wearer.

Our teachers are coming to see that all questions are, in their ultimate analysis, moral questions. The age at which the child should enter school, the length of time he should remain therein, the studies he should pursue, the manner in which he should do his work, the spirit which should control him, the purpose he should have in life and his willingness to serve, are among the things which should receive the first consideration but which are too often left to the decision of accident. The child can never be well taught until those having the direction of his training come to see that they are responsible for fitting a human being to become a worthy citizen of the State. Physical surroundings, mental drill, moral nurture are only useful so far as they contribute to this end.

The schools have gone much too far in directing physical action and in limiting the moral judgment of the child. His first and greatest right is the right to grow, physically and morally. The former depends upon proper and sufficient food and exercise; the latter upon counsel and guidance and also upon freedom to learn through his mistakes. If all acts are performed under external restraint, the actor is not only enfeebled, but debased. It would be better if we said less frequently, "don't" and more frequently permitted the child to learn from experience the evils



of wrong doing and the rewards of right living. Crutches are useful to the invalid, but crippling to the robust. Suggestion and even compulsion have their place in the training of the child, but if the one is used too frequently or the other is insisted upon too strenuously, the victim can neither go afoot nor alone; he can neither render a service nor increase his ability to work.

We need a saner plan for the work of the schoolroom. Intelligent thoughtfulness would teach us that facts are based upon simple principles which can be so worded as to be easily within the comprehension of the child. Facts and processes should be mastered for the purpose of making principles, not only comprehensible, but luminous. When one understands the principles involved in facts studied, he is not only growing, but is nurturing the desire for growth, and still better, is breeding the wish to give to others of the riches which flood his life and delight his soul. This better understanding not only gives zest and stimulus to work, but also develops the catholicity of spirit necessary to intelligent citizenship.

We often wonder why many of the so called best people in the world most hinder its progress. It is largely due to the fact that they have become so absorbed in existing conditions that they are incapacitated for seeing either the genesis or the final conclusion of things. When the problem in which they are specially interested seems nearing solution they busy themselves with placing obstructions in the way of further progress.

A pupil who has been so trained that he can see that all the processes in any subject of study are based upon a few principles will grow to understand that the Ruler of the universe has an intelligent plan in the management of the world. Such enlargement of his view and powers will bring to him with controlling force the thought that much will be required of those to whom much has been given; that wherever light and virtue are found there exists the responsibility of carrying these blessings to the dwellers in darkness and to the victims of vice. The arguments in favor of expansion, as statements of facts, may or may not be convincing; the cry of imperialism, as an excuse for spasms is of no special interest, but the principle holds, that he who has ability in large measure, is responsible for the growth of the best in others who are less fortunate. When one sees clearly the principles involved in a given course of action, then he is pre-

pared to appreciate the moral quality of the items incident to such action and is not in danger of being blinded by a mass of details.

No school is worthy of the name unless the children taught therein come to have a sense of their personal, community and national responsibility. This knowledge will show them that every violation of rules or laws, every instance of malicious destruction of property, every manifestation of vandalism, all exhibitions of impudence and insolence, all forms of disrespect for persons, places, positions, sacred things, help to make possible the development of an anarchist and the evolution of an assassin. When the school shall have come into its highest estate, the child will grow to feel his accountability to himself and to that Power which has given him life that he may hasten that day for which the world is toiling, with a faith manifest in works as beautiful in spirit as they are wonderful in results.

Even the child must learn that the welfare of this Nation does not rest in the hands of its rulers, but in the lives of its common people. If this is to be a safe and a wholesome country to live in, then this multitude must come to an appreciation of the fact that true greatness consists in simplicity, gentleness, faithfulness, individuality; in doing our duty in the place in which we find ourselves. Station, wealth, office, name, none of these, nor all of them are necessary to the rendering of a worthy service. The child should be taught to reverence the head of a household who is true to all the interests committed to his care, and is faithful in all work his hands find to do, because he is the man who gives us the mastery, not only of the world's markets, but of its destiny as well.

It is quite as important for one to be anxious to do his work, as it is for one to work out his own salvation. The desire to walk under one's own hat; the ability to earn the hat; the capacity to do one's own reading, thinking, voting; the determination to represent one's self and count one when standing alone, are evidences of a working plan of life the world much needs in these days.

The silent as well as the oral instruction of the teacher should help the child to something better than a mastery of text-books if he is to do the work of life worthily. His schoolroom experiences should teach him that he is the sufferer as well as the loser if he makes it necessary for any one to fight for his rights,

whether they be social, financial, political or religious. He can learn while yet young that failure to pay his proportion of the public assessment of service or tax is a crime against himself and one for which he will find it difficult to atone. He will here have opportunities to learn that he is not only doing the right thing but promoting all his best interest when he seeks to give to others equal or better opportunities than have fallen to his own lot.

The wisest man since Plato has said: "There are a thousand who can talk for one who can think, and a thousand more who can think for one who can feel; for to feel is poetry, philosophy and religion all in one." No school can assist in fitting a child for life unless it leads him to see that it is as necessary for him to feel a truth as to know what is true. There can be no question but that feeling is the highest form of intelligence yet discovered by the subtlest psychologist. Our great poets have been, not only the historians of the future, but have also lived most because they have loved most. The thrilling pulse of nature has startled them with its power; the wisdom embalmed in the daisy has taught them of life, death and the judgment to come; they have read the record written in the rocks because they have been in touch as well as in tune with Nature.

The child has a right to look to the teacher for light and guidance. It is his privilege to stand between the masters and the child and with an expression more halting, render it possible for him to make companions of the great souls and drink of the fountains which they, like Longfellow's Pegasus, have left for the refreshment of all who will drink.

It was not the learning of Mark Hopkins, the wisdom of Dr. Arnold, nor the vision of Horace Mann, that made each a power while living and a blessing in these latter days, but it was the fact that they possessed in fullest measure that fine appreciation of life in all its forms which found its highest manifestation in old Domsie. This love of art and the child made that old stone schoolhouse in the glen among the pines more than a university and kept Domsie on the watch for the boy o' parts and gave him a sagacity which made it easy to provide ways and means to send the youth, when found, to Edinboro.

The child is entitled to such an introduction to the masters as will enable him to understand the stations into which they were

born, the conditions under which they worked, the sufferings they endured and the service they rendered. To him the lives of Wagner, Millet, Michæl Angelo and Lincoln must be something more than dates and names and places. He must appreciate the humble homes into which three of them were born, and the noble parentage of the fourth, and he must be able to discern, as his acquaintance with them becomes more intimate, that each loved some form of nature with a great passion; that each had a purpose to which he was true through appalling sufferings; that each sweat great drops of blood that other lives might be better lived, and that each opened the windows of the souls of millions and let in the light of truth and beauty. This acquaintanceship should be promoted until the child is able to pass his hand within the arm of one of the saviors of the race and go with him down the long path which leads to the haven of all good. While on one of these pilgrimages his cheeks will be aglow, and his eyes will shine with the light that glorifies the face of the devout peasant when he gazes enraptured on the masterpieces of Raphael.

He must learn while yet young, that there are two atmospheres in this world: the one is physical and fills our lungs; the other is spiritual and gives new and better life to our souls. The first serves its purpose in the act which makes use of it; the second remains with us through all time. It comes to us through seers and prophets, making the divine manifest in human life.

He must be so taught and must so train himself that he can walk in Elysian fields, through jasper gates, along golden streets; kneel at the great white throne, and see sights never revealed to mortal eyes, because he has that vision which the imagination, warmed by sympathy, can bring to him of the Paradise seen by John Milton and the Pilgrim created by John Bunyan.

The right reading of the thirty-eighth chapter of Job, the nineteenth, twenty-third and ninetieth Psalms, the twelfth chapter of Ecclesiastes, the fifty-third chapter of Isaiah, the fifth chapter of Daniel, the Sermon on the Mount, the fourteenth chapter of the Gospel of St. John, the thirteenth chapter of First Corinthians, and the twenty-first chapter of Revelations, will help him to see something of the power and wisdom of God as well as His love for His children, and will permit him to trace in his ancestors the

pathways he has traveled and to catch glimpses of that undiscovered country toward which he is journeying.

The child has a right to know quite as much of the Christ who was born in a stable, cradled in a manger, who lived in a peasant's cottage, worked at a carpenter's bench, who was so poor that he had not where to lay his head, and yet was heard gladly by the common people because he brought light and life into the world, as he is required to learn of the unsavory details of the gods of so called heathen nations.

It would be well from the pedagogical standpoint, if our teachers sat at the feet of the Great Teacher of Nazareth and learned some of the simple, homely lessons of daily life. Such instruction would make it impossible for them to devote so much time to the evils of wrong doing, but would induce them to win the children to a better life by showing them the blessings which come from righteous living. It would make them more hospitable toward truth wherever found, whether it be in the heart of a child or the teachings of the sage. It would give that kind of courage which would cast out all fear, except that which comes from the dread of being a coward. They would learn that it is not a difficult matter and not often an important item for one to have opinions, but it is vital that he be controlled by convictions, otherwise he will be carried into devious and dangerous paths by the foolish teachings of the unwise. They would discover how to become rich without wealth and happy without luxury. Under these influences the whisperings of the message of the spirit will be heard while the clamor of its physical embodiment will be but little heeded. They will grow so sensitive for others that they will have no time to be sensitive for themselves. They will come to know that life is alive so long as it is used to give life to others. They will see that the world needs to-day, more than ever before, not the arrogance of knowledge, but the graciousness of culture. That above all, and giving the motive to all, will be the faith that the love which cleanses the lover will purify the world.

The school will help the child as it makes it possible for him to grow, to master himself and his tasks, to feel the pulse of nature, to live in close communion with the wise of heart, to rejoice in the companionship of those who have pointed the way

and gone on before, to receive truth and embalm it in daily living, and to be glad to be alone with God and his own heart.

A nation born in righteousness must live righteously. The menace of to-day is not ignorance, but the lack of a controlling moral sentiment. We cannot endure as a people if we place a higher estimate on learning than we accord to virtue. The time has come when we would better teach less cube root and devote more attention to the fundamental principles of right living. That training of the will which keeps us in the right path is more to be desired than the wisdom found in books. That school serves the child best which helps him to do instinctively the right thing, to feel approval for the act done, and at the same time, to have an intelligent understanding of the issues involved.

The school that does this work gives to all organizations that are seeking to make good things better the help they have a right to demand.

## SOME SUGGESTIONS ON THE STUDY OF UNITED STATES HISTORY.

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It is the rule rather than the exception that we attempt to learn of our Nation's history by trying to master the dates and facts that make up the record of this continent since 1492. Such efforts always have been and will continue to be, in a measure, futile. Our history goes back to the beginning of time. No one can understand American life who is not familiar with the record made by our ancestors on English shores. No one can study English history to advantage unless he is familiar with the story of the Northmen, the Normans, the Angles, Saxons, Jutes and Frisians. The two great classic nations have also had much to do with moulding our thought and modifying our lives. It is easy to see that our history begins with a day too early to be fixed with exactness.

Some six or sixty or six hundred thousand years ago, there lived in central western Asia, or somewhere else, a small community, springing from a common ancestor, and having kindred tastes, characteristics, aptitudes and occupations. As years went on, differences arose, varying capacities were evolved, desires for new fields to conquer were born, and ambitions to found other and separate communities were developed. Those having interests in common gathered themselves together into clans, septs, bands or tribes, and leaving their early homes, went their several ways, and in process of time grew to be the nations of the earth.

One section found its way south and east and became the ancestors of the unnumbered millions of India. They were in those early days, and have remained through all the years, meditative, introspective, metaphysical. They have dreamed dreams and seen visions; they have been the authors of a great literature and the fathers of subtle philosophy. The western mind has spun no thread so fine that these keen-eyed Orientals have not found it easy to separate it into two sections, and with a nicety

which does not permit us to discover which is the larger part. These dwellers in far eastern lands are full brothers of ours and have exerted an influence upon our lives in the past, and are to be more influential in our living in the future, and hence the necessity for our knowing somewhat concerning them.

The old Celts seem to have been the second division to make their way out into the unknown world, and we find them to-day in the Basques of Spain, the native Gauls of France, the Welsh in Wales, the Manx in the Isle of Man, the old Irishry of Ireland, and the native Picts and Scots. They were largely endowed with fancy and imagination. They furnished the yeast for the human race. They were warmed by the genial rays of joy and withered by the blasts of sorrow. They responded to the artistic and poetic—to beauty wherever found. They have that warmth and unthinking impulsiveness which have made them the football of the world for centuries.

The Greeks found their way into the islands of the Aegean and the valleys of the most beautiful peninsula of all the earth. They were the lovers and embodiments of beauty. They saw it in the hills about them, the valleys at their feet, the winding stream, the changing cloud, and gave expression to it in grove and temple, in oration and poem, in painting and statue. Beauty was their god, and at its shrine they worshipped and in this devotion we are blessed.

The old Romans found a home in another and more western peninsula. They were born to rule and they brought the then known world under their domination. They devised and administered a central government. Much of our civil law and many of our civil forms come from this early people. They were possessed of dignity, that peculiar self-respect which made the humblest Roman a king and fit to rule the peers of the realm.

The old Teutons found their way into northwestern Europe. They lived among fogs and fens, bogs and morasses. They were coarse, brutal savages. They were passionate lovers and fiercest haters. They were gluttons in eating and sots in drinking. They loved home, women, kindred, liberty, and took pride in each man representing himself, defending his own rights and performing his own duties. They had that inherent strength, sturdiness, endurance, absorbing faculties which made it possible for them to take in all of good other nations evolved, make



it their own and add to it the saving qualities which they themselves possessed, i. e., the ability to multiply their virtues and rid themselves of their vices.

There are two divisions of the race of which mention has not been made. One filled a large place in the past and the other is to fill a world-wide place in the future. The old Slav had not a little of the metaphysical twist of the East Indian, a large endowment of the love of the beautiful inherent in the Greek, the masterful qualities possessed by the Roman, the staying powers given in such large measure to the Teuton and the exalted and exulting forces so regnant in the old Celt. A strain of Tartar blood poisoned the current of his life for a long time and gave to his national existence a barbaric trend and an oriental flavor. The years have come and gone, the winnowing process has been carried on, the clock of Time is about to strike. The Slav of to-day, as manifest in the Russian of the present is to dispute the conquest of the world with his western brothers, the assertive Englishman and the still more presumptuous American.

The old Hebrew, living on the hills and in the orchards of Judea, had for his mission the development of a moral code. This work he performed with that peculiar wisdom which makes evident the special direction of an overruling hand.

One of the strange lessons to be drawn from all these facts, is that four of these divisions seem to have had a special mission to perform and a particular problem to solve. The old Hebrews gave us our formal statement of our relation to the God we worship; the old Greeks gave us our capacity to love the beautiful; the old Romans gave us the power to rule; the old Celts have sent through our veins, in hot currents, those vivid imaginings so necessary to sane living, whether the life be that of the statesman, the toiler upon the sea, the laborer upon the land, the priest in his cloister, or the poet in his study. It is easy to note that these peoples lived isolated lives, and in this isolation they toiled and thus were able to serve. To each, all others were heathen and foes to be feared, or enemies to be slain. It is not possible for a teacher to give instruction in American history unless she knows much of the swing and trend, relation and purpose of all these peoples.

Another method might be used in bringing the facts of the past before the minds of the children in striking form. Two thou-

sand years ago Rome ruled the world and peace prevailed to its utmost borders, and Christ was born among the hills of Judea. He came to bring peace and good-will to all mankind. Five hundred years come and go, and Rome withdraws from north-western Europe and retires within narrow limits. The tribes of Germany overrun England and drive into the hills the native Britons. The Vandals conquer southern Europe and carry their devastations to the shores of the Mediterranean, and the Western Empire transfers its throne to the Bosphorus. Another five hundred years pass away, and the Normans have conquered England; America has been discovered; the Albigenses' Reformation has spread its flickering and short-lived light over central western Europe. Another five hundred years have been rolled up in the scroll, and with it have come the invention of printing and of gunpowder, the rediscovery of America, the Lutheran reformation, the revival of learning, the crumbling of the Eastern Empire, and the dispersion of learning and literature throughout western Europe.

It is easy to see that events swing in great cycles in the world's supreme movements. There seems to be an ebb and flow in the affairs of men which leave great determining facts standing out like the high mountain peaks in our loftiest ranges. The skillful teacher can give the children such bird's-eye views of this great current of human life that its essential facts may stand revealed to them in the clear, white light of truth.

We have seen that there was a fountain, far away in eastern lands from which many streams have flowed in diverse and diverging directions. It is no figure of speech to say that all these great rivers have converged and found their last reservoir this side the Atlantic. To us have come all nations and all peoples, each laden with his burden, each bringing his contribution. The amalgamation of all these elements will, in the end, give us the ideal citizen of the world. We are to have, in the days that are to come, that fine reverence and devotion for which the Jew strove but never attained. We are to have the sensuous enjoyment of beauty without any of the sensualism which characterized the early Greek. We are to be strong enough, one of these days, to rule more wisely than the Roman ever ruled, because we shall govern without tyranny. We are to have the vision which enabled the ancient Celt to see radiant vistas. We

shall have all these things because the underlying and essential part of our inheritance comes from that portion of the race that is possessed of the power which makes it easy for them to absorb the good and reject the evil which life offers.

Nothing could be more unwise than for the common school teacher to spend her time trying to gain information concerning those peoples by studying the heavy tomes of which Rawlinson's is, perhaps, the best illustration. This information can be most easily gathered from anecdote, incident, sketch, story, tradition, legend. Butterworth, Miss Yonge, Bolton, Knox will furnish word portraits and pictures, while Mahaffy and the Story of the Nation Series will give her a truer historical perspective and a better basis for future study. The child should be made to see the homes these people builded, the schools they maintained, the temples in which they worshipped, the industries with which they occupied themselves; in a word, to come in touch with the daily life of the common people, know the leaders and breathe the atmosphere created by the good and great. He must walk adown the long path with an Indian mystic and let him tell the story of his people; go with an old Greek out into the groves and stand beneath its arching trees, or sit in the porches of one of those noble temples and listen to the gracious wisdom of a sage: live again in the City that sat on seven hills and discover how it ruled the world; stand by some Druidical circle, and watch the weird rites with which the old Celt propitiated his gods; find a home beneath the lowering skies of that old Germany which has given us the brain that holds in charge so large a share of the world's activities. The old world in all of its interests, all of its hopes and fears, all of its aspirations and shortcomings, must live again in the child's fertile imagination, and all classes, conditions, sects, races, must be known by him through that medium which teaches history better than the formal record has ever given it to us.

If we come more definitely within the limits of our own history, it is well for us to take note of the two great classes which made early settlements within our borders. The Pilgrim and the Puritan are our ancestors; the Cavalier found a home beneath warmer skies. The Puritan was cold, brusque, harsh, enjoyed suffering for the good he felt it wrought within him. He was

severe in his judgment of himself and cruel in his relations to others, but he was strong and clean and righteous, faithful and hardy and earnest; did his own reading and his own thinking, and braced himself to fight oppression wherever manifested. The Cavalier was refined, without being scholarly; he had polish, grace and an easy observance of conventional forms. He gloried in broad acres, baronial homes, and many of the trappings of royalty. He was eager, ardent, impulsive, a thorough-going hater, and a friend loyal to his last dollar and his last drop of blood. Separated by an imperceptible line, these two classes waxed strong, multiplied in numbers, advanced in civilization and contended for supremacy. The Cavalier yielded to the yeoman. In yielding, he received much of blessing and gave richly of the thing most needed in Northern life—that fine observance of the amenities of modern society, so necessary to civil and civilized living. If these outlines are clearly set before the children, they can see the Southern home and the Northern fireside; the broad stretching fields of Virginia and the smaller homestead of New England; the self-contained quality of the one and the over-flowing spirits of the other, and this knowledge will help them to truer ideas of the sources from which they came, the inheritance which is theirs, and the responsibilities placed upon them.

The children should also have opportunities to study persons, places and events. They should study the individual in such a way that they will know of his ancestry, home, childhood, young manhood, mature years, the training he received, the tasks to which he gave himself, the work he did, the results coming from it. This study should make *Samuel Adams* something more than a name to them. This rare old Puritan, living in a quiet home, on a secluded street, cared for by his wife, made possible the Revolution and its successful issue. He was the one man who saw the conflict long before it came, hastened its coming, effected the consolidation of the Colonies, held John Hancock in all his limpness to his task and place, and fought the intellectual battles of this great war. Samuel Adams was the supreme mind of his day;—large enough to be willing to keep out of sight, strong enough to use any means which came to his hand, and true enough to fight it out on the line chosen if it took a hundred summers.

The Missouri Compromise is an event which should be treated with a fullness not possible in a half dozen lines of an ordinary text-book. It is the crucial point in our history; toward it all details led; from it all subsequent history radiates. It was the beginning of the end of a struggle centuries old, and it also made possible our present commanding position. It is the pivot around which revolve a hundred lesser questions in the settlement of which came the final decision declared by Lincoln to be inevitable.

Valley Forge is a place that should be sacred to every lover of liberty. Here men stood and suffered, and served as they waited. Here men's souls were tried, and here it was determined that if eternity should be needed to settle the question of the freedom of the Colonies, eternity should be dedicated to that holy purpose.

A comprehensive idea of our Civil War may be given through the use of a simple illustration. Place the edge of the hand upon the map with the thumb upward and the wrist resting just below the city of Washington, extend the hand across Virginia and West Virginia and over into Kentucky, and allow the fingers to follow down the Mississippi river, and as they close in, come across Georgia, Alabama, and the Carolinas, and when the ends of the fingers have come back to the wrist, you have the circumference of the rebellion and you have the life squeezed out of the conspiracy. The strong strain was at the start, and remained to the end of the war, at the wrist, and it is here the greatest power was resident. Hard fighting came along through the back of the hand; the gathering into the crushing folds of the fingers indicate the battles fought on the Gulf. It is an illustration that seems to be helpful in making clear to the children the seat of the conflict, the extent of the disaffection, and the efforts made to reduce the rebelling states to subjection.

It is evident that these suggestions have covered a wide area, apparently have set a swift pace, have outlined work for whose mastery years would be insufficient. Still it cannot be denied that it is necessary for us to know the point at which we started, the highways we have traveled, the places we have reached, the direction in which we are facing, the goal which is

destined to be ours if we are true to ourselves and loyal to the best within us.

There is no question but that our language and literature, industries and civilization, homes and churches, schools and philanthropies, are to go to the ends of the earth and the islands of the sea. Wherever darkness is found, there the light set beneath these western skies must shed its beams, or the vice and the degradation which lurks in these far away places will become the agents of our undoing. Great blessings are ours; these can only remain our choicest possession by giving them to those who stand in need of the best the ages have given us.

ARITHMETIC IN THE COMMON SCHOOLS.

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All children have limitations. Some have meagre possibilities. Any attempt to compel a child to do work he cannot comprehend, results in arrested development. He not only remains a stranger to the subject studied, but he loses the ability to understand and use what he could otherwise have made helpfully his own. A few children are debarred by nature from receiving scholastic training beyond a certain point. It is the duty of the school to aid such in pursuing their studies as far as possible. The generations yet to come must take the succeeding steps in the advancement of this portion of the race. Other children are unable, because of immaturity, to study with profit certain branches during their early years. All efforts tending to force these studies upon them result in benumbing not only the powers used, but in paralyzing all the faculties of the mind. One child in many thousands seems to be able to assimilate all kinds of intellectual food at every period of his development. He is the exception and is but little helped or harmed by the school. The majority of children must be taught intelligently if our schools are to provide us with useful citizens. They must have a chance to learn the things they can learn at the time they can master them best and above all, they must acquire those things which, in the learning, will give them the most power and will provide them with a store of usable information and thus make it possible for them to live wisely, safely and helpfully.

The work of teaching can never be well done until the teacher understands the child, has mastered the subjects studied, knows modern methods so thoroughly that she uses them unconsciously, is capable of inventing her own devices, and has a well defined idea of the results she wishes to accomplish. That some of these conditions do not exist, and that none of them are as much in evidence as thoughtful students of the educational problem desire, go without saying. That we are steadily, if not rapidly, making improvements along these lines is also manifest.

The fatal weakness at the present time is our ignorance of the child. The so-called Child Study so extensively advertised during the past few years has furnished not a little amusement to the profession and much entertainment for the general public. It has thus far done but little to make the work of the teacher more effective. It has not, as yet, furnished sufficient justification for the time devoted to these studies and their exploitation.

No elaborate experiments nor subtle psychological investigations are needed to convince the intelligent teacher of the justness of the following statements. The child's mental powers should be trained during the period of their greatest natural activity. Any attempt to compel him to study a large number of subjects at a given time, or to swamp him in details, or to insist that he shall understand principles when he can best master facts, or to ask him to do many of the things now required in our common schools, will be attended with results lamented by so many teachers. The stupifying of the child so taught will surely follow.

It is apparent to any observer that in his early years the child is eager in his questionings, and alert in his observations. The work of the schools should help him to put his questions in intelligent form and obtain from his observations a reasonably definite knowledge of the objects within the range of his vision. During this period, nature, music, pictorial art, reading, penmanship, spelling and a limited amount of number work, illustrated by familiar objects, may be studied with pleasure and profit. The age when these studies may be pursued to the best advantage varies with different pupils, but speaking generally it includes those of the primary grades.

During the next period, the child collects and records. Now pockets and heads are filled with all kinds of material. He is a repository and a magazine and, in a limited sense, a cyclopedia. Facts have great attraction for him. He memorizes easily. He is willing to drudge in making his collections and rejoices as he sees his accumulations multiply. He should be so trained in all the combinations he will ever have occasion to use, that as soon as the items are named, the result will be present in his mind. Whenever he sees the expression eight plus seven, plus five, he will think the number *twenty* as readily as he thinks of the word *cat* when he sees the letters c a t. He should be required to



memorize definitions, rules, literary gems, selections and certain general facts in the several subjects studied. The arithmetical part of this work should be made intelligible by the use of illustrations taken from his daily experiences. The work outlined in this paragraph can be done best during the intermediate grades.

Having been taught to question intelligently, observe with discrimination, retain with definiteness and accuracy, he is prepared for the next step in his progress.

In the last three years of the common school course he is fitted to contrast, compare, infer, in a word, to reason. He can now address himself to the subject matter and science of arithmetic. He should be required to apply facts to the illustration of principles. He has reached a point in his development where he can see the truths underlying the rule given, the definition recited and the problem solved. He will have less concern about getting the "right answer" and more interest in mastering the thought expressed. He will be able to comprehend and apply those fundamental principles in arithmetic so little understood even by some teachers.

The following illustrations are so familiar as not to need elaboration and are therefore stated in their simplest terms. Addition is counting on by ones and multiplication is counting on by twos, threes, etc.; subtraction is taking from by ones and division is taking from by twos, threes, etc.; hence addition and multiplication are counting *on* and subtraction and division are counting *from*. Stated in its simplest form, these four fundamental rules include the entire process of counting. As the pupil goes forward in his work, he will discover that the following problem involves the most important principles dealt with in this branch of study. If a man buy four cows for \$100.00, what will five cows cost? When he shall have made his own all the facts and principles contained in the above propositions, he will have a mastery of more of the science of arithmetic than is possessed by the average graduate of our common schools.

One of these days we shall be wise enough to limit the work in arithmetic to the four fundamental rules, common fractions, decimals, the simple applications of denominate numbers and percentage. This work will be illustrated and rendered helpful in mental training by using material which the child collects, and using it in such a way as to make valuable his every day experi-

ences with his schoolmates, his home and other associates. We shall be content to leave involution, evolution, alligation, permutations, foreign exchange, annual interest and the finding of the solid contents of the frustum of a pyramid for later years, and sometimes we shall be wise enough to leave them for years that will never arrive.

It is questioned if many people appreciate the amount of time devoted to, or wasted upon arithmetic. The child commences this branch when he enters school and, in most cases, devotes at least one whole period each day for five days in the week during all the years he remains in the primary, intermediate and grammar grades. This simple statement brings home with tremendous force the waste made by the child in the time given to this subject. It also reveals the extent of our stumbling in the twilight of things.

Anyone familiar with the work and with the young child's inability to master it, knows that if he commence it at a later date, when his mental training fits him for the task, three years make possible a comprehension of the subject that nine years of drudgery under present methods fail to give. Stated in another form, the child who devotes his eighth and ninth years to a mastery of number in simple combinations; his tenth and eleventh years to learning something about definitions and rules and the simple processes involved, and his twelfth and thirteenth years to the study of arithmetic, will make a great saving in time and acquire a knowledge of the subject possessed by few adults.

The natural inferences to be gathered from the foregoing discussion are included in the following statement. We would do better work if we commenced the study later, devoted less time to it, mastered the fundamental facts, understood the essential principles, applied them to the ordinary experiences of life, and omitted a large portion of the text which now furnishes puzzles and the study of which produces stupefaction. If we could fully realize the injury inflicted upon the child by the amount of work we require of him, the unnaturalness of his attempt to understand intricate and abstruse reasoning processes in his early years, and the comparatively rare use ever made of the knowledge acquired, then we would give to this branch the time it merits and get out of it the mental training it is capable of giving.

It is hardly necessary to say that while doing the work indicated above, the child should receive such instruction in art, literature, geography, history and other subjects as will furnish opportunities for the development of his imagination and the culture of his sympathies; such nurture as will put him in touch and tune with life in all of its best forms.

We shall, one of these days, see the unwisdom of sending the child to school when he is five years of age. The historian of the future will furnish in proof of our semi-civilized state, the fact that we did not allow our children their first and greatest right, the right to grow. Before many years, the age when the child may enter school will be raised to six; later, will be advanced to seven and before the present century closes, will be fixed at eight years. The years now devoted to the primary grades will be given to a modified form of kindergarten training. This work will be so administered that the child will become sturdy physically, intelligent and responsive morally, and alert and ambitious intellectually. Then we shall not see the limpness and indifference manifest in so many children. They will be allowed to start at the beginning, go forward in the paths in which they are fitted by nature to walk, and in the end acquire that power which natural conditions and wholesome work, pursued according to intelligent methods, can give them.

These changes are not to be made at once and it is not best that radical means be adopted in bringing them about, but all who are interested in the training of our youth, and especially our school officials and teachers, should give to the problem stated above, such reading, study, investigation and prudent experiment as will, in a reasonable time, replace the methods found in our common schools with such school privileges as will permit the child to be the most his capacities and abilities will allow him to become.

Training in these fields of investigation and study will furnish the most and best material for life's duties and will afford that ability to serve which is the primary purpose of all education.

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

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In this, the first year of the new century, it seems fitting to give as briefly as possible, a history of education in Maine and of the development 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 and growth of our school system must necessarily begin with a description of the first efforts in that direction by the colonists in other sections of 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, customs, 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 this portion of our country.

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

The pioneer settlers of Massachusetts belonged to the intelligent and in many cases well educated class. 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 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 inauguration of some system of education.

In many respects they modeled their home life after the customs prevailing in old England. Where they found that the old forms were unsuited to the new surroundings, they supplied the want by new modes better fitted to 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 to 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 first attempt to inaugurate 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 adjournment 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 established at Newtown and there, with most meagre and primitive equipment, was founded the young college which has since developed into Harvard University.

Very soon we find the name of Newtown was changed to Cambridge, in memory of that older Cambridge, where so many of the colonists had pursued their studies and which they desired to reproduce as far as possible in their new home. 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 not represent a burden equal to the one which these people voluntarily placed on themselves by making provision for this fund. 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 wealth and of culture, and at once became interested in the cause of education. What he might have accomplished in this direction, had his life been spared, we can only conjecture. His labors were brought to an abrupt termination by his death in 1638. His love for the new college is shown in the bequest by which he left to it, 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 apply 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 this charge, but a close examination into their acts shows that their efforts were earnestly directed towards finding means for the education of all classes. Naturally 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, as 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 the 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.

Seventeen years after the establishment of the Massachusetts colony 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 corn-fields." 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 contributions.

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 oī y<sup>e</sup> ould deluder, Sathan, to keepe men from y<sup>e</sup> knowledge of y<sup>e</sup> Scriptures, as in form<sup>r</sup> times by keeping y<sup>m</sup> in an unknown tongue, so in these latt<sup>r</sup> times by perswading from ye use of tongues y<sup>t</sup> so at least y<sup>e</sup> true sence and meaning of y<sup>e</sup> originall might be clouded by false glo of saint seeming deceivers, y<sup>t</sup> learning may not be buried in y<sup>e</sup> grave of o<sup>r</sup> fath<sup>rs</sup> in y<sup>e</sup> church and commonwealth the Lord assisting o<sup>r</sup> 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 in this law certain principles were for the first time boldly proclaimed and clearly enunciated, and they have been emphasized and reiterated by frequent legislation in Massachusetts and in Maine until this day. The underlying principles of these earliest school laws recognized first that the safety and prosperitiy of the State require that the youth of the State should be educated.

Second, That the parent is 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 the 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 law of 1642.

The law of 1647 required all that was demanded in the previous act and supplemented it 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 youth, 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 children to educate.

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

It should be noticed 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 noted 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 law was based on the principle that the child must be educated. If the parent does not provide the means then the child must attend the public schools. This fundamental idea is retained in the 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 plans adopted to raise funds for 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 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 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, as the minister in most towns added 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. It is worthy of note that some towns refused to support grammar schools, electing to pay 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 the same year. In the sparsely settled towns it was often 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 this date we begin to read of the "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 of 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 especially 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 plantations, 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 contained 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 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 convened 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 President, 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 assessment 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 plan-



tation 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 schoolhouse, 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: 1. 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." 2. It establishes the plan of apportioning the money thus raised among the several school districts in the town. 3. 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 determining 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 in 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 hence 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 the citizens, 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 the 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 minor 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 pro-

vided 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 disturbing schools. Offences under 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 particularly 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 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 system 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.

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

In June, 1847, 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 citizens of the United States 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 forfeited 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 relieve towns from raising the required forty cents per capita.

Chapter 129, 1849, authorized the Land Agent to dispose of any timber lands apportioned 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; 2nd 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 2 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 years of age on May 1st. 4th, number of persons of school age residing on islands or in portions 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 quality 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 years of age 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 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 form 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.

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 school-houses 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, exclusive of board,.....	\$20 57
Average wages of female teachers per week, exclusive 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
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,.....	.0034
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 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 Teachers' 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 of study 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 was assured that not less than one hundred students desired 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 providing 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 a 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 339, 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 the society. 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. 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 committees 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 States 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.

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 paid 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.

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 widespread 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 Corthell 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 school-house 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.

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 67 repealed the act establishing County Supervisors 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 Mr. 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.

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 school houses 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 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 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 compensa-

tion. 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 act received a passage. A course of study was provided for the common schools and, in a large percentage of the rural schools in which it has been adopted the work has been conducted upon a more methodical plan and has been attended with gratifying 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 the 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 must 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 textbooks, apparatus and appliances for the use 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 State 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., and the provision of law for the schooling of deaf children was repealed.

## 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, 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. This course of study included ancient and modern languages, when prescribed by the superintending school committee. 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 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 the first session opened on the 24th of August, 1864. During this term the number of students enrolled 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 furnished by the State, was expended in the erection of the present buildings. 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 made from a fund arising from the sale of lands set apart for the normal schools. In 1870, the sum of \$1,000 was expended on the buildings and a steam-heating apparatus was added 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, 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 supplied at once. 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 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 constructed 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 Pré 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 intervalles along its banks. Their numbers had from time to time been increased by emigrants from Canada and there grew up a large French population in this frontier portion of the State, who retained the language, manners, customs and religion of their ancestors.

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 a 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 bath-rooms, 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 two days. Specialists were secured to give instruction in vocal music, drawing, physical culture, pedagogy, arithmetic, history and geography. The school was in session at Foxcroft for one week. More than a hundred teachers were enrolled, and the wisdom of the movement was fully vindicated. The work of this school was so satisfactory that before its close, arrangements were made for holding, during the ensuing summer, another session at the same place and with the same instructors. The second meeting was even more successful than the first, and for the following year, arrangements were made for a term to extend through two weeks. In 1894, two other schools of one week each, were held, the first being at the Chautauqua Campground at Fryeburg, and the other at the Methodist Campground at Northport. The attendance at Foxcroft for the third year aggregated nearly 200. The work it did and the favor it received, resulting 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 were made by the legislatures of 1897 and 1899. From the beginning the work has been systematic and constructive, embracing such instruction as is fitted to qualify teachers to direct rightly the mental, 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 the county

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, Presque Isle and Fort Kent. 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 established in New England. 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.

Name.	Location.	Date of Incorporation.	Remarks.
Foxcroft Academy.....	Foxcroft .....	1823	
Anson Academy .....	North Anson .....	1823	
*Oxford Female Acad ..	Paris .....	1827	Never in operation.
*Dearborn Academy....	Buxton .....	1828	Organization not permanent.
*Cherryfield Academy..	Cherryfield.....	1829	
*Alfred Academy .....	Alfred .....	1829	
Westbrook Seminary ...	Westbrook .....	1831	
*Titcomb Academy . ...	N. Belgrade .....	1831	
*Eastport Academy ....	Eastport .....	1832	
*St. Albans Academy ..	Hartland .....	1832	
Parsonsfield Seminary..	N. Parsonsfield...	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.
	[Auburn		
*Lewiston Falls Acad...	Danville, now	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	
*Athens Academy .....	Athens .....	1836	Now Somerset Academy.
*Livingston Academy ..	Richmond.....	1836	Extinct prior to 1851.
Waldoboro Academy ...	Waldoboro.....	1836	
*Calais Academy.....	Calais .....	1836	
*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 Ricker 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	
Greeley 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 the 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.

The Legislature of 1901 passed the following law:

An Act relating to Academies, Seminaries and Institutes.

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

I. Whenever it shall be made to appear to the Governor and Council, from returns made as herein provided, that any incorporated academy, seminary or institute in the State is prepared to give instruction equivalent to that required by law to be given in free high schools, that the pupils attending the said academy, seminary or institute are qualified to receive such instruction, and that the teachers in the said academy, seminary or institute have the qualifications fitting them to give instruction in secondary school studies, such academy, seminary or institute shall be entitled to receive annually from the State a sum not exceeding five hundred dollars in case it maintains an English secondary school course of study as prescribed by the educational department of the State, and has an average attendance from towns and cities other than the municipality or jurisdiction in which said academy, seminary or institute is located of at least ten students, or a sum not exceeding seven hundred and fifty dollars in case it maintains in addition to an English course, a college preparatory course, and has an average attendance from towns and cities other than the municipality or jurisdiction in which said academy, seminary or institute is located of at least twenty students, or a sum not exceeding one thousand dollars in case it maintains an English course, a college preparatory course and a training course for teachers, and has an average attendance from towns and cities other than the municipality or jurisdiction in which said academy, seminary or institute is located of at least forty students; provided, the courses of study herein named shall be subject to the approval of the Educational Department of the State: and provided, that the amount paid by the State to any academy, seminary or institute under this act shall be expended by the said academy, seminary or institute for instruction during the year for which payment is made, and shall not exceed the total income of the said academy, seminary or institute from all other sources; and provided further, that in addition to the amount received from the State, a sum equal thereto shall be expended for instruction and maintenance of the academy, seminary or institute during said year; and provided further, that every academy, seminary or institute receiving money from the State under this act shall provide instruction as contemplated by this act for not less than thirty weeks in each year; and pro-



vided further, that no academy, seminary or institute shall be credited with maintaining a course or study under this act unless the said academy, seminary or institute shall have an average of not less than twelve students in said course.

II. The Treasurer of State is hereby authorized and directed to pay annually to the legal representatives of such academies, seminaries or institutes as shall be entitled to receive money from the State under this act, at the times and in the manner provided by law for the payment of money in aid of free high schools, the amounts to which they shall be severally entitled under this act; provided, that no payment shall be made to any academy, seminary or institute until the State Educational Department shall have certified to the Treasurer of State all the facts which by this act are made necessary to entitle an academy, seminary or institute to receive money from the State under this act.

III. Any town or precinct providing free tuition for its high school scholars in any academy, seminary or institute, shall receive State aid to the amount of one-half the sum expended for such instruction, provided, no town shall receive to exceed two hundred and fifty dollars in any given year; and provided further, that no town shall receive State aid under this act if a free high school of standard grade is maintained in said town.

IV. No academy, seminary or institute shall receive State aid under this act unless incorporated prior to the date of approval of said act.

V. No academy, seminary or institute shall receive State aid under this act unless the average attendance in said academy, seminary or institute for the year preceding shall exceed thirty students, and no academy, seminary or institute shall receive to exceed five hundred dollars unless the average attendance in said academy, seminary or institute for the year preceding shall exceed sixty students.

VI. No academy, seminary or institute shall receive State aid under this act if said academy, seminary or institute has an annual income from invested funds exceeding sixteen hundred dollars, and no academy, seminary or institute shall receive State aid to exceed five hundred dollars in any given year provided the said academy, seminary or institute has an annual income from invested funds exceeding one thousand dollars.

VII. The officers and teachers of every academy, seminary or institute receiving money from the State under this act shall annually on or before the first day of January in each year render to the Educational Department an itemized account of all the moneys received and expended during the preceding year and shall make such further report to the State Educational Department as may from time to time be required.

Approved February 26, 1901.

This law is one of the most important acts in relation to education ever passed by a Maine Legislature. It does away with all special legislation in regard to aid to academies and places these institutions, as far as the amount each shall receive from the State is concerned, upon the same basis as the Free High Schools.

The aid each shall receive from the State (if any) is determined by the amount and character of the work done, as evinced by the sworn return made by the officers of the institution to the State Superintendent of Public Schools and not by the influence any academy may be able to bring to bear upon the Legislature.

#### 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 January 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-plenipotentiary 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 McKean as president and John Abbott, 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 McKean presided. He died in 1807, after a painful illness extending through a number of years. President McKean 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 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 this chair. After traveling 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 presi-

dential 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 1842. 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 built 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 Rev. Nathaniel Butler, D. D. accepted the position. Dr. Butler retired in 1901 and was succeeded by President Charles L. White. 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 Insti-

tute, 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 convention 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 full 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. Cheney, 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 Farmington, 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 were graduated from the full course. 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 includes 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-sacrificing 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 prepare courses of study, to grant degrees and to execute other 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 lecturers 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 foundation and the several courses of study were developed. In 1893, Pres. Fernald retired from the presidency and accepted the position of professor of philosophy, and Abram Winegardner Harris, Sc. D., was elected president. Dr. Harris resigned in 1901 and the chair was temporarily filled by Pres. Fernald until a choice was made of Dr. George Emory Fellows of the University of Chicago. 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 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 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 Septem-

ber 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 Teachers' Vocation;" by E. P. Weston, upon "The Schoolmaster 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 affected 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 recogni-



tion. 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.

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 society approves. At the annual meeting in 1901 the name of the "Maine Pedagogical Society" was changed to the "Maine Teachers' Association" and a new constitution, containing many important changes, was adopted.

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.

STATE IMPROVEMENT LEAGUE OF MAINE.

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There has long been a feeling among parents, school officials and teachers that our schools stand in need of certain ideals and vitalizing forces. It has for some time been apparent that we must strive to restore the old-time interest in the local school and its work. It is clear that the success of the school depends very largely upon the parents of the community, as well as upon the sense of responsibility which the boys and girls themselves feel for their own training. There has been a constantly increasing idea that the schools should not only give instruction in certain studies, but should at the same time be responsible for certain training in citizenship and the inculcation of high ideals in literature and art.

This general feeling made its concrete manifestation in the formation of the School Improvement League of Maine, and the ready acceptance of the movement into popular favor proved at once how keenly on the alert are our people and our teachers for any helps which shall bring increased usefulness to the public school.

The history of the three years existence of this organization is plainly written not only in the improved condition of scores of schoolrooms and school yards but, even better than that, in an increasing sense of responsibility the pupils are manifesting in matters of prime importance to them, and in a stronger interest in the local school.

It is not the purpose of this Manual to refer in what has already been done through League endeavor, but rather to suggest methods and lines of action for future work. Many teachers who have not yet engaged in League work will doubtless be glad to receive from those who have had experience in this field, suggestions growing out of that experience, and such hints and helps as have proved of value to League workers. It is not

expected that all these suggestions will be of service to all Leagues, but out of them may come some assistance in the varying circumstances in which the Leagues are striving to improve the schools.

#### ORGANIZING LOCAL LEAGUES.

The flexibility of the working plan of the League renders it equally useful in all grades and classes of schools. Wherever the teacher feels the need of strong parental interest, of increased student enthusiasm, of broader ideals of life, there is a field for League endeavor. It will be found, however, that the organization will vary according to the school in which the League is to work. In the primary school the work will receive the immediate direction of the teacher; in the ungraded school, more perhaps than in any other, the organization will have parents in its membership and will receive from them active co-operation. In these schools, in the higher classes of graded schools, and in high schools, the local League should have a form of organization with a constitution and code of by-laws.

Having decided that a League will be a desirable adjunct to her school the teacher's first step is to enlist the attention and interest of the pupils and the patrons of the school. The State Educational Department has issued two documents bearing upon this work, one being an outline of the purposes of the League and suggestions that are of value in effecting an organization, the other speaking at some length of the work that has already been done by the movement. The teacher should obtain a supply of these documents, make a study of their contents and send copies into the homes of the community. Then, appointing a suitable time, she may talk briefly to her pupils of the general purposes of the League, naming some particular advantages that might come through them to their school.

At the time of this talk it would be very desirable to have parents present and a special invitation extended to citizens would no doubt secure a representation of the adult portion of the community. The teacher should bear in mind that the prime object of the League is not money getting and, if she names some specific objects to be attained, she should be careful to name those that are clearly within the reasonable effort of the school.

Emphasize most strongly the ethical strength of the work and make it perfectly clear first, that pupils are to join the League only on their own volition and second, that it does not require any money expenditure to be a member, as the constitution distinctly states that only the desire to improve the school, whether by contribution of labor, material or money, is the requisite for membership.

After having thus made clear the objects of the League, you are ready to form your organization. Find out how many will join the League and appoint a committee to draft a constitution. An outline of a constitution is printed in this manual. Appoint a day for the first regular meeting and suggest that the members be considering names for the list of officers. Membership certificates are furnished by the State Educational Department free of cost, and League buttons, bearing the official monogram, may be obtained from the same source at a cost of one cent each. These should be ready for distribution at the first regular meeting. At this meeting the new League will adopt a constitution, choose a name and elect its officers. A line of work for the term may also be discussed. Each meeting should have a program prepared by the executive committee, or by a committee especially appointed for the purpose. A few specimen programs are offered in this manual by way of suggestion.

#### THE PRIME OBJECT.

The School Improvement League has adopted certain specific objects which are treated separately in this manual, but it may well be borne in mind by the teacher that there is a certain prime object, or underlying motive, which will largely limit the measure of success. This motive is the awakening of a controlling interest in the school on the part of its pupils and patrons. This purpose will be best promoted by making the members of the League responsible for it. The teacher may advise and assist, but the movement, to be successful, must belong wholly to the members who compose it, and they should have the broadest possible freedom of action within stated constitutional limits.

In considering lines of action the League should not cripple itself by attempting too many things at once. One thing should be carried through before another is taken up. The first things

undertaken may be selected because of the ease of their accomplishment. Children as well as their elders like to see immediate results of their efforts.

#### BETTER PHYSICAL SURROUNDINGS.

It is hardly necessary to call the attention either of the people or the teachers of Maine to the importance of clean, wholesome and comfortable surroundings for children. The draughty, ill-ventilated schoolrooms, the spine-curving benches, the unsightly school yards are coming to be things of the past. We are providing better things along these lines; towns are showing their willingness to do all they can to hasten the era of better facilities; individuals and communities are daily giving evidence of their appreciation of these needs; it is now for our teachers and school children to do their part in cultivating these favorable tendencies and exercising care and protection of the things that are provided them. The League should not only exercise its efforts in decorating rooms and in grading and caring for grounds, but it is its province also to assist in preserving things already provided, to help in keeping the room and buildings neat, and to exercise a constant watchfulness over the school yard. Thus not only will teachers and school officials have valuable assistance in caring for the public property, but also a sort of civic pride will be engendered in children and lessons of neatness and order, more important than many learned from books, will become a part of the child's unconscious training.

**HINTS:** If your school has no flag procure one, and when you have the flag raising do not forget to invite your local G. A. R. and W. R. C. organizations to be present.

Study the soil about your school and see for what plants and shrubs it is best adapted. Mr. J. B. Upham, of the Youth's Companion, Boston, will be glad to send you, free, a copy of a little book, "How to Set Out Trees and Shrubbery." It would be well for every teacher to avail herself of Mr. Upham's generous offer and have the book on her desk.

If your yard needs grading appoint a day to be spent on this work and invite the men of the community to assist with their teams.

Tumbled-down fences, rocks and stumps are unsightly. If any are in your yard remove them.

Celebrate Arbor Day by clearing the yard and planting trees. The Youth's Companion will also send to any teacher an Arbor Day Roll of Honor on which to inscribe the names of the pupils who carry out this good work.

Have a committee to care for the yards and out-buildings. Flower seeds are cheap and it is hoped that this manual may reach you in time to make "the wilderness blossom like the rose." Keeping the schoolroom perfectly clean means "Better Physical Surroundings."

There should be a "Vacation Committee" in each League. It should be the duty of this committee to see that the plants and shrubs do not suffer for want of attention during the long summer vacation and to exercise a watchful care over the school house when no sessions are being held in it. This Committee should include members who live near the school house and should have at least one adult member.

#### BEST BOOKS FOR ALL.

The school library movement is an encouraging sign of the times. It shows that teachers are not content with what the textbooks furnish; that pupils of our schools want wholesome and elevating literature; that parents and communities are ready to provide the schools with an important requisite of intellectual advancement. It is comparatively easy for any school to obtain a library of from twenty-five to a hundred books. With all the schools of a town thus supplied, by an arrangement of exchange each term or year, every child may have placed at his disposal in his school life a large range of reading. The library work once started will move along with other things. It should receive attention very early in the history of each local League.

**HINTS:** Prepare a proper case in which to keep your library. Make known your need of this to a local carpenter or to one of your boys who is "handy with tools." The cost need not be great. It is worth while to have the case attractively made, but remember that money saved on this may be put into the more important contents.

All the books should contain a list of rules governing their loan. Perhaps your local superintendent will see that you are supplied when the need for these rules arises.

Ten dollars will buy from twenty-five to thirty books, a good nucleus for a library.

A "book sociable," a literary entertainment, a talk by some friend of the school, with a small admission fee, are some of the means which may be used for augmenting the "library fund."

Write to the State Librarian, Augusta, Me., for important information about the State libraries. The traveling libraries can be secured at a very trifling cost.

Have a "library committee" to prepare and approve lists of books. The teacher and at least one other adult member should be on this committee.

In an ungraded school the library should be planned to suit all the pupils, and should also be arranged so that it will have value for the community at large.

A list of desirable books circulated in the community may bring gifts to the library.

Your local book dealer can give you information concerning the prices of books. DeWolfe, Fiske & Co., The Educational Publishing Company, Houghton Mifflin Company, Boston, T. Y. Crowell & Co., New York, and the regular school book publishers can give you lists of books suitable for school libraries. Make purchases of your local dealer if you can get satisfactory prices.

Lists of books suitable for school libraries are given in "Library and Art Exchange." This pamphlet is sent free of expense by the State Educational Department, Augusta, to all who apply for it.

The following set of rules for school libraries is given by way of suggestion.

S. I. L. M.

SCHOOL LIBRARIES.

*This book is the property of*  
*the ..... League*  
*of the ..... School.*

#### LIBRARY REGULATIONS.

1. This book may be taken for use in school under such conditions as the teacher of this school may prescribe.

2. Members of this League in good standing have the privilege of taking for home use not more than one book at a time for a period not to exceed two weeks. Any book retained for more than two weeks shall be paid for at the rate of two cents for every day exceeding this limit.
3. Persons not members of this League may take books under the conditions of regulation 2 on payment of a library fee of ten cents a week or fifty cents a term.
4. All money received under these regulations shall be expended for the improvement of this library.
5. Persons not members of this League who have contributed for the support of this library shall be permitted the use of its books for such period of time as the members of this League may vote.
6. The books of this library shall be recalled at the close of each term of school.
7. Books are to be taken from this library for home use at a stated time in each week. Unless otherwise provided the time shall be four o'clock of each Friday afternoon.
8. No book shall be admitted to this library which has not first received the approval of the library committee and teacher of this school.
9. Any book injured shall be paid for by the person in whose possession it was when injured.
10. Persons who violate any of these regulations shall be deprived of library privileges for such time as the library committee may vote.

#### ART IN THE SCHOOLROOM.

Invention has but recently brought within the reach of the common schools reproductions of the great masterpieces of art. The refining and elevating ideals of literature have been recognized as exerting a potent influence in moulding fine types of civilization. A force not less than this is, without question, to be exerted through the great thoughts that have been plied on canvas.

How much the æsthetic sense may be cultivated, and in how great a degree a fine imaginative sense may be developed by constant association with such ideas of the great masters can hardly be measured. The silent influence of surroundings is, however,



a part of a person's almost daily experience. The sacred calm that pervades the beautiful church engenders an instinctive spirit of devotion; the quiet atmosphere of the library tones down the conduct of the most boisterous urchin that enters it. The air of a well-ordered home follows its inmates into whatever circle they may go. Not less do cold, repellent or disorderly surroundings create a tendency to similar characteristics in those who are subjected to their influence.

How highly important it is then, that the school in which children are to spend the larger part of their time in the formative period of life, should have all possible elements of beauty and refinement which pertain to the home. The school must not continue to be, in any case, an unattractive place of drudgery. The importance of its work in the economy of the Nation permits no suggestion of its having any less attention than the utmost the community can give.

More care given to the environment of youth means ultimately less care and expense in the disposition of criminal classes. To make our Maine schoolrooms more attractive, more home-like, more beautiful, more habitable, is a work which may well arrest the attention of the S. I. L. M.

HINTS: In schoolroom decoration it is well to begin by tinting the walls some soft, restful shade.

If the walls are to be papered avoid designs. Tinted papers are the best.

Picture moulding is not expensive and the results of its use are more satisfactory than that of unsightly nails and screws.

Avoid conglomerate masses of small pictures. A picture to be hung on the wall should be large enough to command attention.

The small copies of pictures are excellent for seat study and a supply of them for this purpose is a wise League investment.

Plaster casts are very attractive; there is a wide choice of subjects and they are surprisingly cheap. Any school may own at least one. Avoid perfectly white casts. Get ivory or light cream. Young children are fascinated with casts from the works of Donatello and Della Robbia.

See the lists of casts and pictures in "Library and Art Exchange."

In framing pictures avoid the use of ornate and gilt frames. Plain mouldings are far more satisfactory for the schoolroom.

In a village, perhaps a picture loan exhibit would add to your decoration fund.

When you have tinted the walls and secured a few pictures the community will be glad to respond to an invitation to observe the effect.

Apropos of framing pictures remember that a very dark picture is made lighter by a very dark frame.

A very light picture is made darker by a very light frame.

In buying pictures, go slowly. Get good copies of only the best pictures. If you are not quite sure of your own judgment on the subject, consult some one who knows.

Should there be a Woman's Club in your town, do not hesitate to indicate your willingness to accept the counsel and aid of its members.

The Taber-Prang Art Co., Springfield, Mass., The J. C. Witter Co., Fifth Ave., New York, The Perry Pictures Co., Boston, The Houghton, Mifflin & Co., "Ornaments for School Rooms" and the Brown Picture Co., are some of the many satisfactory firms dealing in low-priced pictures.

#### LITERARY WORK.

The opportunity offered by the League for certain features of literary work is too excellent to be lost sight of for a moment. The "lyceum" which was for so many years a feature of school work was of inestimable importance in developing certain qualities that have distinguished the product of New England schools. The Leagues may wisely turn their attention to a revival of this excellent institution. Each meeting should devote attention to literary work. Papers, debates, readings, lectures, musicales, are all legitimate features to introduce into the League meetings. A study of the lives of men famous in local, State and National life is one of the distinct features of League work. Leagues may profitably give attention to local historical research. The State Educational Department will send on application a pamphlet on the study of local history. An occasional meeting at which the social features will predominate may serve to increase the interest in the movement. The programs given below suggest what may be done along the several lines above discussed.

## SOME SPECIMEN PROGRAMS:

## I.

Suppose you have decided that yours shall be called the "Longfellow League." Your first regular meeting after organizing may be given up to a Longfellow program and some of your money taken to buy a good picture of the poet. His kind face looking down upon you day after day, will surely prove an inspiration.

1. Song.....The Arrow and the Song
2. Roll Call answered by quotations from Longfellow.
3. Biography of Longfellow.
4. Recitations,  
    Sandalphon,  
    The Children's Hour,  
    Psalm of Life.
5. Character Sketch,  
    Evangeline.
6. Song ..... The Bridge
7. Class Reading.....The Old Clock on the Stairs
8. Contrast.....John Alden and Miles Standish
9. Recitations,  
    The Reaper and the Flowers,  
    Selections from Hiawatha.
10. Song.....The Rainy Day
11. Concert Recitation.....The Day is Done

## II.

"Promote, as a primary importance, institutions for the general diffusion of knowledge."

Washington

No doubt there will be many "Washington Leagues" formed and for these the following hints may suggest items for a more complete program.

1. Have two pupils distribute little pasteboard hatchets on each of which is written a quotation from Washington.
2. Song.....Star Spangled Banner
3. Flag Salute.
4. Early Life of Washington.
5. Reading.....Washington's First Letter

6. Washington as a Soldier.
7. Paper.....Winter at Valley Forge
8. Song.....Columbia the Gem of the Ocean
9. Washington as President of the United States.
10. A Visit to Mt. Vernon in 1901.
11. Reading the quotations on the Hatchets.
12. Song ..... America

### III.

The third program is one taken from the set prepared by a girl of thirteen. It was given in April. In discussing the reports some little time was spent in "Parliamentary Drill."

Singing.

Secretary's Report.

Treasurer's Report.

Report of Committee appointed to plan for an entertainment.

Discussion of this report.

Appointment of two pupils to make the window garden.

Declamation.....Hark to Mother Nature

Declamation ..... Daffodils

Singing.

### IV.

This program was given in a room where there were no adult members of the League except the teacher. On this particular occasion several of the parents were present by invitation and at the close of the session they joined the League.

1. Music.
2. A short talk by the Secretary on what the League has done.
3. A talk by the President on what the League hopes to do with the help of the people of the neighborhood.
4. Visitors urged to talk frankly in regard to the League.
5. The Last Book I read.....One of the Boys  
(Resumé without notes).
6. The Last Book I Read.....One of the Girls  
(Resumé without notes).

These were two of the new books that had been added to the library through the efforts of the League.

Perhaps you have bought, or are trying to buy, a copy of Raphael's Sistine Madonna. The following program may help to create an interest in the artist and picture.

1. Music.
2. Secretary's Report.
3. Report of the Committee on Pictures.
4. Suggestions by different members as to the manner of raising money to buy pictures.
5. Paper—Life of Raphael.
6. Some famous contemporaries of Raphael.
7. Some of Raphael's Best Known Pictures.
8. Compare "The Madonna of the Chair" and "The Sistine Madonna."
9. A short talk on 'The Sistine Madonna, explaining the figures, etc. (For this see Riverside Art Series, No. 1.)
10. Music.

"Raphael's Sistine Madonna has been worth far more to the religious and art world than an exact photograph of the Syrian Mother would have been."

A delightful program may be made with Rosa Bonheur as the subject, on the occasion of the League securing one of her pictures. One League has spent two very profitable afternoons with Landseer.

Each teacher knows her own needs best and will, of course, arrange her program accordingly.

#### THE LEAGUE COUNCIL.

The work of the S. I. L. M. cannot fail to receive helpful service from that supervisory body which is designated as the League Council. Each county in the State is to have a councilor. This office in each case will be filled by a person of broad educational sympathies, and one whose interest in the work of school improvement is sufficient to insure practical service to the teachers of the county.

It certainly signifies much both for the schools and the teachers that these busy men and women are ready to lend their support to the furtherance of the objects of the League. The teachers are to feel free to write to the councilors of their respective counties for encouragement or suggestions.

The councilors will visit schools in which Leagues have been organized and speak to the members on educational topics. Meetings of the Council will be held at stated intervals and from this body the S. I. L. M. may expect that uplift which the char-

acter of its members promises. Following is a list of the members of the League Council :

## COUNCILORS.

Mrs. W. H. Newell, Lewiston.  
 Mrs. W. C. Spaulding, Caribou.  
 Miss E. M. Hayes, Portland.  
 Supt. W. G. Mallett, Farmington.  
 Supt. O. A. Morton, Bar Harbor.  
 Prin. W. J. Thompson, S. China.  
 Miss Lena F. Cleveland, Camden.  
 Mrs. J. E. Nichols, Round Pond.  
 F. W. Colburn, Centre Lovell.  
 Mrs. Mertie M. Curtis, Brewer.  
 Miss A. E. Averill, Foxcroft.  
 Mr. F. S. Adams, Bowdoinham.  
 Mr. L. H. Applebee, Palmyra.  
 Supt. J. R. Dunton, Belfast.  
 Miss L. Annie Hunter, Machias.  
 Supt. John S. Locke, Saco.

## TEACHERS' BRANCH, S. I. L. M.

A most important move in the League has been made in the organization of the Teachers' Branch. It is recognized that the large amount of work that has already been accomplished by this movement for the improvement of the schools has been directed by the progressive element of the teaching force of Maine. Teachers who have assumed these duties in the past and have become personally acquainted with the good results achieved are the persons who are to be most useful in the work of the movement in the future. They are needed in carrying on the plan in its enlarged form and in bringing it to the attention of other teachers who are fitted to become successful League workers.

All teachers who engage in the work can be of service to themselves and the movement at large by uniting in a closer union for the prosecution of school improvement. The Teacher's Branch will serve as a medium of communication among its members; it will enable superintendents to make the work permanent in their respective towns; it will enable the State officers to keep a

permanent record of what is done by the various Leagues and will see that the public is informed of the results accomplished by the Leagues. All teachers who have done or are doing League work are eligible for membership in the Teachers' Branch. Any teacher who in the future organizes or conducts a League will become a member on sending to the State secretary facts relative to the organization.

A directory of the members of the Teachers' Branch will be prepared during the present school year and teachers who desire to be enrolled as members should send their names and addresses immediately to Miss Kate MacDonald, Machias.

Members of the Teachers' Branch are urged to send to the State Secretary reports of each term's work. Also to send photographs of school rooms and grounds and all other material which may assist her in keeping a record of the work done by the Leagues. Remember that no details are too small to be of interest.

Members of the Branch are also urged to form town Leagues, and to correspond with other League workers.

#### CONSTITUTION.

The following form of constitution is given by way of suggestion merely. It can be altered to suit different conditions. This constitution conforms to the requirements of the more general constitution outlined in the pamphlet entitled "Library and Art Exchange."

Constitution of the.....  
School Improvement League.

#### ARTICLE I.

This League shall be a branch of the School Improvement League of Maine. It shall be known as the.....  
League.

#### ARTICLE 2—OBJECTS.

The objects of this organization shall be those of the State League, viz. To improve school grounds and buildings, to furnish suitable reading matter for pupils and people, and to provide works of art for schoolrooms.

## ARTICLE 3—MEMBERS.

SEC. 1.—Membership in this League shall be open to the members of the . . . . . school and to all persons who desire the promotion of the objects stated in Article 2 of this constitution.

SEC. 2.—Any pupil of the . . . . . School shall be admitted to full membership in this League on signing this constitution and paying a membership fee which shall be payable in money, labor, or material.

SEC. 3.—Persons not members of the . . . . . School may become members of this League on signifying their assent to the objects of the League, and on payment of the membership fee.

## ARTICLE 4—OFFICERS.

SEC. 1.—The officers of this League shall consist of a President, a Vice-President, a Secretary, a Treasurer and an Executive Committee of three, the Chairman of which shall be the President.

SEC. 2.—The President of the League shall be the teacher; all other officers shall be elected by ballot at the first meeting of each term.

SEC. 3.—The duties of these officers shall be those usually required of such officers. It shall also be the duty of the Secretary to return to the Secretary of the Town League full reports of the doings of this League. If there be no Town League such report shall be returned to the Secretary of the State League.

## ARTICLE 5—FINANCE.

The monthly membership fee in this League shall be . . . . . cents, and shall be payable in money, labor or material.

SEC. 2. An account of the receipts and expenditures shall be rendered by the treasurer at the close of each term.

## ARTICLE 6—MEETINGS.

SEC. 1. The regular meetings of this League shall be held . . . . .

SEC. 2. Special meetings may be called by the President.



## ARTICLE 7—AMENDMENTS.

Alterations or amendments to this constitution may be made by a two-thirds vote of the members present at a regular meeting provided that notice of such alteration or amendment has been given at a previous regular meeting.

## SUGGESTIONS:

To adopt a constitution it should be read and discussed article by article, and each article should be separately adopted. After all the articles have thus been adopted the constitution as a whole should then be adopted.

A list of names suitable for leagues may be found in the "Library and Art Exchange."

The membership fee should not be allowed to exceed one cent each week and the clause permitting payment in money, labor or material must always be included.

The usual arrangement for meetings is on each alternate Friday afternoon not to exceed a half or three-quarters of an hour.

The permanent officers are elected after adopting the constitution, a temporary chairman and secretary having served to this time.

The constitution as finally adopted should be copied into a blank book, and be signed by the members. The records of the Secretary may be kept in this book.

## SOME SIMPLE RULES OF ORDER.

In the conduct of meetings teachers may wish to have some guide in regard to the method of transacting business. A League in a high school should have available for reference some standard work on parliamentary procedure, as Reed's or Robert's Rules of Order.

*The President:* The President should call the meeting to order. He presides at the meetings. Remarks from members should be addressed to him, and no member should discuss a point until the President has "recognized" him i. e., called him by name. When a member is thus "recognized" he "has the floor" and no other member may rise to speak. The president should not discuss questions from the "chair," if he wishes to speak on any point he must call some member to take his place. If a

member who is speaking transgresses any rule of order the President may interrupt him. The President can vote in cases where his vote would affect the result or when the vote is by ballot. The President may sit during the discussion of questions but in offering the question for final vote he should stand. It is the duty of the President to keep the meeting orderly.

*The Secretary:* The record of the Secretary should be a record of actual facts and not of the Secretary's personal views. The record of each meeting should be read at the first subsequent meeting and should be acted upon by the meeting, corrected if necessary, and then approved.

*Motions, etc.:* It is wise for a member who wishes to offer a motion or a resolution to put it in writing first, then rising he may address the President and say "I move that we adopt this resolution" handing it to the President who may need to refer to it during the discussion of it. After a motion has been made and seconded it is then open for discussion by the members. If an amendment is offered the amendment is treated first independently; and then the original motion has to be acted upon, as amended or not as the members vote. Those in favor of a motion first declare by saying "Aye," then those opposed by saying "No." In case of doubt the vote is taken by each side rising in turn.

#### SOME SUGGESTIONS FOR RAISING MONEY.

All League workers are urged to keep prominently in mind the main objects for which the Leagues are working and should be careful not to permit the League to become merely a money collecting machine. But since many teachers have asked for suggestions on methods of raising money for League purposes it has been thought wise to state some of the ways in which teachers have met this difficulty. Suggestions of this sort are so valuable that teachers who have tried other methods are urged to give their fellow teachers the advantage of their experience and send in to the officers an account of what they have done along this line.

For a school in which there are pupils old enough to take the parts, a simple drama is always a sure way of attracting an audience. Some of the adult members of the League will be glad to assist the teachers at rehearsals and in arranging costumes. For

a League where the members are all young children, the teacher may ask any one to take the different characters as there are always people who will help on a matter of this kind.

A "book sociable" may be given at which each person represents the title of a book. Provide each one with a pencil and paper to keep a list of the titles guessed and give some little reward to the one who has a correct list. Have cake and ice-cream for sale during the evening.

\* \* \* \* \*

An evening's entertainment made up of some of the best declamations that have been given during the term, a few pieces of music and one composition on the S. I. L. M. is an assured success.

\* \* \* \* \*

Ask some one who is interested in the school, your minister, perhaps, to give a talk to the pupils on some city that he has visited, or upon some simple subject, and invite the people of the neighborhood to come and pay a small admission.

\* \* \* \* \*

In some towns it is possible for a school to have a supper and goodly sums are realized in this way. One League tried a basket, or box, supper. Each lady brought a box in which was a supper for two. A sheet, in which an opening about one by two feet was cut, was stretched across a door leading into another room. The ladies, one by one, stood in the doorway behind the sheet, putting the hand that held the box through the opening, and an auctioneer sold them to the highest bidder.

\* \* \* \* \*

Take fifty cents or a dollar from the money received as dues and invest it in sugar and other material for making candy. On Saturday morning let the teacher or some of the girls make this into candy and during the afternoon have several of the pupils go about from house to house and sell it from the dainty boxes or baskets in which it has been arranged.

\* \* \* \* \*

An "experience meeting" often furnishes amusement to the pupils and adds money to the League treasury. Some day the teacher tells the pupils that on two weeks from that day they will have a meeting and each one will be expected to contribute ten cents that he has actually earned; as he presents his dime he must

tell the manner of work he did to earn it. The novelty of this appeals to all.

\* \* \* \* \*

One League appointed five members to write letters to former pupils of the school stating that the "little red schoolhouse" was sadly in need of repairs and that any sum of money towards putting it in better condition would be most gratefully received by them. These letters evidently called up very tender thoughts of by-gone days for fifty dollars dropped at once into the treasury.

\* \* \* \* \*

Have one day set apart as "Library Day" and have appropriate exercises during the afternoon. The teacher should have provided herself with the Hawthorne certificates which she should distribute among the pupils and assembled friends. By the next day she will have, at least, one of the ten dollar Hawthorne libraries. Friends of the school can often be induced to donate books from their own shelves which make good reference books.

\* \* \* \* \*

A miniature fair may be held on some Saturday afternoon toward the close of the term. Both boys and girls should have been preparing for this for some time. The girls will contribute aprons, plain and fancy, crocheted dish cloths, wash rags, any little things that they choose. The boys do their share in arranging tables, etc. The mothers will contribute generously, depend upon it. Of course every schoolroom has its annual cleaning for which the town pays. In many cases this work has been done by League members and the money taken for school use.

\* \* \* \* \*

The Curtis Camera Co. of Boston sent to a League twenty-five Copley prints (the League paying express on them.) These were hung about the schoolroom and some very old-fashioned pieces of china that had been borrowed in the town were exhibited on small tables. The china was carefully guarded by some demure little maids in "ye olden time" clothes. An admission fee was charged.

Six of the pictures were sold to people of the town and the Company allowed the League a commission on the sale.

One rural school gave a lawn party on the grounds of an abandoned farm-house near by and invited the other Leagues of the town to be present. The house was opened, the rooms deco-

rated with Japanese lanterns, home-made candy and cakes were on sale and a goodly sum was realized for the League which planned the happy affair.

In one town all the Leagues united in an exhibition of their work. A small admission fee was charged and some articles were placed on sale. This exhibition was held the last of February and it is a fact worthy of note that the town meeting of that year made appropriations for long needed repairs and that some of the regular appropriations were increased.

A League in a high or grammar school would be sure to make a success of a reception tendered to parents and teachers. Refreshments placed on sale would aid the League treasury. Or if the League does not wish to make any charge for refreshments the interest awakened by such an affair could not fail to forward the ultimate ends of the League.

#### A WORD IN GENERAL.

It is expected that at future County and State teachers' meetings exhibits of photographs showing the work done by the Leagues, will be made. Every teacher should see that her school is represented in these exhibits. Write the name of your school and League and the name and address of the teacher on the reverse side of the picture of your schoolroom or yard, and send to the State Secretary, Miss Kate MacDonald, Machias, Me.

The local newspaper of your own or adjoining town will cheerfully print notes concerning the League work, and nothing will bring you better return than to make known your plans in this way.

The State Secretary will give wide circulation to the facts sent her by the local secretaries. Therefore the local secretaries should be encouraged to give frequent and full reports.

If you have a large adult membership in your League, perhaps a branch to be known as the "Mother's Club" would do effective work.

Entertainments under League auspices have been productive of excellent financial results.

The State Secretary wishes to keep a directory of all Leagues. Local secretaries should send to her the names, number of members, and officers of their Leagues.

For any assistance in organizing or carrying on the work write to the State officers or to your County councilor. They will want also to learn of your progress.

The school is a triple partnership composed of pupil, parent and teacher. The most successful schools are those in which there is the most complete harmony among the partners.

Make your school the Social, Literary and Art Center of the community.

SUMMER SCHOOLS.

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The Summer School for teachers has taken its place as a permanent part of the educational system of Maine. The increased interest shown each succeeding year gives evidence of the growing favor toward the Summer School on the part of our teaching force, while the great improvement in the quality of the instruction given proves that the teachers of Maine will be satisfied with nothing less than the best.

The object of the Summer School is to give technical instruction in special branches to which comparatively little time can be devoted in our common schools and also to familiarize the teacher with the best methods of awakening and sustaining interest and imparting instruction in the common English branches made most prominent in our public school curriculum.

Another one of its leading objects is to awaken in the teacher an enthusiasm in her calling and to beget and foster a professional pride among those who purpose to make teaching a life work.

Five of these schools of instruction were held during the summer of 1901, the towns of Waterville, Fryeburg, Foxcroft, Presque Isle and Fort Kent having been selected as the locations for the several meetings.

The schools were under the immediate supervision of the State Superintendent of Public Schools aided by a corps of eight competent instructors, all but two of whom were from institutions without the State. Each school excepting Fort Kent was in session two weeks and no tuition was charged in any school. The aggregate attendance was nearly nine hundred. To every one who attends any Summer School for at least three-fourths of the time during the session a certificate signed by the State Superintendent of Public Schools is awarded "as a testimonial of professional zeal and faithful attendance." To all who receive four of these certificates showing an attendance upon

four sessions of Summer Schools a handsomely engraved diploma is presented giving evidence of "meritorious work" on the part of the holder.

Instruction was given in Pedagogy, Elementary Psychology, Nature Study, Arithmetic, Language, Primary Methods, Music, Penmanship and Geography. In Arithmetic, Language and Geography the instruction was not so much confined to the technical facts and principles of the several branches, for with these the teacher was presumed to be familiar, but was devoted mainly to giving an insight into the best and most approved methods of teaching these several studies and the most modern plans of class work in the different grades of common schools.

In primary methods, the drill was quite thorough and was of great value to those in attendance who were engaged in the work in primary grades. The instruction in the general subject of Pedagogy was conducted by a Normal School teacher of long experience and was of a character to awaken renewed interest on the part of all who were fortunate enough to be present at the sessions. In Penmanship many teachers received a stock of new ideas in a branch which they had never pretended to teach with anything like method or system. The work in Nature Study and Music was of a character to interest all students and to open up a view of grand possibilities along those lines never before thought of by many teachers.

The bringing together in one school of nearly two hundred of the most wideawake and enthusiastic teachers of any section of the State cannot fail to beget renewed interest and pride in educational work, while the extended acquaintance formed and the exchange of ideas among so large a body of earnest workers must of necessity foster a greatly increased amount of professional zeal. Add to this the presence of a corps of skilled instructors, each eager to impart knowledge of the most up-to-date methods of class work in his or her specialty and the resulting condition is a school of instruction of two weeks duration which cannot fail to be of immense benefit to those teachers who are able and willing to avail themselves of its advantages.

These advantages may be briefly summed up as follows: The enthusiasm and professional pride aroused by the assembling together and interchange of ideas of so large a number of the most zealous of the teaching force; the technical study, under



specialists of wide experience, of branches to which our teachers have heretofore given comparatively little attention; the broadening of the mental horizon resulting therefrom; critical reviews of portions of common English branches in which the average teacher may be weak; an acquired knowledge of the most approved methods and devices used in class work in the most important of the common school branches; the awakening of an ambition and determination on the part of the teacher to be fitted more thoroughly for the grade of work she is doing and to become competent to advance to a higher grade; in a word the fostering on the part of the teacher, of a better professional spirit, an increased interest in her calling and a desire to do better work and to be in the front rank of the educational forces of our State.

With the opportunities now offered to the teachers of Maine to increase their equipment for the work of instruction and to add to the value of their services, those who neglect to avail themselves of the advantages offered will surely find their services considered of little value and soon dispensed with altogether.

## TEACHERS' INSTITUTES.

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Among the agencies that have been set in operation as aids to our educational system and in fact now recognized as a most important part thereof the Teachers' Institutes rank second to none. A brief, but consecutive history of the evolution of these Institutes may be found on page 103, *et seq.*, of this report. During the year just closed some sixty Institutes have been held, with an aggregate attendance of over 13,000.

This has been made up of parents, school officials, teachers and pupils. The growing interest in these meetings on the part of parents is evidenced by the increased attendance of this class from year to year and is most encouraging to those who are laboring for the education of the youth of our State. Not only are parents attending the meetings in larger numbers than ever before, but they are more easily induced to take part in the discussions and in many instances have prepared valuable papers on topics formerly discussed by professionals only. These papers, from a standpoint heretofore almost entirely neglected or overlooked, have been of immeasurable advantage both to teachers and pupils. While upon this topic it may be pertinent to state that these meetings are doing much to remove from the minds of parents the idea that their duties and responsibilities in school matters cease when they have provided tolerably well equipped schoolrooms, sufficient text-books, teachers and school superintendents. The closer relation between the parent and the school is largely the outcome of the Institute and is recognized by educational workers as one of the most hopeful signs of improvement in our public schools.

Teachers' Institutes in Maine have naturally grouped themselves in three distinct classes. First, those embracing a small number of contiguous towns; second, those taking in a moiety of a county and third, those including the county as a whole. These different classes of Institutes have come to be known by

their generic names and associations are organized and fully officered upon each of the several plans indicated. Experience seems to have demonstrated that associations formed from small groups of adjacent towns are more homogeneous, more capable of awakening interest on the part of the general public and productive of greater practical benefit to teachers and pupils than those organized upon either of the other plans mentioned. The reasons for this may be that in the smaller extent of contiguous area the teachers meet oftener and form more intimate acquaintance and hence are able to labor together more harmoniously and to formulate some plan for systematic work. Again, in the smaller group of towns, there exists a greater community of interest and a more general similarity of conditions than are found in organizations embracing a wider extent of territory.

The regular speaking force employed at Teachers' Institutes includes one professional, employed and paid by the State Superintendent of Public Schools under authority from the State, the Superintendent himself and such local talent as may be available among the school officers, parents, teachers and pupils embraced within the several associations.

The programs, prepared by the officers of the associations with the aid of the State Superintendent, include music and sufficient entertainment in a lighter vein to relieve the monotony of continuous professional work. The papers and lectures embrace the entire catalog of educational topics coming within the scope of the work set for the Institutes to accomplish.

A program, with names of speakers omitted is here appended in order to give an idea of the character of the work attempted.

FIRST DAY.

*Forenoon.*

- 9.30 Prayer,  
Address of Welcome,  
Response,
- 10.00 Address,
- 10.30 Primary Language Work,
- 11.00 Language in the Intermediate Grades,
  - (1). Picture Stories,
  - (2). Fairy Stories,
- 11.30 Question Box.

*Afternoon.*

- 2.00 Music,  
French in the Grammar School,
- 2.15 Some Helps to Correct Expression,
- 2.30 Address: Technical Grammar,
- 3.00 The Comparative Importance of English in High School  
Work,
- 3.15 Debate and Declamation,
- 3.30 Intermission,
- 3.45 Address: English Literature in the School.

*Evening.*

- 7.45 Music,  
Reading,  
Music,
- 8.25 Address: The Teacher's Endowment,  
Music.

## SECOND DAY.

*Forenoon.*

- 9.00 Singing—Chorus,
- 9.10 Business,
- 9.30 Some simple experiments in physics,
- 10.00 How to keep pupils up to grade,
- 10.30 Are we improving or deteriorating in the ability to spell?
- 10.50 Address,
- 11.30 Question box.

*Afternoon.*

- 1.30 Singing—Chorus,
- 1.45 Teaching exercise—A science lesson,
- 2.15 How to combat cigarette smoking,
- 2.45 Methods in arithmetic,
- 3.30 Union of schools for superintendence,
- 4.00 Music,  
Closing exercises.

Where an evening session is held, music and literary exercises of a character pleasing to the general public are introduced, together with an address upon educational topics by some speaker of wide reputation. These sessions have come to be

deservedly popular and the attendance is usually limited only by the capacity of the room in which the exercises are held.

The following circulars in relation to Teachers' Institutes have been issued by the State Superintendent.

## CIRCULAR NO. I.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## CIRCULAR NO. 2.

"Experience makes it clear that it is necessary to advise those having charge of County Teachers' Institutes as to what part of the expenses of these meetings will be paid by the State.

If the manuscripts of the programs for Institutes are forwarded to this office they will be printed and sent to the proper officers at the expense of the State. The State will also pay the postage on programs mailed to teachers and will pay the fees and expenses of speakers engaged by the State Superintendent. The above items indicate the extent of the responsibility of the State in paying the bills of the County Institutes.

Manuscripts of programs must be received at this office at least one week before they are needed for mailing to teachers.

Will you please notify me as soon as possible when you intend to hold the next session of your Association.

The department is prepared to send suggestions as to programs on application.

Those meetings have proved most successful in which the papers and talks have been brief, the speakers omitting introductory remarks and closing exhortations, and the president has devoted his energies to presiding, and the members of the Executive Committee have attended to distributing the programs and seating the audience.

I am convinced that you can render your association a great service by commencing each session at the time announced in the program, and not allowing the speakers on any topic to infringe upon the time which has been assigned to other subjects. I hope that you will allow ample time for the discussion of each question that admits of a general consideration by the members.

I shall be pleased to assist in any way that I can in making your next meeting a marked success."

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While, as has been said, these meetings have been the means of awakening much interest on the part of the public in matters pertaining to the schools, yet the old time apathy among parents was so deep and abiding that much still remains to be done in this direction.

When the majority of parents shall have arrived at that point where they will deem it important to look as carefully after the education of their children as they do after the training of a colt, then shall we begin to see encouraging indications of that improvement in our schools which the importance of the subject deserves.



SCHOOLS IN UNORGANIZED TOWNSHIPS.

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In the report of last year was presented somewhat in detail an analysis of the law of 1899, under whose provisions school privileges were brought to the children resident in the unorganized townships of Maine. The special local conditions which would necessarily affect the methods of procedure under the law were there fully described. In order to insure a clear understanding of the significance of the facts shown in the statistics presented in the following pages, it seems necessary to repeat here the analysis of the law and description of conditions given in last year's report.

The law of 1899 provides that, whenever in any unorganized township there are to be found resident two or more children between the ages of four and twenty-one years, and when the inhabitants of such township shall pay 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, for a period not less than twenty weeks in any one school year. In providing such schooling he may establish a school or schools within the township, or may provide for the transportation of such children to, or for their board in, a neighboring town, plantation or township, and for their instruction in the schools therein.

The State Superintendent is, also, authorized to appoint agents for the local management of school affairs in these townships, who are to make an enumeration of the inhabitants, and an enrollment of the children of school age therein, to collect the required per capita tax, to employ teachers, and to attend to all other necessary details in relation to the schooling of the children in the townships under their charge.

To defray the expenses incurred in carrying out the provisions of the law, are to be used the per capita taxes collected, the interest on funds in the State treasury derived from the lands

reserved for public uses in these townships, and so much as may be necessary of the annual special State appropriation made therefor.

The townships in which children have had the benefits of schooling under this law during the two years of its operation, may be roughly divided into two classes. Of the first class are those in which settlements have been made in the vicinity of stations along the railroads running through or reaching into the wilderness sections of the State. Some of these are peopled almost wholly by the employees of these railroads; others, in addition to the above, by the employees of manufactories which have been recently established along these railroads. Most of these settlements are without public roads connecting them with other communities. The dwellings are located along the railroad track, which is the only street, or are grouped about the mill buildings. In these mill settlements there are many transients, and young men without families, so that the number of children in proportion to the whole population is smaller than in the ordinary towns and plantations. In the larger number of these townships the people are English speaking. In a few, however, they are wholly or mostly of French extraction.

In the second class are townships on the borders of the agricultural areas of the State, or in the lumbering regions. The most of these are connected by fairly passable roads with neighboring towns. Some have been formerly organized as plantations, and, during the period of such organization, supported schools. With two or three exceptions in Aroostook county, and one in Piscataquis, the people are English speaking. They are generally poor or in moderate financial circumstances. Under conditions such as have been outlined, there must necessarily be a general lack of suitable school buildings, and of proper appliances for instruction. In some cases the schools have, of necessity, been held in parts of occupied dwellings, in others in unoccupied dwellings. Two schools have found their homes in chapels, in outlying mission stations of the Catholic church, one has occupied the attic over a store, one a lean-to of a stable, two have found accommodations in halls, and one in the dining-room of a large unused boarding house. Of buildings erected expressly for school purposes, several are log structures, and at least two of these are among those best adapted to school use

Most of the frame schoolhouses are roughly finished and rudely furnished.

Notwithstanding these primitive conditions, the results attained during the two years of the operation of the law, have been more than satisfactory, and those of the second and past year notably such, as will be evident from an examination of the following

## STATISTICAL SUMMARY.

	1899-1900	1900-1901
1. <i>Number, Population, etc., of Townships.</i>		
Number of townships reported.....	33	34
Population of townships.....	1,665	1,590
Number of children between 4 and 21....	722	623
Number of townships in which schools were maintained .....	27	27
Number united with others for school pur- poses .....	2	3
Number in which children were schooled in neighboring towns or plantations....	4	4
2. <i>School Enrollment and Attendance.</i>		
Number of children attending school....	414	467
Number schooled in neighboring towns..	17	19
Number schooled in home schools.....	397	448
Average daily attendance.....	353	366
Number of cases of tardiness.....	443	526
Number not absent one-half day.....	49	129
Number of visits of citizens to schools....	139	87
3. <i>Concerning Teachers.</i>		
Number of teachers who had taught before	22	24
Number who had not taught before.....	5	7
Average number of terms taught before..	5	6
Average weekly wages including board... \$5.12	\$5.12	\$5.62
4. <i>Classification and Studies Pursued.</i>		
Number of pupils in reading classes.....	368	387
Number in spelling classes.....	312	326
Number in penmanship classes.....	294	374

4. *Classification and Studies Pursued*—Concluded.

	1899-1900	1900-1901
Number in arithmetic classes.....	243	330
Number in grammar classes.....	85	156
Number in geography classes.....	129	183
Number in history classes.....	38	80
Number in physiology classes.....	36	15
Number in book-keeping.....	3	14

5. *Fiscal.*

Amount paid for salaries and board.....	\$2,232	\$2,759
Amount paid for transportation.....	191	140
Amount paid for tuition.....	36	62
Amount paid for board of children.....	84	108
Amount paid for fuel, janitor's services, etc .....	39	55
	<hr/>	<hr/>
Total paid for instruction.....	\$2,582	\$3,124
Amount paid agents for services.....	411	425
	<hr/>	<hr/>
Total expenditures for the year.....	\$2,992	\$3,549
Amount paid from per capita tax.....	332	389
Amount paid from interest on reserved lands .....	1,166	1,274
Amount paid from State appropriations..	1,495	1,886
	<hr/>	<hr/>
Total .....	\$2,993	\$3,549

## ANALYSIS OF STATISTICS.

1. It will be noticed that, while the number of townships brought under the operation of the law last year was one larger than in the preceding year, the population of those townships was seventy-five less, and the number of children in them ninety-nine less. These apparently anomalous conditions are due to the fact that six of the townships in which schools were supported the first year, were without schools the past year. In two of the six the removal of families left no children to be schooled; in one no suitable place for holding a school could be procured; in one local misunderstandings and jealousies prevented the raising of the necessary per capita tax; in one the poverty and shiftlessness of the inhabitants made the collection of the tax practically

impossible, and in the sixth no one in or out of the township, could be found interested enough to act as agent and make the necessary local arrangements.

2. But while the number of children enrolled was 99 less than in the preceding year, the number attending school was 53 larger, the average daily attendance 16 larger, and the number of children not absent from school one-half day was 80 larger. In view of the conditions existing in many of these townships—the distance which many of the children were compelled to travel to reach school, in many cases over the roughest of roads, or paths through fields and pastures, these facts are remarkable. They prove the existence of a deep parental interest in the schools, and indicate that the work done in them was attractive to the children despite the unattractive conditions under which it had to be done.

3. Among the instructions given to agents regarding the performance of their duties was this: "In employing teachers seek first to get good ones and next to get them at a reasonable rate." The statistics showing the grade of teachers employed the past year, would seem to indicate that agents had very carefully observed that direction. Out of the 31 different teachers employed in the 27 schools maintained during the year, 24 had had a previous experience of an average of six terms each. This is as large an average of experience as will be found possessed by the teachers of the rural schools throughout the State. The changes of teachers during the school year were much fewer than the average in the State. Moreover, the wages paid were quite equal to the general average for rural schools in the towns. All of these facts serve to prove, what inspection has disclosed, that the methods of instruction pursued in these schools were at least on a par with those followed in the best of the rural schools of the State at large.

4. The group of statistics showing the comparative scope and character of the course of instruction in these schools, gives evidence of marked improvement in the work of the last year over that of the year preceding. Especially significant are the increases in the number of pupils in the arithmetic, grammar, geography, and history classes. It is evident that, while the course of instruction in these schools is as yet necessarily very elementary in scope, it will not take many years of such work as

has been thus far done, to put them on a level with those in the older and more favored sections of the State.

5. The increases shown in all save one of the items of expenditure for the maintenance of these schools, were to have been anticipated. The largest of these increases, that in salaries and board of teachers, is about half due to increase in average weekly salaries paid, and the balance to the fact that all but one of the schools of the year continued the full period of 20 weeks, while several of those of the preceding year had only single terms of ten or twelve weeks. The entire cost of supervision and instruction, \$3,549, is an average of \$104.40 per township and of \$7.60 per scholar schooled. For the common schools of the State at large the latter average was, for the same year, about \$9.90. It may be fairly claimed, therefore, that there has been no wasteful expenditure of public money in the management of these schools during the two years reported. Indeed, much praise would seem to be due to the local agents in charge, to whose wise and careful management is due not only this economical expenditure, but the entire success of these schools.

#### CONCLUSION.

The deductions made in the foregoing analysis or statistics, have been fully substantiated by State inspection of a majority of the schools established, made during the two years. The depth and efficiency of local interest has been learned through intercourse with the parents and leading people in the settlements visited. It has been evident in the results of their efforts to give their schools fit accommodations. It has shown itself in incidents evidencing their self sacrificing spirit in fitting their children properly for school, in often doing without their needed help at home, in getting them to school when distance or weather conditions made help necessary, and in helping them in their studies at home. Agents have been found interested in, and earnestly working for, the success of the schools under their charge, often giving time and effort freely, and finding sufficient recompense in witnessing the successes attained. Teachers have been found skilful in adapting methods to peculiar conditions, full of enthusiasm in their work, cheerfully making the best of

rude surroundings, and doing educational missionary work in the true spirit of devotion and self sacrifice.

In view of the facts disclosed in statistics and learned from inspection, there can be no question of the success already attained in this new educational department carrying school privileges to these pioneer settlements. Attained success is a warranty of larger future success along the same lines of effort. Indeed, enough is now known regarding these results during the current year, to warrant the prophecy that the statistics for the year will show remarkable gains in almost every particular. No wiser and more beneficent legislation has ever found place in our statutes than the act of 1899, with the amendments thereto made in 1901, making provision for the schooling of children in unorganized townships.

The following table exhibits in detail the statistics of the schools in each of the townships in which they were maintained during the school year ending April 1, 1901.

**SCHOOL STATISTICS, UNORGANIZED TOWNSHIPS, FOR THE YEAR ENDING APRIL 1, 1901.**

Designation of Township.	County of location.	Persons resident in township.	Number of children, 4 to 21 years of age.	Number attending school.	Average attendance.	AMOUNTS EXPENDED FOR						EXPENDED FROM			
						Salaries and board of teachers.	Transportation of scholars.	Board of scholars.	Tuition of scholars.	Fuel, janitor, supplies, etc.	Total.	Per capita tax.	Interest on reserved lands.	State appropriation.	Total.
No. 17, R. 4.....	Aroostook....	103	65	30	30	\$52 54	-	-	-	-	\$52 50	\$23 50	\$29 00	-	\$52 50
A, R. 5 (Moluncus).....			79	33	20	12	117 50	\$70 00	-	\$7 00	-	194 50	19 75	103 72	\$71 03
No. 9, R. 5.....	Aroostook....	25	11	5	4	130 00	-	-	-	-	130 00	6 25	13 21	110 54	130 00
No. 1, R. 2 (Redington).....	Franklin....	41	14	13	12	36 00	-	-	-	-	36 00	7 75	10 42	17 82	36 00
No. 4, R. 3.....	Franklin....	31	13	11	10	126 25	-	-	-	-	126 25	7 75	-	118 50	126 25
No. 2, R. 7 (Skinner).....	Franklin....	100	35	18	15	170 00	-	-	-	-	170 00	25 00	17 19	127 81	170 80
No. 2, R. 8 (Lowelltown).....	Franklin....	100	35	11	10	110 80	-	-	-	-	110 80	25 00	-	85 80	110 80
Washington.....	Franklin....	21	7	5	4	-	43 50	-	-	-	43 50	5 25	-	38 25	43 50
No. 7.....	Hancock....	27	7	5	4	-	-	-	16 80	-	16 80	6 75	-	10 05	16 80
No. 32.....	Hancock....	13	4	4	4	100 00	-	-	-	-	100 00	3 25	42 00	54 75	100 00
No. 39 (Riceville).....	Hancock....	74	21	21	16	163 20	-	-	-	\$18 21	181 41	15 00	78 67	87 74	181 41
Andover North Surplus.....	Oxford....	19	6	4	4	54 00	-	-	-	-	54 00	4 75	21 30	27 95	54 00
Letter C (Middle Dam).....	Oxford....	6	4	4	4	119 00	-	-	-	-	119 00	1 50	22 20	95 30	119 00
No. 1, N. D. (Summit).....	Penobscot....	31	14	6	5	110 00	-	-	-	-	110 00	7 75	34 18	68 07	110 00
No. 1, R. 7 (Grindstone).....	Penobscot....	34	9	4	4	-	-	\$81 00	-	-	81 00	8 50	41 19	31 31	81 00
No. 2, R. 6.....	Penobscot....	47	26	16	12	119 00	-	-	-	-	119 00	11 75	27 58	79 67	119 00
No. 3, Ind. Pur. (Millinocket).....	Penobscot....	442	172	167	116	134 00	-	-	-	-	134 00	110 50	-	23 50	134 00
No. 4, Ind. Pur. (Birchville).....	Penobscot....	40	12	15	12	105 00	-	-	-	-	105 00	10 00	24 65	70 35	105 00
No. 5, R. 7.....	Penobscot....	7	4	4	3	-	-	-	37 84	-	37 84	1 75	-	36 09	37 84
No. 5, R. 13 (Chesuncook).....	Piscataquis..	56	20	10	9	195 00	-	-	-	-	195 00	14 00	73 41	107 59	195 00



No.1,R.1,(Taunton&Raynham)	Somerset	12	5	5	5	63 00	-	-	-	-	63 00	3 00	60 00	-	63 00
No. 1, R. 3, (Carrying Place)..	Somerset	25	9	4	3	-	27 00	-	-	-	27 00	6 25	5 26	15 49	27 00
No. 1, R. 4, (Bowtown) . . . . .	Somerset	7	2	*6	5	65 00	-	-	-	-	65 00	1 75	26 10	37 15	65 00
No. 1, R. 5, (Moxie Gore).....	Somerset	18	7	7	6	92 50	-	-	-	-	92 50	4 50	29 39	58 61	92 50
No. 1, R. 7, (Sapling) . . . . .	Somerset	19	5	4	3	80 00	-	-	-	-	80 00	4 75	75 25	-	80 00
No. 1, R. 1, Strip, (Rockwood)	Somerset	67	21	18	11	77 50	-	-	-	-	77 50	18 00	59 50	-	77 50
No. 3, R. 1, (Long Pond)....	Somerset	63	23	17	14	130 00	-	-	-	-	130 00	15 75	22 23	92 02	130 00
No. 6, R. 1, (Holeb) .....	Somerset	20	5	5	4	95 00	-	-	-	-	95 00	5 00	74 85	15 15	95 00
Million Acre Gore . . . . .	Somerset	8	5	5	5	80 00	-	-	-	-	80 00	2 00	-	78 00	80 00
Sand Bar Tract.....	Somerset	10	2	2	3	-	-	27 50	-	-	27 50	2 50	-	25 00	27 50
Tomhegan .....	Somerset	5	3	3	3	Included	in No. 1, R. 1, Strip	-	-	-	-	-	-	-	-
No. 1, R. 2, (Dyer).....	Washington	27	16	15	12	140 80	-	-	-	80 12	170 92	6 75	151 00	13 17	170 92
No. 18, E. D . . . . .	Washington	13	6	5	5	92 50	-	-	-	6 65	99 15	3 25	49 50	46 40	99 15
		1,590	623	467	366	\$2,758 55	\$140 50	\$108 50	\$61 64	\$54 98	\$3,124 17	\$389 25	\$1,091 80	\$1,643 12	\$3,124 17

\* Children from Carrying Place included.

## EXAMINATION FOR STATE CERTIFICATES.

The fifth annual examination of candidates for State certificates, under the present plan was held Friday, August 23, 1901. The places at which the examination was held were as follows: Auburn, Augusta, Belfast, Bethel, Boothbay Harbor, Brooklin, Brownfield, Calais, Canaan, Eastport, Ellsworth, Freeport, Fort Kent, Foxcroft, Greenville, Harrington, Houlton, Lincoln, Newcastle, North Anson, Orono, Presque Isle, Pittsfield, Rockland, Sanford, South Paris, Van Buren and Waterville. These places were selected as easily accessible to candidates who had registered on or before August 10.

The number of candidates who registered for the examination by submitting preliminary examination reports, was 295. Of these 45 failed to appear. The number taking the examination, therefore, in whole or in part, was 250. Of these, 53 failed either to complete the examination, or to obtain the required rank in one or more subjects. The number of certificates awarded was, therefore, 197. A succinct but comprehensive exhibit of the results of this examination will be found in the following tabulated statement.

County.	Number examined.	Number passed.	Number failing to pass.	Failed to pass because of		Grade of certificates.				Period for which certificates were granted.			
				Defective rank.	Incomplete examination.	Public school.	Grammar or common school.	Common school.	Primary or common school.	Life.	Five years.	Three years.	One year.
Androscoggin .....	6	6	-	-	-	2	1	-	3	2	-	-	4
Aroostook .....	55	42	13	-	9	-	9	16	16	6	10	9	17
Cumberland .....	5	5	-	-	-	-	-	4	1	1	1	1	2
Hancock .....	31	24	7	-	7	-	1	14	8	6	3	5	10
Kennebec .....	17	15	2	-	2	-	-	9	5	1	4	2	2
Knox .....	9	3	6	-	6	-	-	2	1	-	3	-	-
Lincoln .....	13	12	1	1	-	1	3	4	4	3	5	3	1
Oxford .....	28	22	6	4	2	1	7	4	10	5	2	6	9
Penobscot .....	20	15	5	4	1	1	4	6	4	3	6	1	5
Piscataquis .....	6	6	-	-	-	1	-	4	1	2	2	1	1
Somerset .....	17	10	7	5	2	1	1	7	1	2	1	4	3
Waldo .....	8	8	-	-	-	-	5	2	1	5	-	2	1
Washington .....	20	17	3	2	1	1	2	6	8	4	5	1	7
York .....	15	12	3	3	-	-	4	4	4	2	6	2	2
Totals .....	250	197	53	37	16	10	48	77	62	51	45	37	64
Totals, 1900.	316	261	55	18	37	14	72	101	74	51	69	69	72

From the smaller cities, villages and rural towns have come the supply of candidates for these examinations. Here are to be found teachers in graded systems who are ambitious for better positions, which are to be won through growth in efficiency in their present positions, and who have not become self satisfied plodders in mechanically ordered systems of instruction. Here are to be found workers in the rural schools, who are ambitious for places in graded systems, and are striving to fit themselves in scholarship and professional knowledge for such places. Here are to be found those who are just entering upon their work, and are ambitious to make reputations for efficiency that will help them to higher positions. To these three classes of teachers the State examination reveals their strength and their weaknesses, and serves to inspire them to, and direct them in, the acquiring of fuller fitness for future work. For all of these the State certificate is evidence of present attainments and is the best credential of worth which the possessor can present when seeking new positions. Evidence of the correctness of these statements is found in the foregoing statistics relating to grades of certificates issued, and periods through which they extend. Those of the first and second grades issued for life or five years, went very generally to candidates of the first class described; those of the third grade, for three years, largely to candidates of the second class; and those of the fourth grade for one year, almost wholly to candidates of the third class.

In view, then, of the fact that the probable sources whence candidates may be expected in the future, will be the same as in the past; that only the best equipped and most ambitious of each class of candidates will subject themselves to the required test of fitness for State certificates; and that the number of those holding such certificates, in proportion to the whole number of teachers needed in the schools, is constantly increasing, it was and is to be expected that the number annually presenting themselves for examination must gradually decrease till a certain minimum is reached. There are evidences that this minimum has been nearly reached—that in the future the number of candidates annually appearing for examination, will not be much on either side of 250.

Besides the 197 new certificates issued this year, 62 of those previously issued, which had ceased to be valid by expiration of

the periods for which they were originally made good, have been renewed for periods the same as of original issue. In effect, then, the whole number of certificates granted this year is 259. The whole number of candidates examined during the five years is 1,720; and of certificates issued, 1,438. Of these, 435 have ceased to be valid by expiration of periods for which they were issued, and have not been presented for renewal. Hence 1,003 State certificates are now in possession of the teachers of Maine. In other words, one in every six of all our public school teachers has full authority to teach anywhere in the State without being subject to local examination, or required to hold certificates bearing the signatures of local school authorities.

In conclusion, what was said in last year's report regarding the results of the State examination may be here repeated without modification; that, in its present optional form it has proved more of a success than was anticipated when the law authorizing it was enacted. How largely successful it has been in securing the results sought for in inaugurating it, is only imperfectly shown by facts herein stated. Its influence as inspiring teachers to better preparation for their work by the attaining of wider and more accurate scholarship, of larger professional knowledge, and of all the acquirements which make for the highest success in teaching, has been larger and had wider reach than is indicated by the number of those who have sought certificates. That hundreds of others have felt that influence and have striven or are striving to fit themselves to meet successfully its tests, is known from convincing evidences which can not be stated in numerical form. Herein the hoped-for end and purpose of it, as planned and carried forward from the beginning is being reached in larger measure than is evidenced by any statistics which can be collated and presented; for every teacher turning thought and effort toward preparation for the State examination thereby gains in efficiency in actual teaching, and the schools get the benefit of such thought and effort. In short, the State examination has more than proved its great utility, and has passed beyond the stage of experiment into that of an essential agency for the bettering of our present and future public school system.

MAINE FEDERATION OF WOMEN'S CLUBS.

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The report printed below was prepared by Mrs. Frank B. Clark of Portland, Chairman of the Educational Committee of the Maine Federation of Women's Clubs.

The document indicates that the committee has made careful studies of existing conditions and is prepared to render intelligent assistance in improving the public schools. The work done reflects the highest credit on those having the matter in charge. The Department takes pleasure in expressing its most cordial appreciation of the service rendered the cause of education by the women's clubs of the State.

It is apparent that a large number of our influential women are thoroughly in earnest in these labors, and it is but reasonable to expect that the future will show even more gratifying results than are presented in this paper.

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REPORT.

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Your committee firmly believe that every club belonging to the M. F. W. C. ought to have sufficient interest in the great principle on which the Federation is founded, viz., Education, to devote at least one afternoon during the year to up-to-date educational subjects. The members should be prepared to discuss the vital questions of the day affecting the cities and towns, the schools, the teachers and the children in their midst, plan and execute, see that conditions are bettered, see that the standard is raised, for "we pass but once this way" and we want to do something worth the while. We hear someone say "not a member of our club has a child, why should we be interested in school matters?" The world is full of children and it is the duty of the

clubwomen to see that they are well educated and prepared for the duties of life by giving them the very best public schools, the very best teachers, the very best all-round conditions. No club can afford to ignore the public school and omit an educational afternoon on its program; your own life will be broadened and the whole State will feel the influence. Indifference is one of the cardinal sins, one to which it is very easy to fall a victim; we hope no club belonging to the Maine Federation will next year be guilty of indulging in it. The State Superintendent of Public Schools has shown a great interest in the work of the committee and a synopsis of the work done by the clubs, prepared by the chairman has become a feature of his *Annual School Report*. In his latest report he said "The department takes great pleasure in giving an outline of the work done by the women's clubs of this State in improving the public schools. 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." Many hundred leaflets issued by the State Department have been distributed by the Educational Committee of the Federation. We should and do work side by side with the State Superintendent.

State Librarian Carver reports sixty travelling libraries against forty-two last year. In his last report he says "The passage of the travelling library bill by the last Legislature was very largely owing to the efforts of the women's clubs of the State. Had it not been for their enthusiastic and able support of the measure this important piece of legislation would not have been secured."

Vacation schools were not taken up as we hoped they would be. The subject did not seem to appeal to the women generally; in many instances that can be explained, as due to the location, there not being a demand for them in the small places where many of our clubs are found. Three summer kindergartens were supported in Portland this year by the Pine Tree Kindergarten Association. Many of the clubwomen of the city contribute both time and money toward their support.

Several towns reported school savings banks in use with good results. Westbrook has had them in operation for two years. In Portland they are in use in two schools. In the North school the system was introduced by Mr. Parmenter the principal. There are 1,150 pupils including the kindergarten.

In primary and grammar 1,090 with three hundred depositors, and two hundred and fifty have become bankers. They commenced October 9, 1900, to receive deposits, from October 15th to February 28th in one room \$100.00 were deposited. The total in January, including primary and grammar, was \$272.36, the best month. Total amount deposited to February 28th, \$705.00. The banks are very kindly disposed, they give the pupils prompt attention and two windows at which to transact their business. The principal, Mr. Parmenter, has each one present his own book and money, to teach him proper business methods. At the Portland Savings Bank two hundred books for scholars have been furnished. They also go to the Maine Saving Bank and Portland National Bank. One of the women on our school board introduced savings banks into the Chestnut school in Portland, and since February 4th primary grade pupils have deposited in the bank \$110.28, now on hand \$65.25, total \$175.53. The pupils deposit with the teacher until his deposits amount to \$1.00, then they go to the bank with the principal and make their deposits. The teachers at this school speak favorably of the system and think it an advantage to the children. In Westbrook it is connected with a Manual Training School which includes the three grammar grades and is under the direction of the principal of the Sloyd School and his wife.

Many clubs have reported an interest in Nature Study and have devoted one afternoon the past year to this fascinating subject. The Clubs are very generally interested in school room decorations and need no urging in this direction. Just a word of caution. *Art* is not complete, there is opportunity for improvement along this line. Select with care, be governed by quality rather than quantity.

Sewing is taught in several places in the State, in the grammar, intermediate, primary and kindergarten. One club thought it was not necessary in their town "as the children all came from homes where they are taught sewing and cooking by their mothers." Happy, fortunate children.

Manual training is taught with most encouraging results in many places in the State. Westbrook has a very enthusiastic school. Lewiston has one also for the grammar grades and one year for the high school pupils. Portland has just erected a

much needed building for manual training ; it is taught in the 7th, 8th and 9th grammar grades and one year to the high school pupils, the latter being a new rule this year.

Through the efforts of a woman on our school board, Mrs. Geo. B. Bagley, seconded by the other two women on the board and the Woman's Literary Union, a large sunny room has been set aside in the new manual training building in Portland for a cooking school. It is fully equipped and in every particular an up-to-date apartment. Mrs. Bagley began several years ago, when an officer in the W. L. U. to agitate this subject. She and her co-workers have at last succeeded in arousing the school board to the importance of teaching cooking in our public schools, thereby making possible the room above mentioned. The school has been in operation three weeks and is for the 9th grammar grade, from 10 to 12 A. M. and from 2 to 4 P. M. The classes number some 276 pupils. The Woman's Literary Union voted \$300 to the school.

#### CARE OF THE SCHOOL ROOMS AND SANITATION.

In many instances the clubs reported both "all right." How much actual knowledge on the part of the clubwomen that represents your committee is in doubt. When the question was framed, "Is your club informed as to the sanitary condition of the school buildings in your vicinity and the care taken of the school-rooms?" we wanted it answered after a *personal* investigation. In a few instances we know that was given. A few clubs answered the "Board of Health report conditions as they should be." Alas some of us have had experience with that body. It is not infallible. We do not think of leaving the spring and fall cleaning in our rooms to the male members of the family ; why then should they be left to attend wholly to that larger home, the city or town. Women are the natural cleaners up, if we cannot be members of the Board of Health, we can create a sentiment in favor of having the work properly done and it is our duty to know that it is done. One club sent word that it had done so much in that direction that it was notorious, enviable reputation!

In response to the question "How can our club best help the public schools in our city or town," some good suggestions were



received. Viz., by visiting the school, by making the teachers and pupils feel that you have a real interest in them, by visiting them in their homes and by inviting them to our homes, by patronizing entertainments and lectures gotten up by and for the teachers, by decorations, by contributing funds for extra books needed, by creating a sentiment in the city or town for every thing good for the schools, by inviting the teachers to attend lectures and socials, thus giving them something outside the daily routine of school work. One club replied "The best way the club can help the public schools is by using its influence to keep politics out of the school-board;" would that we could report that in every city and town in the State the school-board and politics were not on speaking terms. Another club sent word the best work they had been able to do was to put a woman in as Superintendent of Schools and to keep her there, although many of the men do not like it. A few clubs sent word they were not interested in the lines touched on by the circular, they much preferred to keep to literary lines wholly. *Self-culture* is all right if you do not carry it too far and let it take the place of *help-culture*.

Your committee recommend a more careful study of our own country and State, get all the knowledge you can from the past to help in the present, but remember you are first of all, Americans. Three clubs sent word that their members were working to furnish rooms in the *Home for Friendless Boys*.

Another reported having done much to improve the condition of the schoolhouse in the town; they cleaned it, put pictures on its walls and purchased an organ for the school; noble record for a small club in a small town. Another club reported having contributed toward the purchase of a piano for the High School. One club sent word "they did not do much to help; they only invited the children in the vicinity to listen to a professional story-teller and to a talk on birds." Many other clubs might do the same thing.

In a private letter from a well-known club, the writer said, "I obtained many suggestions from the educational circular sent our club and for the coming year we are to take up nature-work, child-study, domestic economy, art, education and music. We maintain a Maternity Basket for needy mothers, have social afternoons, inviting parents of the children in the schools. We

are to give a Christmas tree for our children, requiring them to invite poor children. During the year we have public lectures by doctors, ministers, and celebrated people from out of town. We have a library of forty or fifty volumes; the membership fee, including use of library, is only twenty-five cents, thereby enabling the poor mothers whom we are trying to reach, to take advantage of the privileges of the club. We also assisted in obtaining the enforcement of the curfew law and other measures for the public good." Such reports strengthen our faith in the club and its true mission and in the belief that the ideal club of the future will be the one that reaches out forgetting self. From the eastern part of the State a club reported having been instrumental in establishing two schools among neglected children in the outlying districts. Another eastern club sent word that two lectures were given under the auspices of the club to which complimentary tickets were sent to teachers of the public schools; ten dollars appropriated to school-room decoration, ten dollars to Traveling Libraries, two of which were sent out, a third boxed and ready to send and, through the club, a fourth was sent, where the people paid for it themselves. At the close of the year there being a surplus in the treasury, it was voted to give twenty dollars to the Woman's Association, the Free Library of the place and to the art department of the club in the city.

On the subject of expensive graduations many opinions were expressed, some felt that it should be left with the parents to decide, others declined to give any opinion, while a majority of the clubs heartily endorsed the views of the committee and in some places steps have been taken by the school-board toward reducing the expenses.

Every club favored the suggestion in regard to the study of the English language. The Bangor Kindergarten, as usual, has supported the Educational Committee, a member of that club was once chairman of that committee and knows by experience the work it has to do. Saco gave the circular much attention, more than any other place. The Educational and Industrial Union held an evening meeting to which the gentlemen were invited, and papers and discussions on the subjects suggested were furnished, and a great interest aroused. The Mt. Holyoke Alum-

nae, although holding but one meeting a year, having for its object to further the interests of the college, sent word "they knew no better way to help the college than by helping the public schools along the lines suggested by the Educational Committee." In twin cities well known to all, the Union of Clubs succeeded in getting the salaries of the public school teachers raised, also five public kindergartens opened and gave financial aid to the Teachers' Institute in the county where the clubs are located.

In many ways your committee can see an improvement over last year and we feel that the report we have presented is encouraging. We commend the earnest enthusiastic clubs for all they have done, the indifferent clubs we urge to action and repeat the advice of last year "be not only good, but good for something." To the eighth recommendation on the circular, "that clubwomen be more business-like in their methods, punctual in keeping engagements and prompt in correspondence" we call the attention of all.

## NORMAL SCHOOLS.

The following tabulation exhibits the statistics of attendance in the State normal schools of Castine, Farmington and Gorham for the year 1900—1901.

## COMPARATIVE SUMMARY.

COMPARATIVE SUMMARY.					LARGEST ATTENDANCE.	
School.	Year ending.	Number entering.	Number graduated.	Average attendance per term.	Number.	Term.
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	
Castine .....	June 4, 1901....	115	54	158	178	Spring.
Farmington .....	June 13, 1901....	115	42	137	166	Winter.
Gorham.....	June 19, 1901....	71	61	147	152	Winter.
Totals.....	.....	301	157	442	496	

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 set forth in detail.

CASTINE, MAINE, JUNE 4, 1901.

*To the Trustees of the State Normal Schools:*

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

## ATTENDANCE.

Number entering the school .....	114
Number attending the fall term .....	134
Number attending the winter term.....	162
Number attending the spring term .....	178
Total attendance for the year .....	474
Number graduating from the regular course .....	50
Number graduating from the advanced course .....	4

## TEACHERS.

The teachers have been: Albert F. Richardson, A. M., principal; assistants, Edward E. Philbrook, M. D., Nellie F. Harvey, Kate S. Russell, Joel W. Reynolds, Mary C. Richardson, and Mabel P. Ridley in the normal school; Mabel F. Simmons, critic teacher, Mary B. Bills, in the model school, and Bert N. Allen in the grammar school. I recommend the re-election of all the teachers.

I recommend that Mr. Reynolds' salary be increased fifty dollars, Miss Ridley's fifty dollars, and that Dr. Philbrook's salary be increased, and he be given full charge of the vocal music, taking also such of his present classes as time permits.

## THE YEAR'S WORK.

The school has been a little larger in point of numbers than last year. The general conduct of the pupils has been excellent, and nearly every one connected with the school has done good and faithful work.

We are not able to supply the call for teachers who are graduates. The school building has been kept in fine condition by the janitor and we have never had a more pleasant and successful year.

## NEEDS.

The generous appropriation of the last Legislature will give us many needed repairs and improvements. We need more room, and I am confident the time will come when it will be necessary to enlarge the present building or erect another smaller one for the use of the school. There is no separate room for the principal, and we need another recitation room.

Instead of using the village grammar school for a practice school it will be necessary, sooner or later, to adopt the plan in use at some other schools and obtain full control there, or else establish a grammar school of our own.

I am reluctantly forced to confess that the present arrangement is far short of perfection.

I renew my recommendation of last year that there be elected a clerk whose duty shall be to care for the libraries, text-books and reading room, collect the incidental fees and keep the accounts, use the typewriter and duplicators for the preparation of examination papers and topics, and, in short, to serve as a general secretary.

#### DIPLOMAS.

I recommend that diplomas be granted to the following persons:

*Advanced Class*—Carrie M. Crosgrove, Castine; John L. Hooper, Castine; Loren O. Teel, Port Clyde; Wilbur C. York, Vinalhaven.

*Regular Course*—Mabel A. Bacon, Unity; Louise A. Bates, South Brooksville; Julia M. Chase, Swanville; Anna S. Christensen, Salmonhurst, N. B.; Emma B. Christensen, Salmonhurst, N. B.; Eva M. Cook, Monroe; Kathryn C. Cochran, Frankfort; Edwin S. Conner, Castine; Martha E. Davis, Islesboro; David E. Dolloff, Monroe; Nellie M. Douglass, Bluehill; Katherine R. Durgin, Islesboro; Phebe M. Durgain, North Sedgwick; Myra E. Eddy, Exeter Mills; Georgia N. Emery, Salisbury Cove; Joseph H. Farewell, Thorndike; Mabel S. Fish, Wiscasset; Persis L. Fowler, Goodale's Corner; Grace R. Gilkey, Dark Harbor; Mary L. Gray, Northeast Harbor; Frank S. Grindle, Islesboro; Gertrude L. Gross, Oceanville; William D. Hall, Rockland; Lizzie M. Harmon, Thorndike; Elva L. Hasty, East Thorndike; Adelaide Hatch, Islesboro; Letitia A. Hatch, Islesboro; Sadie E. Jarvis, Surry; Emma D. Johnston, Washington; Ava L. Keller, Appleton; Benjamin H. Keller, Appleton; Vivian I. Kenniston, Amherst; Mildred D. Knowlton, Sunset; Maude L. Knowlton, City Point; Alice M. Lane, Oceanville; Addie A. Leach, North Bluehill; Alice J. Lord, Charleston; Horace B. Luce, South Newburg; Grace D. Ludwick, Rockland; Elmira E. Lufkin, East Orrington; Blanche M. Magee, Columbia Falls;

Harriet R. Mann, East Orrington; Hattie E. O'Brien, Thomaston; Carrie E. Parker, Castine; Frank E. Poland, Washington; Edith M. Stevens, West Brooksville; Lulu M. Thompson, North Searsmont; Wilda L. Vose, Belfast; Nettie E. White, Burlington; Avis L. Woods, Knox Station.

Respectfully submitted,

ALBERT F. RICHARDSON.

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FARMINGTON, ME., June 13, 1901.

*To the Trustees of the State Normal Schools:*

GENTLEMEN: I have the honor to present my eighteenth annual report. The following are the figures for attendance of pupils for the year past:

Number entering .....	115
Number attending first term .....	108
Number attending second term .....	166
Number attending third term .....	148
Number of different pupils .....	240
Number graduating .....	42

The teachers for the year have been: Geo. C. Purington, A. M., principal; assistants, Wilbert G. Mallett, A. B., Hortense M. Merrill, Harriet P. Young, Julia W. Swift, Nellie A. Skinner, Eliza T. Sewall; critic teacher and principal of the model training schools, Lillian I. Lincoln; assistants in model schools, Gertrude A. Williams, grammar grade, Edith H. Vinal, intermediate grade, Grace M. Goodwin, primary grade; teacher of music, Mrs. Mittie T. Wade.

The work of the year has been pleasant and up to its usual standard of excellence. The graduating class we regard as one of more than usual strength and earnestness. More than half of the class already have fine positions for the coming year. The fact that by my records we have not been able to supply quite half the calls for teachers during the year, would seem to indicate that active measures should be taken to increase the attendance.

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

NAMES OF THE CLASS OF 1901.

Genieve Reed Barrows, Greenville; Florria Melvina Bishop, Leeds Center; Clara Field Capen, Eastport; Vesta Edith Chadwick, Houlton; Mattie Pena Clark, Waterville; David Herman Corson, East Madison; Nina Louise Davee, Greenville; Harriet Maria Davis, New Portland; Clara Evelyn Eldredge, Clinton; Della May Foss, Turner Center; Eva May French, Linneus; Minnie Burns Frost, Kennebunk; Annie Pennell Fuller, Farmington; Cleveland Edson Giles, East Boothbay; Elizabeth Rebecca Gillette, Boston, Mass.; Bertha Lois Goggin, West Peru; Eudora Wadsworth Gould, North Bridgton; Lubelle Mae Hall, Warren; Lillian Forest Harlow, Farmington; Mabel Eltinge Harlow, Farmington; Dora Mae Hillman, Bangor; Josephine Mae Holman, Farmington; Mabel Eldora Hunter, Farmington; Edna Mary Lovejoy, North Chesterville; Jane Augusta Manter, West Farmington; Emily McFadden, Cedar Grove; Martha Jane McPhail, Thomaston; Ethel Luella Morrill, Cornville; Mary Eleanor Odell, Allen's Mills; Maud Woodbury Parker, North Pownal; Winifred Maria Pearson, Guilford; Winfred Wentworth Pullen, Monson; Dudley Bailey Purington, Farmington; Ethel May Purinton, Topsham; Clara Edna Purvis, Patten; Louise Whitney Richards, Belfast; Percy Clinton Robinson, Warren; Mary Teel Simmonds, Tenant's Harbor; Lucy Weston Smith, Vinalhaven; Laura Annie Strout, Empire; Mary Elizabeth White, Bridgton; Sara Winifred Young, Greenville.

After fourteen years of faithful and efficient service Miss Young resigns to assume other duties and obligations. Only one other assistant teacher in the history of the school has been connected with it longer, and no one, I am sure, could be more loyal to the interests of sound education and thorough professional training. Her influence in those directions, as well as in the higher one of character building cannot easily be overestimated.

Miss Merrill asks for leave of absence for a year for rest, travel and study in Europe. I trust it will be granted, and that



she may return to her place of wide usefulness, faithful service, and brilliant success.

Miss Swift resigns to spend a year in Europe in preparation for another class of educational work. She has been connected with the school in different capacities nine years, and in all her work has not been excelled in devotion and intelligence. It ought to be possible for the State to retain the services of such teachers.

The addition of the new lot purchased by the liberality of the last Legislature gives us a most desirable addition to the play ground for the children, and our new piano fully satisfies a long felt need, and is a valuable addition to the working apparatus of the school.

Our most pressing needs in the line of text-books have been supplied by your appropriation. We still need books, and that need is the one that should be first met in future appropriations. I must again repeat my request for an additional model teacher. I do not see how we can do justice to the children without one. We also need more philosophical apparatus and furniture.

Respectfully submitted,

GEO. C. PURINGTON.

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STATE NORMAL SCHOOL, GORHAM, ME., June 19, 1901.

*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 19, 1901.

Number entering .....	71
Number graduated .....	61
Attendance at each term—	
Fall term .....	141
Winter term .....	152
Spring term .....	148
Average .....	147
Largest .....	152

## TEACHERS.

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

Unity of purpose, with friendly difference in methods, but with utmost mutual helpfulness have characterized the work of the faculty during the year. I recommend their re-election.

## GRADUATES DURING 1901.

*January 29.*

*Three Years' Course*—Sarah E. Dow, Biddeford.

*Two Years' Course*—Ida G. Abbott, Waterford; Lottie M. Colby, Gardiner; Blanch E. Cole, Cornish; Abigail P. Curtis, Deering Center; Joan P. Gale, Intervale, N. H.; Cora J. Gile, Gore; Carolyn M. Libbie, Woodfords; Mary W. Milliken, Bar Mills; Gertrude I. Rand, Standish; Mary F. Rounds, Waterford; Helena M. Toft, North Gorham; Roscoe G. Tripp, North Scarborough; Lizzie P. Whipple, North Gorham;

*June 19.*

*Three Years' Course*—O. Idolyn Atherton, North Windham; Lillie M. Babb, Westbrook; Ruth S. Baker, Standish; Alice M. Deehan, 112 Clark St., Portland; Willa H. Ferguson, Goodwin's Mills; Angelette Hanson, Springvale; Estella I. Learey, Cash Corner, South Portland; Grace Percy, 53 Wilmot St., Portland; Edith L. Rankin, East Hiram.

*Two Year's Course*—Annie C. Berry, Bar Mills; Edith M. Berry, Rochester, N. H.; Charlotte I. G. Brown, 11½ Mayo St., Portland; Jennie M. Cilley, 70 Allen Ave., Portland; Ethel M. Cloudman, Westbrook; Lottie M. Cobb, Bowdoinham; Hannah R. Craven, 4 Salem St., Portland; Flora A. DeCormier, Westbrook; Florence E. Duckworth, Lisbon; Elizabeth A. Dugdale, 14 Homer St., New Bedford, Mass.; Addie Rowe Duran, Cumberland; Emily O. Gamage, South Bristol; Harriet Glidden, 71 Woodford St., Woodfords; Perle E. Goodsoe, Kittery; Mary A. Greeley, 63 Danforth St., Portland; Ursula B. Hanna, New Harbor; Madeline M. Harvell, Robbinston; Luella A. Haskell,

130 Brackett St., Portland; A. Ella Hatch, Harmony; Mary Carter Hinkley, Gorham; Nellie W. Jordan, Alfred; Mary A. Lawry, 121 Franklin St., Portland; Ellen A. Leonard, Rockland; Myrtle M. Libby, North Pownal; Zulma E. Lunt, West Tremont; Ethelyn M. McKenney, Stroudwater; Ruth S. Mitchell, 135 West Dale St., Waltham, Mass.; Harriet S. Mitchell, Poland; Hattie M. Phillips, Westbrook; Nellie L. Rankin, East Hiram; Lou M. Ricker, Berwick; Agnes E. Sanborn, Norway; Persis M. Sibley, Freedom; Maria P. Seabury, Yarmouth; Ernestine G. Small, Cornish; Lucy S. Soule, Knightville; Bernice G. Stimpson, Limerick; Grace M. Tibbetts, Boothbay Harbor; Laura D. Usher, Gorham; Hattie A. Wiggin, North Baldwin.

#### LIBRARY.

Sixty volumes have been added by purchase to the general library and one hundred and fifty text-books have been bought.

#### NEEDS.

An important want is more room for practice work; still more imperative needs are means in rooms, tools and teacher for manual training. These needs must be fully supplied before the school can do what the State must have done to keep up with the demands of the people.

Very respectfully,

W. J. CORTHELL.

FORT KENT, ME., June 10, 1901.

*To the Trustees of the State Normal Schools:*

GENTLEMEN: The following is a report of the Madawaska Training School for the year ending June 7, 1901.

ATTENDANCE.

Number of pupils attending during the autumn term. . . .	91
Number of pupils attending during the winter term. . . .	116
Number of pupils attending during the spring term. . . .	58
Number of different pupils during the year. . . . .	120

The number graduating, seven; three ladies and four gentlemen.

The teachers for the year have been Mary P. Nowland, Rose A. Conry, Annie Dionne and May Brown.

A pleasant and interesting feature of the closing exercises of the school was the unveiling, on the afternoon of June seventh, of a memorial window to the former principal of the school, Mr. Vetal Cyr. The window which is conventional in design, was the gift of Mr. Cyr's friends in the Madawaska territory.

THE GRADUATING CLASS OF 1901.

Joseph S. Albert, Madawaska; Tréflé J. Bernard, Grand Isle; Levite Dionne, Madawaska; Alice P. Roy, Fort Kent; Antoine Sirois, Madawaska; Margaret E. Savage, St. Francis; Almeda L. Stevens, Portage Lake.

Respectfully submitted,

MARY P. NOWLAND.

## FISCAL STATEMENT.

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The resources and expenditures for the normal and training schools for the fiscal year 1901 consist of the regular annual and special appropriations and expenditures.

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

### FISCAL SUMMARIES.

#### RESOURCES, 1901.

Annual appropriation for normal schools . . . . .	\$31,000 00
Special appropriation for Castine Normal School..	5,350 00
Special appropriation for Gorham Normal School..	3,000 00
Special appropriation for Farmington Normal School . . . . .	2,300 00
Special appropriation for Madawaska Training School . . . . .	1,000 00
Total resources . . . . .	\$42,650 00

#### EXPENDITURES, 1901.

For salaries . . . . .	\$26,738 44
fuel . . . . .	1,659 47
light . . . . .	157 45
water . . . . .	275 10
repairs . . . . .	1,439 32
furniture, appliances, supplies, etc. . . . .	527 52
diplomas and printing same. . . . .	202 70
Castine (special appropriation) . . . . .	5,350 00
Gorham (special appropriation) . . . . .	3,000 00
Farmington (special appropriation) . . . . .	2,300 00
Madawaska Training School (special appro- priation) . . . . .	1,000 00
Total expenditures . . . . .	\$42,650 00

## COMMON SCHOOLS.

In the appendix 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, 1901.

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.*

	1900.	1901.
Whole number of persons between ages of 4 and 21 in State.....	211,085	211,864
Increase .....	779	
Whole number of different scholars at- tending school during the year.....	130,918	132,862
Increase .....	1,944	
Average registered attendance per term for year .....	114,056	120,806
Increase .....	6,750	
Average daily attendance for term for year .....	97,697	97,038
Decrease .....	669	

II. *Length of Schools.*

Average length for year.....	28w 1d	29w 1d
Increase .....	1w	
Aggregate number of weeks per year...	118,671	123,559
Increase .....	4,888	

III. *Teachers.*

	1900.	1901.
Number of male teachers in spring term,	485	476
Decrease . . . . .	9	
Number of male teachers in fall and winter terms . . . . .	827	790
Decrease . . . . .	37	
Number of female teachers in spring terms . . . . .	4,202	4,194
Decrease . . . . .	8	
Number of female teachers in fall and winter terms . . . . .	4,051	4,212
Increase . . . . .	161	
Number of different teachers employed during year . . . . .	6,445	6,587
Increase . . . . .	142	
Number continued in same school during year . . . . .	2,512	2,425
Decrease . . . . .	87	
Number who had had previous experience . . . . .	5,490	5,597
Increase . . . . .	107	
Number who were graduates of normal schools . . . . .	1,184	1,408
Increase . . . . .	224	
Average wages of male teachers per month . . . . .	\$39.30	\$35.66
*Decrease . . . . .	\$3.64	
Average wages of female teachers per week . . . . .	\$6.63	\$6.72
Increase . . . . .	\$0.09	
Amount paid for teachers' services and board and janitors' services . . . . .	\$1,173,023	\$1,136,542
*Decrease . . . . .	\$36,481	

IV. *Text-books and School Appliances.*

Amount expended for free text-books . . . . .	\$84,442	\$85,459
Increase . . . . .	\$1,017	

\*This decrease is accounted for from the fact that only common school teachers are included this year. Formerly some towns included wages of high school teachers.

	1900.	1901.
Number of ungraded schools furnished with globes .....	896	1,054
Increase .....	158	
Number furnished with wall maps.....	1,636	1,965
Increase .....	329	
Number furnished with charts.....	1,475	1,607
Increase .....	132	

V. *Number and Character of Schools.*

Whole number of schools.....	4,218	4,245
Increase .....	27	
Whole number of graded schools.....	1,288	1,349
Increase .....	61	
Whole number of ungraded schools ...	2,930	2,896
Decrease .....	34	
Number of ungraded schools having classes in United States history.....	2,602	2,619
Increase .....	17	
Number having classes in physiology...	2,410	2,383
Decrease .....	27	
Number having classes in bookkeeping..	1,145	1,026
Decrease .....	119	
Number having classes in nature studies,	782	842
Increase .....	60	
Number having classes in civics.....	733	682
Decrease .....	51	
Number having classes in studies other than required by law.....	930	830
Decrease .....	100	

VI. *Number and Condition of Schoolhouses.*

Number of schoolhouses in State.....	3,995	4,018
Increase .....	23	
Number reported in good condition....	3,135	3,153
Increase .....	18	
Number having flags.....	1,862	1,956
Increase .....	94	
Number built during year.....	72	66
Decrease .....	6	



	1900.	1901.
Cost of same.....	\$110,995	\$103,458
Decrease .....	\$7,537	
Estimated value of all school property..	\$4,699,475	\$4,538,018
Decrease .....	\$161,457	

VII. *School Superintendence.*

Number of terms of school not visited as law requires .....	409	363
Decrease .....	46	
Amount paid by towns for superintend- ence .....	\$55,981	\$56,880
Increase .....	\$899	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries,	\$818,001	\$840,722
Increase .....	\$22,721	
Amounts available from State treasury..	\$520,019	\$534,568
Increase .....	\$14,549	
Amounts derived from local funds.....	\$36,989	\$34,748
Decrease .....	\$2,241	
Total current resources.....	\$1,375,009	\$1,410,038
Increase .....	\$35,029	
Total current expenditures.....	\$1,297,972	\$1,311,380
Increase .....	\$13,408	
Net balance unexpended .....	\$77,037	\$98,658
Increase .....	\$21,621	
Amounts expended for new school- houses .....	\$110,995	\$103,458
Decrease .....	\$7,537	
Amounts expended for free text-books..	\$84,442	\$85,459
Increase .....	\$1,017	
Amounts expended for local superintend- ence .....	\$55,981	\$56,880
Increase .....	\$899	
Amounts expended for repairs, insur- ance, apparatus, etc.....	\$152,348	\$169,998
Increase .....	\$17,650	
Total expenditure .....	\$1,701,738	\$1,727,175
Increase .....	\$25,437	

## PUBLIC SCHOOLS.

	1900.	1901.
Amount of school money voted by towns,	\$749,251	\$769,788
Increase .....	\$20,537	
Excess above amount required by law (net) .....	\$214,390	\$256,401
Increase .....	\$42,011	
Average amount raised by towns per scholar .....	\$3.55	\$3.64
Increase .....	\$0.09	
Average percentage of valuation assessed by towns .....	.002 3-10	.002 3-10

## FREE HIGH SCHOOLS.

In the latter part of appendix will be found a tabulation of free high schools by towns and precincts, showing the number and condition for the year ending July 1, 1901.

The statistics show a falling off of three in the number of schools, of 155 in number of pupils registered and of 303 in the average attendance.

The encouraging advance in the rank of our free high schools is made manifest by the decrease in the number of pupils taking what may properly be called common school studies and the large increase in the number of those pursuing strictly high school, or academic branches.

## COMPARATIVE STATEMENT.

I. *Number and Length.*

	1900.	1901.
Number of free high schools receiving aid from the State .....	214	211
Decrease .....	3	
Number established by towns .....	204	209
Increase .....	5	
Number established by precincts .....	10	2
Decrease .....	8	
Total number of weeks .....	5,852	6,250
Increase .....	398	
Average number of weeks to each school, .....	27w 2d	29w 3d
Increase .....	2w 1d	

II. *Attendance.*

Number of pupils registered .....	13,338	13,183
Decrease .....	155	
Average attendance .....	10,980	10,677
Decrease .....	303	

	1900.	1901.
Per cent of average attendance .....	.82 3-10	.81
Decrease .....	.01 3-10	
Number of common school teachers who were pupils .....	582	583
Increase .....	1	

### III. *Scope of Instruction.*

Number of pupils in reading or elocu- tion .....	8,010	7,744
Decrease .....	266	
Number in arithmetic .....	5,245	4,859
Decrease .....	386	
Number in English grammar .....	5,105	4,820
Decrease .....	285	
Number in United States history .....	2,084	2,350
Increase .....	266	
Number in natural sciences .....	4,841	4,979
Increase .....	138	
Number in higher mathematics .....	7,770	7,784
Increase .....	14	
Number in bookkeeping .....	1,847	1,968
Increase .....	121	
Number in modern languages .....	2,349	2,488
Increase .....	139	
Number in ancient languages .....	4,919	5,008
Increase .....	89	

# APPENDIX.



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.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Auburn .....	72	\$52 20	\$9 78	\$1,358	\$17,200	\$5,200	-	\$4 54	.002 4-10	\$17,595	\$11,375	\$82	\$29,052	\$25,663	\$189	
Durham .....	14	31 33	6 00	100	1,260	311	-	3 14	.003 9-10	1,396	860	4	2,260	2,098	162	
East Livermore.....	18	30 00	8 61	150	3,500	2,295	-	5 36	.003 9-10	3,500	1,591	286	5,379	4,143	1,236	
Greene.....	7	26 00	6 44	33	1,000	292	-	5 41	.003 4-10	1,196	468	37	1,701	1,434	267	
Leeds .....	12	24 00	6 25	85	1,000	200	-	3 13	.003 2-10	1,012	726	-	1,738	1,656	82	
Lewiston .....	82	131 57	12 05	1,858	24,600	5,239	-	2 96	.001 8-10	24,600	21,309	272	46,181	35,414	10,767	
Lisbon .....	32	45 00	7 87	250	5,250	2,754	-	4 00	.002 5-10	5,350	3,366	654	9,370	9,359	11	
Livermore .....	-	27 00	6 38	69	1,200	329	-	4 17	.002 6-10	1,435	802	64	2,301	1,945	356	
Mechanic Falls.....	8	-	9 00	100	2,200	720	-	5 21	.002 4-10	2,287	1,039	-	3,326	3,207	119	
Minot .....	13	28 00	5 75	74	800	160	-	3 40	.002 4-10	863	612	84	1,559	1,594	-	\$35
Poland .....	20	26 75	6 88	192	2,000	23	-	5 10	.002 6-10	2,713	1,001	155	3,869	3,484	385	
Turner .....	14	28 40	6 92	165	1,800	187	-	3 83	.002 6-10	2,773	984	-	3,757	2,919	838	
Wales .....	4	26 00	6 16	32	500	139	-	3 87	.002 5-10	652	288	11	951	910	41	
Webster .....	-	-	6 87	78	1,400	639	-	4 03	.002 6-10	1,400	915	250	2,565	2,387	178	
<b>Total .....</b>	<b>296</b>	<b>\$39 69</b>	<b>\$7 50</b>	<b>\$4,544</b>	<b>\$63,650</b>	<b>\$21,488</b>	<b>-</b>	<b>\$3 69</b>	<b>.002 2-10</b>	<b>\$66,772</b>	<b>\$45,336</b>	<b>\$1,901</b>	<b>\$114,009</b>	<b>\$99,413</b>	<b>\$14,631</b>	<b>\$35</b>

INDEX

## AROOSTOOK COUNTY.

TOWNS.	Number of children belonging in town between the ages of 4 and 21 years.		Number registered in spring terms.		Average number in spring 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 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.		Number of male teachers employed in spring terms.		Number of male teachers employed in fall and winter terms.		Number of female teachers employed in spring terms.		Number of female teachers employed in fall and winter terms.		Number of teachers graduates of normal schools.	
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.				
Amity	151	85	63	76	57	40	106	10	10	2	112	4	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$1,200	-	-	1	4	4	4	4	4	4				
Ashland	512	220	165	225	176	133	224	8	12	-	180	6	4	-	-	200	6	4	-	1	-	-	-	-	-	-	-	6,000	-	-	7	4	6	6	6	6	6					
Bancroft	129	85	80	90	82	63	97	8	7	2	115	5	5	1	-	-	5	5	-	1	-	-	-	-	-	-	700	1	-	4	4	5	5	5	5	5	5					
Benedicta	150	88	69	94	80	50	109	6	9	-	96	4	4	1	-	-	4	4	-	1	-	-	-	-	-	-	750	-	-	4	4	4	4	4	4	4	4					
Blaine	382	196	163	177	144	40	244	8	9	2	213	6	2	2	-	250	6	2	-	1	-	-	-	-	-	-	2,250	1	1	1	4	7	7	7	7	7	7					
Bridgewater	421	243	195	227	182	45	255	8	9	2	242	27	24	2	-	5,000	29	24	-	1	-	-	-	-	-	-	8,600	1	1	1	8	9	9	9	9	9	9					
Caribou	1,870	1,063	865	946	866	46	1,151	10	10	-	930	9	6	6	-	450	27	24	-	1	-	-	-	-	-	-	35,000	2	6	32	28	4	4	4	4	4	4					
Dyer Brook	80	65	45	50	42	56	69	10	13	-	115	5	5	-	-	-	4	5	-	1	-	-	-	-	-	-	3,500	-	-	4	4	2	2	2	2	2	2					
Easton	441	265	214	264	218	49	370	8	8	-	264	11	5	3	-	500	11	5	-	1	-	-	-	-	-	-	4,500	1	1	10	11	2	2	2	2	2	2					
Fort Fairfield	1,658	899	692	934	729	43	1,188	10	10	-	830	29	26	14	-	7,191	30	29	-	1	-	-	-	-	-	-	27,600	2	2	28	30	10	10	12	12	12	12					
Fort Kent	1,182	603	453	-	-	38	603	24	-	-	522	18	3	18	-	-	18	3	-	-	-	-	-	-	-	-	5,000	4	-	18	-	8	-	-	-	-	-					
Frenchville	604	521	375	144	119	40	572	12	11	-	315	11	7	5	-	225	9	7	-	1	-	-	-	-	-	-	1,650	4	2	7	7	5	5	5	5	5	5					
Grand Isle	548	507	332	160	135	42	545	12	12	-	288	8	7	5	-	250	8	7	-	1	-	-	-	-	-	-	900	2	1	7	7	6	6	6	6	6	6					
Haynesville	109	63	52	58	50	47	71	11	11	4	103	4	4	2	-	-	4	4	-	-	-	-	-	-	-	-	700	-	-	3	3	3	3	3	3	3	3					
Hersey	76	36	29	49	38	44	70	10	12	4	50	2	2	2	-	-	2	2	-	-	-	-	-	-	-	-	400	-	-	2	2	2	2	2	2	2	2					
Hodgdon	387	219	176	202	162	44	260	9	10	1	294	11	9	8	-	-	11	9	-	-	-	-	-	-	-	-	4,050	1	-	9	10	1	1	1	1	1	1					
Houlton	1,448	843	739	880	763	52	963	11	11	3	714	14	12	12	-	-	14	12	-	-	-	-	-	-	-	-	44,000	-	3	20	21	3	3	3	3	3	3					
Island Falls	435	252	183	246	213	45	379	11	11	2	216	4	3	4	-	-	4	3	-	-	-	-	-	-	-	-	3,500	1	2	6	6	4	4	4	4	4	4					
Limestone	432	242	174	212	153	37	285	10	12	9	271	10	4	2	-	-	10	4	-	-	-	-	-	-	-	-	5,000	1	2	10	10	1	1	1	1	1	1					
Linneus	291	180	150	191	158	53	219	12	14	-	260	10	8	8	-	-	10	8	-	-	-	-	-	-	-	-	3,500	1	4	9	9	6	6	6	6	6	6					
Littleton	325	187	135	157	110	38	207	10	12	-	306	10	10	6	-	-	10	6	-	-	-	-	-	-	-	-	5,000	-	-	9	9	9	9	9	9	9	9					
Ludlow	92	68	55	71	51	57	74	10	12	-	110	6	1	5	-	-	-	-	-	-	-	-	-	-	-	-	900	-	-	5	5	1	1	1	1	1	1	1				

PUBLIC SCHOOLS.



Madawaska .....	795	379	255	272	196	.28	385	24	4		448	14	12	7	1	200	3,750	11	9	5	7	10
Mapleton.....	328	175	143	169	128	.41	230	8	9		208	8	6	-	-	-	2,300	-	-	8	8	
Mars Hill.....	436	301	242	271	203	.51	357	10	12		240	11	9	-	-	-	4,600	-	2	1	10	4
Masardis.....	133	61	45	67	48	.35	92	10	10	2	62	3	2	-	-	-	2,000	-	-	2	2	
Monticello .....	502	221	185	240	195	.38	326	8	11		264	9	7	-	1	400	3,500	-	1	3	8	3
New Limerick .....	230	111	84	119	86	.37	336	8	11		116	6	5	4	-	-	2,375	-	-	4	4	
New Sweden.....	338	156	105	184	122	.33	204	12	16		196	7	6	-	-	-	3,000	-	3	3	4	4
Oakfield .....	323	217	164	197	155	.49	264	9	11		228	9	8	-	-	-	3,500	-	2	5	7	
Orient.....	73	49	47	60	42	.61	60	8	11		77	3	3	3	-	-	500	-	1	3	3	
Perham.....	243	137	109	127	94	.42	153	12	9		150	5	5	1	-	-	2,500	-	2	2	3	
Presque Isle.....	1,493	739	580	757	606	.40	800	10	10	2	913	24	19	17	1	2,825	33,000	-	2	27	8	10
Sherman.....	363	209	192	217	186	.52	284	8	9	3	187	7	7	7	1	862	4,500	-	2	2	6	5
Smyrna .....	150	81	59	101	70	.43	120	10	10		90	4	3	3	-	-	1,600	-	3	3	6	6
St. Agatha.....	722	-	313	-	208	.29	313	-	37	1	371	7	5	1	1	225	2,200	-	5	5	5	10
Van Buren.....	704	362	253	386	272	.37	400	10	2	10	332	11	8	3	-	-	3,025	-	5	3	8	10
Washburn.....	474	335	270	274	245	.54	347	10	3	11	227	11	11	2	1	672	4,200	-	2	2	9	8
Weston.....	136	72	59	64	57	.43	82	8	10	2	115	4	4	1	-	-	931	-	-	1	4	5
Woodland.....	410	260	190	237	191	.46	319	11	3	11	252	10	10	1	-	-	3,625	-	2	7	9	1

APPENDIX.



St. John.....	164	-	-	105	65	.40	105	-	21		83	3	3	3	-	-	1,000	-	-	3	3	1	
Stockholm.....	76	32	26	42	32	.38	44	9	13		44	1	1	1	-	-	500	-	1	-	1	2	
Wade.....	117	-	-	75	51	.44	75	-	10		98	5	5	-	-	-	1,200	-	-	-	6	4	
Wallagrass.....	322	177	135	145	108	.33	196	12	11	3	182	6	3	-	1	125	1,000	-	2	-	4	3	
Westfield.....	105	54	42	53	39	.39	55	11	11		75	3	3	2	-	-	1,300	-	-	3	3	2	
Westmanland.....	49	28	26	35	27	.54	38	12	9		21	1	1	-	-	-	425	-	-	1	1		
Winterville.....	84	71	68	48	47	.68	72	15	18		33	1	1	-	-	-	500	-	-	1	-	1	
Total.....	23,534	12,929	10,318	11,325	9,195	.41	15,757	10	3	11	2	13,473	465	358	205	19	20,447	\$272,193	81	126	388	408	147

AROOSTOOK COUNTY—CONTINUED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Amity.....	-	\$36 00	\$6 59	\$25	\$350	\$14	-	\$2 32	.005 4-10	\$353	\$357	\$194	\$904	\$679	\$225	
Ashland.....	6	-	7 50	100	500	46	-	98	.002 1-10	683	923	391	1,997	1,826	171	
Baneroft.....	9	28 00	6 33	25	250	39	-	2 00	.003 8-10	250	321	261	832	816	16	
Benedicta.....	1	-	6 06	24	253	-	-	1 69	.004 3-10	274	422	50	746	637	109	
Blaine.....	6	40 00	6 71	50	628	-	-	1 64	.003 7-10	737	872	18	1,627	1,680	-	
Bridgewater.....	-	30 00	7 18	83	777	20	-	1 84	.002 6-10	535	999	121	1,655	2,040	-	
Caribou.....	-	30 00	7 50	400	3,354	85	-	1 80	.002 5-10	5,245	4,615	-	9,860	8,016	1,844	\$53
Dyer Brook.....	3	-	4 25	40	300	123	-	3 75	.003 5-10	300	288	160	748	714	34	385
Easton.....	6	34 00	6 90	100	800	18	-	1 81	.003 1-10	903	1,181	99	2,183	2,006	177	
Fort Fairfield.....	30	30 00	7 37	400	5,500	2,680	-	3 32	.004 4-10	4,761	4,039	105	8,905	7,801	1,104	
Fort Kent.....	22	22 00	5 10	75	350	-	-	30	.001 7-10	553	2,959	56	3,568	2,931	637	
Frenchville.....	4	30 82	5 96	40	375	-	-	62	.003 2-10	482	1,566	31	2,079	2,079	-	
Grand Isle.....	4	25 00	5 00	40	250	-	-	45	.001 8-10	400	1,369	40	1,809	1,589	220	
Haynesville.....	-	-	6 92	16	300	76	-	2 75	.004 3-10	363	347	128	838	814	24	
Hersey.....	-	-	6 25	20	200	79	-	2 63	.003 4-10	239	185	80	504	414	90	
Hodgdon.....	4	32 00	6 00	115	1,000	110	-	2 58	.003 6-10	1,218	1,039	57	2,314	2,089	225	
Houlton.....	24	-	8 55	300	6,000	2,788	-	4 14	.002 5-10	6,038	3,652	164	9,854	9,370	484	
Island Falls.....	10	40 00	8 00	70	700	522	-	1 61	.002 8-10	671	959	151	1,781	1,761	20	
Limestone.....	4	43 25	-	85	1,100	355	-	2 55	.004 6-10	1,354	1,065	132	2,551	2,410	141	
Linneus.....	-	37 50	6 25	75	800	28	-	2 74	.003 3-10	899	673	111	1,683	1,772	-	89
Littleton.....	4	-	6 44	75	1,400	661	-	4 31	.004 5-10	1,443	827	-	2,270	2,221	49	
Ludlow.....	3	-	6 70	40	375	75	-	4 08	.003 3-10	760	268	104	1,132	808	324	

PUBLIC SCHOOLS.

Madawaska .....	16	22 00	4 50	35	325	-	-	41	.001 9-10	352	1,907	40	2,299	2,284	15
Mapleton .....	-	-	7 00	81	666	-	-	2 03	.003 5-10	941	918	49	1,908	1,500	408
Mars Hill .....	9	30 00	6 56	80	670	-	-	1 54	.002 5-10	811	1,146	65	2,022	1,835	187
Masardis .....	4	40 00	7 38	15	300	-	100	2 25	.002 9-10	336	298	-	634	675	-
Monticello .....	-	46 00	6 70	90	906	-	-	1 80	.003	904	1,257	62	2,223	2,121	102
New Limerick .....	-	-	6 35	60	590	-	136	2 56	.003 4-10	891	556	46	1,493	1,095	398
New Sweden .....	2	33 20	7 20	50	570	-	24	1 68	.004	881	822	66	1,769	1,591	178
Oakfield .....	9	28 00	7 00	78	576	-	-	1 80	.005 7-10	904	799	419	2,122	1,648	474
Orient .....	4	29 00	6 42	20	200	-	4	2 74	.004 5-10	320	144	97	561	624	-
Perham .....	4	32 00	7 25	35	350	-	-	1 44	.003 2-10	429	599	284	1,312	1,184	128
Presque Isle .....	20	27 00	6 33	452	3,800	1,363	-	2 54	.002 6-10	4,619	3,502	137	8,258	8,565	-
Sherman .....	10	35 67	6 50	75	728	7	-	2 00	.003 9-10	738	910	263	1,911	1,722	189
Smyrna .....	2	-	7 00	20	370	128	-	2 46	.003 6-10	370	433	30	833	826	7
St. Agatha .....	6	29 00	4 85	40	375	-	-	52	.004 2-10	578	1,780	5	2,363	2,205	158
Van Buren .....	-	27 80	5 25	50	935	-	-	1 33	.004 6-10	2,239	1,568	-	3,807	2,858	949
Washburn .....	6	33 00	7 32	100	900	-	22	1 90	.003 8-10	1,554	1,184	114	2,852	1,884	968
Weston .....	6	40 00	5 43	29	323	-	-	2 37	.005 3-10	341	356	56	753	736	17
Woodland .....	-	29 88	7 42	85	750	25	-	1 83	.004	814	1,022	231	2,067	1,982	85

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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.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Allagash.....	4	-	\$5 19	\$15	\$80	-	-	\$0 80	.005 2-10	\$82	\$281	-	\$363	\$483	-	\$120
Cary.....	1	\$26 00	6 50	20	312	-	-	2 26	.010 9-10	565	362	-	927	611	-	\$316
Castle Hill.....	6	28 00	5 61	54	416	-	-	1 91	.004 1-10	398	629	-	1,057	997	-	60
Caswell.....	-	28 00	8 25	23	170	-	-	1 03	.003 1-10	406	462	\$31	874	536	-	338
Chapman.....	-	26 00	6 11	47	200	-	\$15	1 31	.003 4-10	280	370	-	650	605	-	45
Connor.....	4	-	6 50	25	200	-	-	87	.003 7-10	275	551	-	826	786	-	40
Crystal.....	1	28 00	6 00	39	500	-	262	3 78	.005 7-10	645	354	-	999	780	-	219
Cyr.....	1	-	5 25	28	75	-	-	33	.001 5-10	397	612	40	1,049	942	-	107
E. P.....	-	-	6 00	1	50	-	-	2 00	.001 3-10	50	55	-	106	72	-	34
Eagle Lake.....	1	27 50	5 00	27	100	-	10	45	.003 2-10	183	528	-	711	684	-	27
Garfield.....	1	-	9 00	8	90	16	-	3 46	.001 5-10	175	96	120	391	226	-	165
Glenwood.....	1	28 00	6 00	18	178	-	-	2 51	.004 6-10	178	182	124	484	494	-	10
Hamlin.....	1	-	5 00	25	150	-	13	64	.001 8-10	158	599	12	769	748	-	21
Hammond.....	1	-	7 00	5	100	-	-	2 77	.001 5-10	277	98	29	399	223	-	176
Macwahoc.....	1	-	6 75	26	100	-	-	1 64	.002 3-10	178	153	112	443	384	-	59
Merrill.....	1	-	6 00	20	242	47	-	2 14	.003 3-10	289	296	40	625	564	-	61
Moro.....	1	-	6 50	20	167	6	-	1 80	.003 2-10	167	227	231	625	595	-	30
Nashville.....	1	-	3 84	-	82	61	-	11 00	.002	104	30	61	195	95	-	100
New Canada.....	1	-	6 16	18	100	-	-	5 23	.002 9-10	219	526	10	755	662	-	93
Oxow.....	1	-	5 00	15	110	35	-	2 53	.003 7-10	150	273	-	423	300	-	123
Portage Lake.....	1	28 00	7 00	12	350	238	-	4 00	.009 7-10	375	220	19	614	616	-	2
Reed.....	1	26 00	6 60	40	300	138	-	2 17	.002 4-10	645	737	-	1,382	896	-	486
Silver Ridge.....	1	28 00	7 13	8	130	74	-	2 13	.003 4-10	220	232	-	448	427	-	21
St. Francis.....	3	-	6 00	15	150	-	-	55	.003 3-10	200	506	-	706	703	-	3

PUBLIC SCHOOLS.

St. John.....	3	-	5 67	12	100	-	-	61	.002 5-10	138	410	-	548	511	37	
Stockholm.....	2	24 00	6 50	7	120	36	-	1 58	.003 4-10	237	169	-	406	301	105	
Wade .....	4	-	5 78	38	251	125	-	2 15	.005	328	309	58	695	588	107	
Wallagrass.....	6	22 56	5 25	20	100	-	-	31	.002 4-10	235	991	41	1,267	1,025	239	
Westfield.....	3	-	5 83	23	214	81	-	2 04	.002 5-10	237	260	100	567	452	145	
Westmanland.....	2	36 06	6 00	6	83	8	-	1 70	.003 7-10	91	104	-	195	178	17	
Winterville.....	1	-	6 25	12	60	-	-	71	.001 8-10	97	180	-	277	226	51	
Total.....	315	\$30 74	\$6 31	\$4,220	\$44,182	\$10,738	\$23	\$1 88	.002 4-10	\$54,462	\$58,926	\$5,445	\$118,833	\$106,521	\$13,382	\$1,070





Sebago.....	179	104	91	102	89	.50	104	8	8	188	8	8	-	-	2,000	-	-	8	9	6			
South Portland .....	1,813	1,250	1,213	1,255	1,212	.67	1,343	10	12	986	16	14	12	4	8,000	55,000	2	2	37	37	6		
Standish .....	416	289	246	290	254	.60	311	10	11	416	13	10	13	-	-	6,000	2	3	13	13			
Westbrook .....	2,534	1,137	1,008	1,141	1,096	.42	1,296	12	12	972	11	11	9	-	-	90,600	5	6	29	28	20		
Windham.....	519	305	252	298	255	.49	385	11	4	480	13	11	11	-	-	8,000	2	2	13	13	3		
Yarmouth.....	671	337	277	345	293	.42	362	11	11	231	8	8	4	-	-	25,715	-	-	9	9	3		
Total.....	29,912	16,375	13,370	16,443	14,119	.46	17,963	10	2	10	1	11,245	315	253	198	6	10,118	\$884,398	47	65	508	517	250

## 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.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Baldwin.....	3	\$28 00	\$7 08	\$65	\$1,000	\$254	-	\$4 22	.002 6-10	\$1,087	\$626	\$72	\$1,785	\$1,336	\$449	
Bridgton.....	28	45 00	7 65	350	3,500	516	-	4 84	.002 6-10	4,950	1,793	52	6,795	5,489	1,306	
Brunswick.....	121	39 00	7 52	500	5,300	490	-	2 42	.001 3-10	5,452	5,511	288	11,251	10,286	965	
Cape Elizabeth.....	7	-	8 25	50	1,000	419	-	4 15	.001 6-10	974	582	-	1,556	1,405	151	
Casco.....	-	26 33	6 54	198	920	245	-	4 22	.003 4-10	940	650	-	1,590	1,550	40	
Cumberland.....	5	40 00	7 94	150	1,190	-	-	3 00	.001 5-10	1,285	1,042	90	2,417	2,821	-	\$404
Falmouth.....	7	32 33	8 35	100	2,000	736	-	4 37	.001 9-10	2,074	1,183	-	3,257	2,990	267	
Freeport.....	4	39 73	6 56	180	3,050	1,064	-	4 91	.002 5-10	3,050	1,689	12	4,751	4,807	-	56
Gorham.....	6	58 33	7 90	195	3,200	890	-	4 04	.002 2-10	3,340	2,099	54	5,493	5,084	369	
Gray.....	7	-	6 50	75	1,250	36	-	3 04	.002 2-10	1,250	1,037	80	2,367	2,283	84	
Harpswell.....	-	31 50	6 52	94	1,800	387	-	3 44	.002 7-10	1,801	1,209	-	3,010	2,868	142	
Harrison.....	-	33 33	6 72	100	1,500	643	-	6 07	.003 6-10	1,623	630	184	2,437	2,223	214	
Naples.....	-	30 75	5 44	78	1,000	323	-	4 40	.004	1,046	539	4	1,589	1,590	-	1
New Gloucester.....	2	-	7 00	75	1,400	413	-	4 11	.001 4-10	1,439	825	214	2,478	2,529	-	51
North Yarmouth.....	5	-	7 59	65	800	233	-	4 30	.002 3-10	1,069	445	215	1,729	1,764	-	35
Otisfield.....	10	26 00	5 23	73	1,200	530	-	6 66	.004 8-10	1,370	465	90	1,925	1,755	170	
Portland.....	220	132 69	12 46	2,250	110,707	81,567	-	7 41	.002 3-10	110,707	36,717	-	147,424	147,424	-	
Pownal.....	2	-	6 20	50	800	230	-	4 87	.003	1,112	448	14	1,574	1,283	291	
Raymond.....	12	27 00	6 75	98	742	-	-	2 97	.003 5-10	745	708	136	1,589	1,480	109	
Scarboro.....	9	34 00	7 92	192	1,700	265	-	3 32	.001 8-10	1,376	1,305	-	2,681	3,128	-	447

Sebago.....	8	-	5 20	75	600	65	-	3 35	.004	647	473	28	1,148	1,090	58	
South Portland.....	39	70 64	9 65	700	6,500	2,660	-	3 58	.002 4-10	8,566	4,590	194	13,350	12,369	981	
Standish.....	-	32 00	7 00	165	1,600	127	-	3 84	.002 7-10	1,776	1,022	94	2,892	3,029	-	137
Westbrook .....	34	89 72	10 22	650	9,710	4,404	-	3 83	.002 6-10	9,710	6,376	32	16,118	15,894	224	
Windham.....	8	44 11	6 61	122	3,225	1,902	-	6 21	.003 3-10	3,522	1,320	149	4,991	4,330	661	
Yarmouth.....	13	-	8 50	100	2,045	371	-	3 04	.001 5-10	2,237	1,626	25	3,888	3,301	587	
<b>Total.....</b>	<b>456</b>	<b>\$45 61</b>	<b>\$7 44</b>	<b>\$6,710</b>	<b>\$167,739</b>	<b>\$98,770</b>	<b>-</b>	<b>\$5 61</b>	<b>.002 3-10</b>	<b>\$173,108</b>	<b>\$74,910</b>	<b>\$2,027</b>	<b>\$250,045</b>	<b>\$244,116</b>	<b>\$7,060</b>	<b>\$1,131</b>



PLANTATIONS.																							
Coplin .....	23	11	10	11	10	.43	12	8	12	28	1	1	1	-	-	200	-	-	1	1			
Dallas.....	68	42	31	42	28	.43	46	6	3	8	43	2	2	1	-	500	-	2	1	2			
Greenvale.....	24	16	15	16	13	.58	17	10	10	20	1	1	1	-	-	150	-	-	1	1			
Lang .....	40	32	30	30	28	.72	32	8	12	40	2	1	1	-	-	1,000	-	1	1	1			
Rangeley .....	19	14	12	16	15	.71	16	8	8	24	1	1	1	-	-	800	-	-	1	1			
Total.....	5,273	3,238	2,855	3,294	2,784	.52	3,729	8	1	9	4	3,613	153	115	55	3	\$8,550	\$104,837	26	37	129	128	68

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.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
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Avon.....	2	\$28 00	\$6 00	\$40	\$500	\$149	-	\$3 90	.004	\$558	\$321	-	\$879	\$849	\$30	
Carthage.....	1	23 50	5 30	35	350	38	-	3 27	.003 3-10	473	271	-	744	604	140	
Chesterville.....	5	-	6 00	65	900	284	-	4 33	.003 4-10	962	549	\$6	1,517	1,405	112	
Eustis.....	1	49 50	6 45	45	350	93	-	2 40	.002 9-10	596	362	178	1,136	990	146	
Farmington.....	17	40 33	7 30	200	2,700	134	-	2 92	.001 4-16	3,283	2,319	155	5,753	5,873	-	\$116
Freeman.....	2	-	5 35	49	422	51	-	3 20	.004 3-10	425	329	-	754	602	152	
Industry.....	4	26 00	5 40	43	436	-	-	2 51	.064 3-10	436	410	20	866	1,004	-	138
Jay.....	27	36 50	7 28	128	2,325	1,092	-	2 86	.001 4-10	2,325	2,058	114	4,497	4,061	436	
Kingfield.....	3	57 00	8 50	15	481	-	-	2 31	.001 3-10	481	442	55	978	884	84	
Madrid.....	1	32 00	6 25	33	360	-	-	3 05	.004 6-10	360	301	35	696	686	10	
New Sharon.....	1	27 20	6 19	81	1,000	149	-	3 80	.002 6-10	1,175	675	39	1,889	1,701	188	
New Vineyard.....	1	30 00	5 50	46	600	72	-	3 59	.003 5-10	581	341	18	940	900	40	
Phillips.....	11	46 00	6 82	200	1,670	555	-	4 30	.003 1-10	1,842	1,019	196	3,057	2,846	211	
Rangeley.....	4	39 20	7 46	50	1,200	707	-	4 72	.004 1-10	1,267	645	54	1,966	1,757	209	
Salem.....	1	-	7 25	7	185	10	-	3 02	.004 1-10	251	106	-	357	291	66	
Strong.....	3	-	8 50	45	600	68	-	3 22	.002 3-10	567	475	101	1,143	887	256	
Temple.....	2	-	6 50	28	376	-	-	3 58	.003	534	288	-	822	761	61	
Weld.....	1	41 00	4 75	76	736	28	-	3 18	.004 1-10	849	561	74	1,484	1,324	160	
Wilton.....	15	34 15	6 85	144	1,627	329	-	3 24	.002 3-10	1,627	1,290	150	3,067	2,718	349	

PUBLIC SCHOOLS.

PLANTATIONS.

Coplin .....	-	-	6 00	2	100	43	-	4 34	.002 6-10	130	58	-	188	175	13	
Dallas .....	-	26 16	5 99	15	135	10	-	2 00	.002 7-10	418	157	68	643	335	338	
Greenvale .....	1	-	4 25	95	50	8	-	2 08	.002 1-10	125	58	-	183	95	88	
Lang .....	2	25 09	6 62	12	76	34	-	1 90	.002 3-10	107	102	137	346	277	69	
Rangeley .....	1	-	4 67	10	125	79	-	6 58	.001 1-10	263	40	9	312	295	17	
Total .....	107	\$35 09	\$6 30	\$1,464	\$17,304	\$3,940	-	\$3 28	.002	\$19,635	\$13,177	\$1,409	\$34,221	\$31,300	\$3,175	\$254





Stonington .....	541	367	319	344	312	.58	376	10	10		300	7	7	5	-	-	7,000	-	-	10	10	6
Sullivan .....	374	240	194	242	207	.53	284	10	7		168	6	6	4	-	-	6,000	1	-	7	6	1
Surry .....	294	192	160	189	165	.55	199	9	9		243	9	6	1	-	-	4,000	1	1	8	8	1
Swan's Island .....	230	134	107	137	113	.47	170	9	8	3	130	3	2	1	-	-	5,000	1	1	4	4	2
Tremont .....	703	394	337	422	389	.51	493	8	8	3	400	13	10	9	-	2	4,033	-	-	16	16	3
Trenton .....	125	87	67	83	66	.33	87	10	10		120	7	4	3	-	-	12,000	-	-	6	5	3
Verona .....	77	38	35	34	27	.40	41	9	13		65	4	4	2	-	-	3,500	-	-	3	3	1
Waltham .....	66	47	40	44	40	.60	55	12	12		48	3	2	2	-	-	775	1	-	1	2	2
Winter Harbor .....	158	90	83	86	71	.48	103	10	8	3	75	1	1	-	-	-	2,200	2	1	2	3	3
PLANTATIONS.																						
Long Island .....	68	41	35	40	36	.52	46	8	10		28	2	2	-	-	-	800	-	-	1	1	-
No. 8 .....	9	7	7	7	7	.77	8	10	10		10	1	1	-	-	-	400	-	-	1	1	1
No. 21 .....	17	11	11	13	9	.58	13	13	10		33	1	1	1	-	-	400	-	-	1	1	1
No. 33 .....	40	18	14	19	13	.33	22	10	11		21	1	1	-	-	-	300	1	1			
Total .....	11,689	7,115	6,130	7,099	6,246	.44	8,085	9	9	3	7,822	301	225	162	5	\$6,126	\$209,825	25	39	270	275	96

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.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
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Amherst	2	\$40 00	\$6 66	\$20	\$300	-	-	\$2 42	.003 7-10	\$315	\$266	\$75	\$656	\$649	\$7	\$7
Aurora	2	35 00	6 25	10	140	-	-	3 11	.003 5-10	237	127	28	392	302	90	90
Bluehill	15	36 80	6 01	232	1,800	\$216	-	2 74	.003 2-10	1,842	1,669	175	3,686	3,650	36	36
Brooklin	5	29 00	7 52	75	1,050	213	-	3 37	.005 5-10	1,050	804	26	1,880	1,710	170	170
Brooksville	-	36 00	7 00	65	1,048	-	-	2 68	.004 9-10	1,097	1,112	-	2,209	1,998	211	211
Bucksport	19	-	7 55	300	3,200	863	-	5 40	.003 1-10	3,200	1,512	-	4,712	4,590	122	122
Castine	-	60 00	7 80	90	1,100	310	-	4 36	.002 3-10	1,427	629	50	2,106	1,828	278	278
Cranberry Isles	2	-	6 55	41	450	186	-	4 63	.003 7-10	450	245	-	695	694	1	1
Dedham	4	26 00	6 10	37	400	107	-	3 71	.004 6-10	432	276	97	805	800	5	5
Deer Isle	-	37 00	7 16	425	2,250	552	-	2 89	.006 2-10	2,323	1,937	-	4,260	3,964	296	296
Eastbrook	2	30 33	5 60	26	225	28	-	2 29	.004 4-10	225	207	24	456	543	-	-
Eden	2	26 44	9 11	600	6,000	4,443	-	5 90	.001 3-10	5,113	2,552	110	7,775	7,705	70	70
Ellsworth	22	33 32	7 60	550	5,000	1,157	-	3 34	.002 5-10	5,000	3,824	4	8,828	7,700	1,128	1,128
Franklin	12	43 50	8 62	88	1,040	29	-	2 12	.003 3-10	1,082	1,259	-	2,341	2,274	67	67
Gouldsboro	-	40 00	7 25	79	966	-	-	2 75	.003 3-10	956	847	65	1,868	1,951	-	-
Hancock	6	41 00	7 16	60	963	11	-	3 24	.003 4-10	984	792	-	1,776	1,653	123	123
Isle au Haut	-	-	6 67	25	350	185	-	4 92	.005	359	175	-	534	567	-	-
Lamoine	-	-	7 28	60	581	-	-	3 13	.003 2-10	596	465	-	1,061	1,043	18	18
Mariaville	1	4 80	19	225	5	8	-	3 87	.004	261	169	50	480	474	6	6
Mt. Desert	-	41 25	8 14	232	2,000	916	-	3 88	.002 1-10	2,446	1,224	-	3,670	2,875	795	795
Orland	6	30 80	7 82	140	1,112	-	-	3 12	.004 2-10	1,363	951	135	2,449	2,247	202	202
Otis	2	-	6 37	11	175	-	-	3 64	.008	418	129	34	581	300	281	281
Penobscot	10	-	7 28	100	1,068	48	-	2 96	.004 1-10	1,068	926	42	2,036	2,084	-	-
Sedgwick	9	44 00	7 22	86	1,000	190	-	3 41	.004 7-10	1,054	808	52	1,914	1,890	24	24
Sorrento	2	36 00	8 25	10	250	158	-	7 57	.001 3-10	298	81	-	379	359	20	20

\$87  
\$3  
\$8

PUBLIC SCHOOLS.

Stonington .....	14	-	7 80	300	1,300	260	-	2 40	.005 9-10	1,352	1,426	-	2,778	2,689	-	89
Sullivan .....	3	36 77	8 68	100	1,038	17	-	2 77	.003 2-10	904	921	58	1,883	1,987	-	54
Surry .....	12	26 00	6 55	107	950	251	-	3 23	.005 6-16	1,001	718	-	1,719	1,717	-	2
Swan's Island .....	-	40 00	8 13	57	505	-	-	2 19	.003 7-10	604	609	-	1,213	1,243	-	30
Trenton .....	12	42 50	7 71	251	2,036	407	-	2 88	.004	2,792	1,818	-	4,610	4,575	-	35
Trenton .....	5	40 00	6 08	34	520	98	-	4 15	.004	520	316	-	836	830	-	6
Verona .....	3	-	6 00	12	260	2	-	3 36	.004 2-10	251	185	-	436	389	-	47
Waltham .....	2	33 00	8 92	9	200	6	-	3 03	.002 8-10	376	168	87	631	505	-	126
Winter Harbor .....	3	30 00	8 35	50	500	100	-	3 16	.001 4-10	595	420	-	1,015	737	-	278
PLANTATIONS.																
Long Island .....	-	37 00	8 00	2	300	194	-	4 26	.008 2-10	414	167	-	581	336	-	251
No. 8 .....	1	-	5 00	9	125	100	-	13 86	.010 4-10	156	23	-	179	104	-	75
No. 21 .....	-	-	4 80	7	85	35	-	5 00	.005 2-10	203	45	24	272	172	-	100
No. 33 .....	1	34 00	-	4	80	-	-	2 00	.002 4-10	105	81	-	186	182	-	4
Total .....	178	\$38 73	\$7 13	\$4,323	\$35,592	\$9,933	-	\$3 04	.002 3-10	\$42,869	\$29,883	\$1,136	\$73,888	\$69,260	\$4,963	\$335



Vienna.....	109	59	52	49	38	.41	73	10	10		130	8	6	-	-	-	1,000	1	1	5	4		
Waterville.....	3,268	1,096	978	1,077	900	.22	1,206	11	12	2	1,296	7	7	6	-	-	75,000	-	-	37	37	10	
Wayne.....	192	106	91	112	94	.48	121	10	9	2	155	8	5	5	-	-	3,400	1	1	5	5		
West Gardiner.....	172	101	83	110	93	.51	120	10	9		150	8	4	1	-	-	1,800	1	1	5	5		
Windsor.....	231	150	122	168	144	.57	173	8	1	8	216	10	5	4	-	-	3,000	1	1	8	8	9	
Winslow.....	773	329	258	331	273	.34	411	10	13		566	15	10	8	-	-	9,700	1	1	14	15	1	
Winthrop.....	559	364	309	350	305	.54	374	10	10		290	8	8	8	-	-	10,000	1	1	8	8	6	
Unity Pl.....	11	4	4	11	11	.68	11	20	20		20	1	1	-	-	-	350	-	-	1	1	2	
<b>Total.....</b>	<b>16,126</b>	<b>7,877</b>	<b>6,722</b>	<b>8,106</b>	<b>6,905</b>	<b>.42</b>	<b>9,475</b>	<b>9</b>	<b>4</b>	<b>10</b>	<b>3</b>	<b>9,447</b>	<b>283</b>	<b>220</b>	<b>168</b>	<b>3</b>	<b>\$5,693</b>	<b>\$384,658</b>	<b>24</b>	<b>3%</b>	<b>298</b>	<b>307</b>	<b>77</b>

## 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.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Albion .....	4	\$32 00	\$6 07	\$74	\$1,046	-	\$212	\$2 56	.003	\$1,108	\$574	-	\$1,682	\$1,783	-	\$101
Augusta .....	55	102 50	8 57	575	8,422	-	-	2 74	.001 1 10	8,422	7,627	\$4,100	20,149	20,149	-	-
Belgrade .....	3	-	6 35	85	1,300	428	-	4 85	.003 2-10	1,341	699	- 20	2,060	2,063	\$57	-
Benton .....	7	28 00	7 00	75	1,000	100	-	3 29	.002 3-10	1,000	728	-	1,728	1,815	-	7
Chelsea .....	5	-	5 75	55	900	150	-	3 26	.003 7-10	940	706	-	1,646	1,540	106	-
China .....	6	24 33	6 65	100	1,423	285	-	3 94	.002 6-10	1,316	946	78	2,340	2,241	99	-
Clinton .....	4	28 00	7 00	119	1,500	286	-	3 74	.002 5-10	1,322	1,037	13	2,372	2,291	81	-
Farmingdale .....	3	-	6 62	46	900	243	-	5 06	.001 5-10	830	465	-	1,295	1,531	-	239
Fayette .....	20	28 00	6 29	72	800	281	-	5 06	.003 9-10	959	354	-	1,313	879	434	-
Gardiner .....	-	75 00	9 97	400	8,500	4,107	-	5 70	.002 3-10	8,912	3,912	899	13,723	9,261	4,462	-
Hallowell .....	11	-	9 40	250	2,550	5	-	3 40	.001 6-10	2,130	1,884	57	4,071	4,240	-	169
Litchfield .....	12	24 00	5 75	83	1,000	99	-	3 52	.002 7-10	999	698	36	1,733	1,711	22	-
Manchester .....	-	38 25	6 81	35	500	10	-	4 00	.002	669	364	1	1,034	1,011	23	-
Monmouth .....	-	-	6 88	83	1,100	210	-	3 80	.001 5-10	1,251	722	-	1,973	1,912	61	-
Mt. Vernon .....	4	-	6 50	74	940	188	-	4 50	.002 9-10	1,060	546	38	1,644	1,574	70	-
Oakland .....	13	-	7 71	175	2,500	865	-	4 65	.002 7-10	2,500	1,345	134	3,979	2,977	1,002	-
Pittston .....	-	22 10	5 61	100	1,100	75	-	3 57	.002 2-10	1,238	794	-	2,032	1,372	660	-
Randolph .....	-	-	8 00	40	1,000	-	\$25	3 30	.003	1,178	731	23	1,932	1,724	208	-
Readfield .....	4	40 00	6 50	55	1,000	81	-	4 38	.002 1-10	1,321	627	43	1,991	1,110	881	-
Rome .....	3	30 00	5 50	35	400	-	-	3 00	.005	391	319	-	710	694	16	-
Sidney .....	4	24 00	6 21	103	1,200	132	-	4 60	.002 6-10	1,200	703	4	1,907	1,842	65	-
Vassalboro .....	13	29 33	6 00	120	2,500	858	-	4 00	.002 7-10	2,345	1,570	-	3,915	3,852	63	-

Vienna.....	-	23 50	4 70	35	495	99	-	4 54	.003 8-10	637	258	-	895	689	206	
Waterville .....	37	-	9 73	1,200	15,000	9,314	-	4 59	.002 6-10	15,349	7,633	180	23,162	19,879	3,283	
Wayne .....	6	22 00	5 75	55	650	30	-	3 34	.002 9-10	660	506	54	1,220	1,205	15	
West Gardiner .....	3	26 00	6 00	60	800	118	-	4 65	.002 6-10	954	430	16	1,400	1,382	18	
Windsor .....	-	32 25	6 12	65	850	168	-	3 68	.003 5-10	1,086	572	-	1,658	1,571	87	
Winslow .....	17	26 00	7 25	177	3,600	2,149	-	4 76	.001 8-10	3,957	2,081	-	6,038	4,556	1,482	
Winthrop .....	-	34 00	8 60	200	1,525	-	164	2 72	.001 3-10	1,525	1,363	333	3,221	3,219	2	
Unity Pl.....	2	-	2 75	3	60	10	-	5 45	.003 6-10	61	30	-	91	86	5	
<b>Total.....</b>	<b>236</b>	<b>\$34 46</b>	<b>\$6 78</b>	<b>\$4,549</b>	<b>\$64,561</b>	<b>\$20,503</b>	<b>\$189</b>	<b>\$4 00</b>	<b>.002 1-10</b>	<b>\$66,661</b>	<b>\$40,224</b>	<b>\$6,029</b>	<b>\$112,914</b>	<b>\$100,102</b>	<b>\$13,408</b>	<b>\$596</b>





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.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Appleton.....	12	\$29 00	\$5 16	\$67	\$866	\$2	-	\$2 93	.003 3-10	\$916	\$703	\$11	\$1,630	\$1,519	\$111	-
Camden.....	-	75 00	8 59	303	4,000	2,015	-	4 83	.001 9-10	4,242	1,631	281	6,154	5,311	843	-
Cushing.....	4	-	6 08	37	555	5	-	2 96	.004 6-10	594	493	-	1,087	1,050	37	-
Friendship.....	3	-	5 95	75	701	-	-	2 83	.003 2-10	745	630	24	1,399	1,381	18	-
Hope.....	4	-	6 09	35	503	-	\$10	3 12	.002 4-10	515	410	30	955	923	32	-
Hurricane Isle.....	2	-	11 83	12	400	187	-	4 30	.009 3-10	912	240	-	1,152	598	554	-
North Haven.....	2	-	7 52	61	650	208	-	3 91	.003	760	422	-	1,182	1,169	13	-
Rockland.....	35	64 00	7 78	130	2,500	780	-	4 13	.001 7-10	5,975	5,488	5	14,468	14,468	-	-
Rockport.....	15	36 00	7 34	100	1,500	273	-	4 19	.002 2-10	2,500	1,641	-	4,141	2,992	1,149	-
South Thomaston.....	13	32 00	7 50	185	1,993	-	-	3 37	.004 1-10	2,134	1,001	151	3,306	3,145	161	-
St. George.....	13	20 59	7 70	230	3,000	593	-	2 44	.004 7-10	2,299	2,187	-	4,486	3,626	860	-
Thomaston.....	9	25 33	5 80	80	1,149	-	-	4 21	.062 3-10	3,768	1,877	71	5,716	5,054	662	-
Union.....	21	29 00	6 50	169	1,621	-	-	3 63	.002 2-10	1,149	882	2	2,033	1,948	85	-
Vinalhaven.....	12	33 61	6 01	80	986	2	-	3 45	.004 5-10	4,059	1,909	-	5,968	5,110	858	-
Warren.....	1	30 00	6 50	10	200	43	-	2 98	.002	1,632	1,429	350	3,411	3,258	153	-
Washington.....	1	40 00	9 00	-	-	-	-	3 99	.003 5-10	1,330	711	-	2,041	1,994	47	-
Criehaven Pl.....	3	-	6 50	-	119	91	-	11 90	.015 3-10	131	28	-	159	137	22	-
Matinecus Isle Pl.....	3	-	9 00	-	200	43	-	3 77	.005 4-10	282	129	91	502	332	170	-
<b>Total . . . . .</b>	<b>164</b>	<b>\$88 45</b>	<b>\$7 45</b>	<b>\$3,199</b>	<b>\$32,518</b>	<b>\$7,833</b>	<b>\$10</b>	<b>\$3 74</b>	<b>.002 4-10</b>	<b>\$36,963</b>	<b>\$21,811</b>	<b>\$1,016</b>	<b>\$59,790</b>	<b>\$54,014</b>	<b>\$5,776</b>	<b>-</b>

APPENDIX.



LINCOLN COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Alna .....	-	-	\$6 42	\$40	\$600	\$190	-	\$5 45	.003 6-10	\$646	\$316	-	\$956	\$224	\$72	
Boothbay .....	17	\$38 85	6 34	220	2,000	626	-	3 77	.003 6-10	2,000	1,419	\$-	3,427	3,530		
Boothbay Harbor .....	10	37 00	-	220	1,860	440	-	3 61	.002	2,257	1,616	-	3,874	3,841	33	
Bremen .....	-	28 87	6 10	42	700	125	-	3 93	.004 8-10	-	745	-	1,195	1,182	13	
Bristol .....	-	43 92	7 44	200	3,300	1,043	-	4 43	.004 2-10	3,311	1,864	-	5,175	5,074	101	
Damariscotta .....	-	28 00	7 50	66	1,000	190	-	5 32	.002 2-10	1,010	500	-	1,510	1,429	81	
Dresden .....	6	28 00	7 00	50	836	-	-	3 25	.002 1-10	-	836	-	1,509	1,461	48	
Edgcomb .....	27	33 88	6 07	65	600	-	-	3 21	.003 3-10	-	664	-	1,198	1,185	13	
Jefferson .....	22	26 62	6 21	75	1,112	-	-	3 25	.002 4-10	1,202	920	52	2,174	1,979	195	
Newcastle .....	-	32 00	7 05	75	1,300	274	-	5 57	.001 9-10	1,481	703	-	2,184	1,940	244	
Nobleboro .....	5	30 33	6 35	75	1,100	342	-	5 00	.004 4-10	1,242	582	71	1,895	1,800	95	
Somerville .....	-	34 00	6 50	25	362	-	-	3 20	.006 8-10	464	349	-	813	652	161	
Southport .....	3	-	8 11	60	533	107	-	3 57	.001 9-10	595	377	-	972	781	191	
Waldoboro .....	30	26 00	7 44	210	3,200	396	-	3 76	.003 4-10	3,438	2,104	-	5,542	5,238	304	
Westport .....	-	-	7 54	20	375	14	-	3 37	.004 5-10	391	255	-	646	633	13	
Whitefield .....	18	-	5 72	75	1,000	28	-	3 37	.002 2-10	1,143	802	-	1,945	1,812	133	
Wiscasset .....	15	-	7 62	96	1,400	14	-	3 66	.002 8-10	1,748	1,024	5	2,777	2,425	352	
Monhegan Pl. ....	1	-	8 00	4	200	128	-	6 66	.008 7-10	274	71	-	345	180	165	
Total .....	135	\$32 68	\$7 06	\$1,616	\$21,418	\$3,919	-	\$3 70	.002 9-10	\$23,441	\$4,559	\$137	\$28,137	\$36,026	\$2,214	\$103



Roxbury.....	81	57	48	62	52	.61	65	9	3	9	3	105	4	3	1	-	-	1,800	1	1	3	3	1
Rumford.....	1,208	395	302	498	430	.30	661	10	10	10	3	713	18	14	14	1	517	14,500	4	3	22	26	3
Stoneham.....	92	47	40	53	46	.46	63	7	3	10	1	84	3	3	1	-	-	600	-	1	3	3	
Stowe.....	90	45	33	50	41	.41	60	8				96	5	5	1	-	-	1,000	-	1	4	4	2
Sumner.....	213	126	93	140	117	.49	147	8			3	173	9	5	4	-	-	3,500	1	2	6	6	
Sweden.....	64	36	31	41	33	.50	52	8	4	8	1	75	7	-	-	-	-	2,000	-	-	3	3	
Upton.....	79	46	34	54	41	.47	57	8				40	1	1	-	-	-	1,000	-	2	2	1	
Waterford.....	272	146	127	149	130	.46	214	9				232	10	9	3	1	1,500	6,500	-	-	10	9	3
Woodstock.....	213	129	101	124	101	.47	163	7	3	7	4	185	7	6	6	-	-	3,500	-	4	8	7	1
PLANTATIONS.																							
Lincoln.....	22	21	15	21	15	.81	22	12				34	1	1	1	-	-	700	-	-	1	1	
Magalloway.....	25	21	18	22	18	.72	22	10			2	21	1	1	1	-	-	500	-	1	1		
Milton.....	66	22	19	18	11	.23	25	10				27	1	1	-	-	-	200	-	-	1	1	2
Total.....	8,983	5,011	4,207	5,080	4,321	.47	5,962	9	9	1	7,459	285	222	113	4	\$3,312	\$161,300	22	46	265	263	43	

OXFORD COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Albany	4	\$27 33	\$5 57	\$66	\$635	\$120	-	\$4 12	.004 8-10	\$648	\$377	\$48	\$1,073	\$1,037	\$36	-
Andover	11	22 00	6 29	55	800	208	-	3 80	.003 8-10	818	515	21	1,354	1,396	-	-
Bethel	7	44 00	6 52	132	2,000	233	-	3 98	.002 3-10	2,012	1,293	125	3,430	3,412	-	18
Brownfield	6	32 23	5 65	90	907	-	-	3 40	.002 9-10	913	876	-	1,789	1,773	-	16
Buckfield	11	21 50	5 92	75	1,300	250	-	4 14	.003 3-10	1,325	761	126	2,212	2,138	-	74
Byron	1	-	4 10	20	350	206	-	5 83	.004 2-10	350	167	22	539	498	-	41
Canton	9	-	7 00	100	1,050	-	-	3 77	.003	1,145	663	61	1,869	1,850	-	19
Denmark	4	-	5 17	68	850	246	-	5 44	.003	938	369	33	1,340	1,342	-	-
Dixfield	11	45 75	5 67	97	890	100	-	3 20	.002 5-10	1,038	658	157	1,853	1,731	-	122
Fryeburg	13	28 67	6 03	125	1,400	266	-	4 25	.001 6-10	1,488	839	40	2,367	2,327	-	40
Gilead	-	-	5 66	25	269	-	-	3 73	.002	282	228	15	625	506	-	19
Grafton	5	-	6 33	5	75	-	-	3 75	.001 1-10	106	48	94	248	226	-	22
Greenwood	7	26 00	5 68	66	850	268	-	3 89	.005 7-10	1,016	566	85	1,667	1,552	-	115
Hanover	-	28 00	6 00	8	200	30	-	3 50	.002 5-10	200	137	12	349	362	-	-
Hartford	12	28 00	6 32	62	700	149	-	4 07	.002 8-10	899	440	57	1,396	1,200	-	196
Hebron	7	-	5 00	50	600	30	-	5 60	.002 8-10	712	311	97	1,120	995	-	125
Hiram	6	26 00	6 40	80	1,000	150	-	3 33	.002	1,053	645	-	1,698	1,648	-	50
Lovell	1	26 00	5 50	50	700	18	-	3 84	.001 8-10	778	438	204	1,420	1,380	-	40
Mason	3	-	6 33	5	80	16	-	3 47	.002 3-10	93	61	-	154	147	-	7
Mexico	5	32 00	7 00	100	800	516	-	2 68	.003 6-10	892	639	-	1,531	1,221	-	310
Newry	3	-	1 75	21	400	126	-	4 49	.003 3-10	403	245	71	719	651	-	68
Norway	18	24 00	7 06	274	3,500	1,362	-	4 52	.002 6-10	3,524	1,957	15	5,496	5,443	-	53
Oxford	1	-	7 05	107	1,600	436	-	4 84	.003 5-10	1,686	900	6	2,592	2,497	-	95
Paris	24	30 00	7 30	298	3,945	1,780	-	4 52	.003	3,945	2,132	248	6,325	5,928	-	397
Peru	6	32 67	6 72	75	650	96	-	2 88	.002 8-10	654	544	34	1,232	1,199	-	33
Porter	6	30 00	3 00	70	850	88	-	2 99	.003 4-10	733	731	127	1,651	1,748	-	97

Roxbury .....	6	26 30	6 38	25	500	322	-	6 16	.008 1-10	562	207	-	769	723	46	
Rumford .....	35	30 00	9 50	750	4,200	3,482	-	3 48	.002 4-10	5,415	2,572	176	8,163	6,486	1,677	
Stoneham .....	4	20 00	5 00	420	300	42	-	3 26	.003 7-10	288	205	-	493	502	-	
Stowe .....	2	27 00	5 15	30	500	267	-	5 55	.004 1-10	526	210	-	736	708	28	
Sumner .....	-	30 00	5 80	100	800	79	-	3 75	.003 3-10	802	536	108	1,446	1,385	61	
Sweden .....	1	-	5 67	20	270	-	-	4 21	.001 7-10	388	180	138	706	533	173	
Upton .....	-	38 00	7 00	8	200	14	-	2 53	.001 9-10	211	195	150	556	458	98	
Waterford .....	14	-	6 25	100	1,200	400	-	4 34	.004 1-10	1,129	655	52	1,836	1,830	6	
Woodstock .....	3	28 80	5 68	49	900	213	-	4 24	.004 2-10	966	500	61	1,527	1,334	193	
<b>PLANTATIONS.</b>																
Lincoln .....	-	-	7 00	9	66	19	-	3 00	.001	1,058	61	339	1,458	288	1,170	
Magalloway .....	-	32 50	8 00	3	65	2	-	2 60	.000 7-10	1,062	48	379	1,489	306	1,183	
Milton .....	-	-	6 44	10	175	6	-	3 00	.003 1-10	175	164	-	339	339	-	
<b>Total .....</b>	<b>240</b>	<b>\$29 47</b>	<b>\$5 74</b>	<b>\$3,648</b>	<b>\$35,577</b>	<b>\$11,504</b>	<b>-</b>	<b>\$4 00</b>	<b>.002 8-10</b>	<b>\$40,293</b>	<b>\$22,073</b>	<b>\$3,101</b>	<b>\$65,467</b>	<b>\$59,099</b>	<b>\$6,531</b>	<b>\$163</b>

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APPENDIX.

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Greenfield	61	43	35	35	28	.51	46	8	12	3	41	4	3	-	-	-	600	-	-	2	2
Hampden	487	326	265	304	253	.51	304	8	10	8	392	16	4	-	-	-	8,000	-	-	14	13
Hermion	352	246	210	247	263	.58	342	7	2	2	312	14	3	5	-	-	3,000	-	2	11	5
Holden	182	116	98	113	99	.54	124	9	4	8	150	7	6	5	-	-	2,600	-	-	6	6
Howland	180	90	76	99	77	.40	130	9	2	10	89	3	-	-	-	-	200	-	1	2	2
Hudson	97	84	63	52	37	.51	87	9	2	10	88	6	3	1	-	-	2,600	-	-	3	3
Kenduskeag	93	71	64	63	58	.65	78	8	9	2	52	2	1	1	-	-	1,200	-	1	1	1
Kingman	391	180	129	141	110	.36	200	9	10	10	192	6	1	1	-	-	1,000	-	1	1	6
Lagrange	195	109	88	114	91	.45	141	8	9	8	120	5	5	1	-	-	1,800	-	1	1	4
Lee	281	177	160	159	142	.53	211	8	8	1	193	8	5	3	1	428	3,000	-	1	5	7
Levant	248	120	88	148	134	.42	194	7	8	3	156	7	6	2	-	-	3,000	-	1	3	6
Lincoln	565	358	312	361	309	.54	377	9	8	3	416	13	10	5	-	-	7,000	-	2	15	16
Lowell	79	60	51	59	42	.58	69	8	3	11	104	5	1	1	-	-	1,000	-	-	4	4
Mattamiscontis	6	7	7	7	6	1.08	7	8	14	14	22	1	1	-	-	-	400	-	-	1	1
Mattawankeag	292	130	114	128	110	.55	137	9	9	9	139	4	4	1	-	-	2,000	-	1	1	5
Maxfield	43	31	24	28	26	.51	33	10	12	12	66	3	2	-	-	-	600	-	-	3	3
Medway	167	115	93	111	85	.53	116	8	2	11	120	5	-	1	-	-	2,000	-	1	1	5
Milford	318	140	118	154	136	.39	164	10	11	3	128	2	2	2	-	-	2,000	-	1	1	4
Millinocket	533	Organized in 1801																			
Mt. Chase	135	91	65	84	58	.45	115	10	10	10	100	5	5	2	-	-	1,200	-	-	5	5
Newburg	156	98	81	118	102	.49	146	9	1	11	175	4	6	2	-	-	3,000	-	-	4	4
Newport	335	229	199	215	182	.57	267	12	12	12	268	5	5	5	1	937	6,500	-	1	1	6
Old Town	1,638	731	621	805	688	.35	1,076	10	12	2	743	11	9	5	-	-	20,000	-	-	23	24
Orono	1,021	600	594	641	556	.56	717	11	4	12	533	10	8	5	1	4,101	16,000	-	1	15	15
Orrington	335	207	166	214	184	.52	237	9	9	3	275	11	11	10	-	-	6,000	-	2	2	9
Passadumkeag	138	90	79	61	52	.47	114	9	3	11	92	4	3	2	1	2,670	4,000	-	-	4	3
Patten	452	321	282	312	276	.61	359	10	10	10	262	9	8	4	-	-	15,000	-	3	3	6
Plymouth	184	131	111	127	106	.58	141	7	4	8	166	9	6	4	-	-	4,350	-	-	1	6
Prentiss	194	157	120	140	110	.59	174	9	2	9	158	6	5	4	-	-	650	-	1	2	5
Springfield	170	116	92	108	89	.53	129	10	2	9	154	6	4	-	-	-	4,500	-	1	1	6
Stetson	135	80	65	83	74	.51	105	9	3	10	158	7	7	3	-	-	3,150	-	-	6	5
Veazie	126	82	71	79	71	.56	83	12	12	12	108	2	2	1	-	-	1,500	-	-	1	3
Winn	261	162	133	162	130	.50	222	9	1	8	155	8	6	2	-	-	3,000	-	1	1	5
Woodville	65	43	39	45	37	.58	46	8	12	2	60	3	-	-	-	-	200	-	-	3	3
PLANTATIONS.																					
Drew	49	32	25	33	23	.48	37	8	4	9	54	2	2	1	-	-	500	-	-	2	2
Lakeville	45	23	20	24	20	.44	26	12	10	10	64	2	1	-	-	-	900	-	-	2	2
No. 2, Grand Falls	23	14	12	12	11	.50	16	10	10	10	20	1	1	1	-	-	400	-	-	1	1
Seboeis	38	26	21	22	19	.52	28	9	9	9	27	1	1	1	-	-	350	-	1	1	1
Stacyville	167	123	100	112	92	.56	147	9	3	10	146	5	4	1	-	-	800	-	-	1	5
Webster	64	34	25	35	26	.39	36	12	8	8	49	2	1	1	-	-	600	-	-	2	2
Total	22,687	12,840	11,012	13,059	11,091	.41	14,866	9	1	10	14,087	442	334	176	6	22,222	\$517,057	35	78	489	478

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.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Alton	3	-	\$6 50	\$24	\$400	\$122	-	\$3 88	.006 3-10	\$624	\$260	-	\$884	\$974	-	\$90
Argyle	3	-	6 06	36	400	122	-	4 70	.005 6-10	462	207	\$29	698	714	-	16
Bangor	126	166 66	11 42	1,500	28,000	12,718	-	4 56	.001 7-10	28,000	15,636	485	44,121	44,922	-	801
Bradford	4	27 00	4 23	75	1,000	28	-	3 61	.003 9-10	1,071	680	105	1,856	1,777	\$79	-
Bradley	-	-	7 93	60	600	2	-	2 93	.004 5-10	715	652	49	1,416	1,385	31	-
Brewer	33	43 00	7 55	300	4,000	646	-	2 89	.002 4-10	4,000	3,460	58	7,518	7,865	-	347
Burlington	3	30 00	7 33	30	368	-	-	2 83	.002 7-10	309	309	141	745	875	-	130
Carmel	4	23 50	5 50	90	853	-	-	3 67	.003	1,022	737	70	1,829	1,687	142	-
Carroll	10	26 00	6 00	45	437	-	-	2 60	.004	462	422	72	956	984	-	28
Charleston	12	25 00	6 04	86	800	23	-	2 62	.002 7-10	800	733	80	1,613	1,514	99	-
Chester	4	-	6 25	45	300	6	-	2 03	.004 4-10	614	354	123	1,091	812	279	-
Clifton	3	-	5 50	25	383	156	-	6 07	.006 9-10	453	164	-	617	404	213	-
Corinna	12	30 00	6 95	100	1,030	64	-	2 82	.002 3-10	1,255	931	150	2,336	2,225	111	-
Corinth	2	32 00	6 50	100	923	-	-	3 34	.002 2-10	923	706	63	1,692	1,724	-	32
Dexter	14	26 00	7 04	225	2,775	589	-	3 50	.002 3-10	2,775	1,988	193	4,956	5,039	-	83
Dixmont	2	32 28	4 43	59	735	-	-	3 22	.002 9-10	737	582	98	1,417	1,401	16	-
Eddington	4	-	7 13	50	600	17	-	3 22	.003 7-10	535	453	-	988	1,077	-	89
Edinburg	-	-	5 75	8	75	32	-	3 00	.003	75	56	42	179	179	-	-
Enfield	4	37 60	6 65	50	650	35	-	1 77	.002 8-10	907	982	92	1,987	1,936	51	-
Etna	2	22 00	4 99	60	517	-	-	3 05	.003 9-10	536	435	36	1,007	987	20	-
Exeter	7	32 00	6 13	70	752	1	-	3 31	.002 2-10	812	592	156	1,560	1,436	124	-
Garland	-	-	5 92	128	779	1	-	3 76	.002 3-10	999	569	112	1,680	1,723	-	43
Glenburn	2	36 00	6 50	36	500	34	-	3 72	.003 6-10	539	359	180	1,078	971	107	-
Greenbush	7	-	7 24	50	630	103	-	3 33	.007 2-10	650	531	-	1,181	1,141	40	-

PUBLIC SCHOOLS.

Greenfield	3	-	6 50	16	250	65	-	4 09	.005 6-10	284	137	-	421	408	13
Hamden	8	28 00	7 32	200	2,500	513	-	5 13	.003 6-10	3,835	135	-	3,970	3,732	218
Hampton	-	30 92	5 03	110	1,100	74	-	3 12	.003	1,170	1,002	-	2,172	2,016	156
Holden	10	-	6 31	46	600	113	-	3 29	.003 9-10	691	412	50	1,153	1,082	71
Howland	-	40 00	6 98	45	500	363	-	2 77	.001 6-10	513	394	-	907	824	83
Hudson	3	-	5 50	20	420	12	-	4 32	.003 9-10	534	271	111	916	720	196
Kenduskeag	3	40 00	8 00	25	430	2	-	4 62	.002 6-10	530	243	55	828	802	26
Kingman	11	45 40	7 00	50	550	13	-	1 40	.003 4-10	564	842	115	1,521	1,613	92
Lagrange	12	27 00	6 00	64	650	73	-	3 33	.003 4-10	590	470	81	1,141	1,114	27
Lee	10	32 67	7 52	54	745	2	-	2 65	.005 8-10	745	832	60	1,637	1,697	60
Levant	4	48 20	5 92	62	704	-	-	2 83	.002 8-10	855	640	84	1,579	1,548	31
Lincoln	16	46 00	6 33	195	1,600	195	-	2 83	.003 3-10	1,600	1,457	244	3,301	3,298	3
Lowell	4	-	5 14	31	400	49	-	5 06	.004 7-10	401	260	66	727	660	67
Mattamiscontis	1	-	4 75	10	85	47	-	14 16	.004 4-10	87	18	18	123	107	16
Mattawamkeag	7	60 00	7 10	85	525	18	-	2 59	.004 1-10	546	470	211	1,227	1,139	88
Maxfield	2	-	4 29	12	175	68	-	4 06	.007 1-10	188	116	31	335	287	48
Medway	4	36 50	6 35	25	300	-	\$222	1 79	.003	199	420	112	731	898	167
Milford	4	75 00	8 00	50	889	221	-	2 47	.002 9-10	943	728	10	1,681	1,740	59
Mt. Chase	2	-	5 00	25	275	48	-	2 03	.005	255	319	59	633	563	70
Newburg	2	36 50	5 72	60	800	106	-	4 30	.003	1,009	556	-	1,565	1,087	478
Newport	8	-	6 94	126	1,700	750	-	5 07	.003	1,712	871	160	2,743	2,506	237
Old Town	24	28 00	8 00	550	4,500	250	-	2 74	.002 7-10	4,500	3,723	-	8,223	8,229	6
Orono	16	-	8 31	102	2,250	18	-	2 20	.002 1-10	2,502	2,517	-	5,087	5,087	62
Orrington	9	32 00	6 70	148	1,300	175	-	3 88	.003 1-10	1,398	936	69	2,403	2,161	242
Passadumkeag	4	34 00	7 41	30	350	76	-	2 54	.008	377	334	-	711	707	4
Patten	9	36 00	7 50	125	1,450	701	-	3 20	.003 3-10	1,641	1,398	70	3,109	2,410	699
Plymouth	14	-	5 13	60	600	49	-	3 26	.003 3-10	600	1,103	48	1,751	1,131	620
Prentiss	9	23 00	5 73	30	335	14	-	1 72	.004 4-10	424	374	119	1,117	944	173
Springfield	-	25 00	6 00	25	550	8	-	3 23	.004 7-10	933	465	-	1,398	1,148	250
Stetson	5	-	4 63	60	500	6	-	3 70	.002 3-10	500	834	162	1,496	901	595
Veazie	3	-	8 00	35	570	5	-	4 52	.002 2-10	886	384	-	1,270	1,092	178
Winn	6	51 33	7 04	30	750	1	-	2 87	.005	759	635	85	1,479	1,430	49
Woodville	3	-	6 67	16	200	6	-	3 07	.004 2-10	254	177	86	517	422	95
PLANTATIONS.															
Drew	4	-	5 77	9	200	112	-	4 08	.004 1-10	278	121	-	399	352	47
Lakeville	1	-	6 50	19	108	29	-	2 40	.001 5-10	105	127	247	479	475	4
No. 2, Grand Falls	1	-	6 00	19	41	-	-	1 78	.001	41	50	57	148	168	-
Seboeis	1	-	9 00	5	100	22	-	2 63	.004 5-10	169	91	-	260	247	13
Stacyville	-	32 00	5 80	48	500	300	-	2 99	.009 5-10	759	473	-	1,232	942	290
Webster	3	-	5 63	12	100	-	8	1 56	.003 8-10	258	181	-	439	298	141
Total	499	\$35 30	\$6 46	\$4,486	\$76,519	\$19,248	\$230	\$3 25	.002 2-10	\$82,996	\$56,544	\$4,756	\$144,296	\$139,757	\$6,602 \$2,063

PISCATAQUIS COUNTY.

TOWNS.	Number of children belonging in town between the ages of 4 and 21 years.	Number registered in spring terms.	Average number in spring 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 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.	Number of male teachers employed in spring terms.	Number of male teachers employed in fall and winter terms.	Number of female teachers employed in spring terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.	
								w.	d.														
Abbot	195	128	105	129	106	.54	149	9	1	8	191						\$3,100	1	2	7	7	3	
Atkinson	153	92	70	90	74	.47	107	8		8	120						1,500		3	5	4		
Blanchard	74	37	33	48	46	.55	50	8	3	3	51						400			2	2		
Brownville	467	262	216	258	216	.46	274	9	3	3	295						6,000		2	12	10		
Dover	452	271	224	262	201	.47	313	9	3	10	337						16,000			11	11		
Foxcroft	469	268	260	246	238	.53	275	10		9	236						7,000	1	1	8	9		
Greenville	350	199	195	196	190	.55	227	10		10	140						2,000			5	5		
Gulford	440	306	269	318	256	.59	342	10	3	3	298				\$1,273		2,873		1	10	10		
Medford	96	68	58	71	61	.61	73	8		12	60						1,500			3	3		
Milo	390	258	225	280	243	.60	322	10		10	325						75,000	2	1	10	11		
Monson	422	302	252	257	237	.57	379	10		3	264				1	190	7,400	5	4	4	4		
Orneville	121	71	57	68	58	.47	71	9		11	160						950			1	3		
Parkman	207	139	123	143	114	.57	157	8		8	160						800			1	1		
Sangerville	330	189	151	193	170	.48	249	11		11	325						10,000			1	10		
Sebec	175	107	80	115	93	.49	123	10		9	168						3,500			1	6		
Shirley	87	54	47	54	42	.51	54	8		10	76						11,000	1	1	2	2		
Wellington	126	92	85	82	76	.63	92	8		8	160						800				2		
Williamsburg	44	31	27	25	18	.51	33	8		10	46						150			2	4		
Willimantic	127	78	73	79	74	.57	100	9		3	113						2,000				4		
Barnard Pl	30	21	19	22	20	.65	23	9		11	20						400				1		
Bowerbank Pl	21	10	9	9	8	.40	13	10		10	30						700				1		
Elliottville Pl	9	4	3			.33	10	9		7	16						400				1		
Kingsbury Pl	55	30	23	23	24	.42	35	10		9	56				1	296	565		1	2	2		
Lake View Pl	55	37	31	36	30	.55	37	9		9	27						375				1		
Total	4,895	3,054	2,635	3,004	2,585	.53	3,508	10		9	4	3,595	135	99	37	3	\$1,859	\$154,413	11	22	120	127	45

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.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Abbot.....	12	\$36 65	\$6 18	\$50	\$1,000	\$502	-	\$5 12	.005 6-10	\$1,124	\$513	\$62	\$1,699	\$1,487	\$212	
Atkinson.....	15	23 64	5 75	45	600	116	-	3 92	.003 8-10	665	417	98	1,180	990	190	
Blanchard.....	2	-	-	3	200	29	-	2 70	.003 2-10	307	197	41	543	419	126	
Brownville.....	12	23 00	6 22	91	1,300	440	-	2 78	.003	1,348	1,075	69	2,492	2,410	82	
Dover.....	7	-	6 37	250	2,000	446	-	4 42	.002 1-10	2,297	1,143	170	3,610	3,204	406	
Foxcroft.....	9	45 00	6 85	181	1,500	119	-	3 19	.002 3-10	1,526	1,122	75	2,723	2,708	15	
Greenville.....	5	-	7 98	46	750	125	-	2 14	.001 8-16	2,342	875	50	3,267	1,548	1,719	
Guilford.....	10	38 00	8 40	150	2,000	1,183	-	4 54	.003 4-10	2,038	1,095	37	3,170	3,219	-	\$49
Medford.....	1	-	7 45	20	300	55	-	3 12	.004 4-10	300	260	22	582	592	-	10
Milo.....	13	24 00	6 00	78	1,200	370	-	3 07	.002 9-10	1,365	976	79	2,420	2,304	116	
Monson.....	10	28 80	3 07	85	990	-	-	1,185	.003 9-10	1,185	1,042	51	2,278	2,127	151	
Orneville.....	-	25 00	5 11	36	397	3	-	3 27	.004	337	271	40	648	543	105	
Parkman.....	7	28 00	6 43	40	650	-	-	3 14	.002 8-10	728	544	68	1,340	1,294	46	
Sangerville.....	15	24 00	6 86	103	1,700	711	-	5 15	.003 2-10	2,070	809	85	2,964	2,746	218	
Sebec.....	4	40 00	6 00	61	800	220	-	4 57	.004 7-10	830	463	103	1,396	1,241	155	
Shirley.....	6	30 00	6 00	20	232	-	-	2 66	.003	243	192	146	581	565	16	
Wellington.....	-	-	5 50	30	467	-	-	3 70	.004 8-10	479	443	30	952	940	12	
Williamsburg.....	1	-	5 54	11	150	20	-	3 40	.004 4-10	176	116	-	292	280	12	
Willimantic.....	-	33 00	6 00	25	365	8	-	2 87	.003 3-10	385	334	94	813	767	46	
Barnard Pl.....	-	-	5 50	15	85	4	-	2 83	.002 6-10	116	83	-	199	126	73	
Bowerbank Pl.....	3	-	5 58	7	100	30	-	4 76	.001 5-10	144	52	27	229	176	53	
Elliottsville Pl.....	-	-	5 50	4	100	58	-	11 11	.001	146	27	-	173	100	73	
Kingsbury Pl.....	-	20 00	5 00	12	164	-	-	2 98	.003	170	126	13	309	293	16	
Lake View Pl.....	3	34 00	7 00	5	100	25	-	1 81	.0008	133	146	-	279	247	32	
Total.....	135	\$30 20	\$6 33	\$1,362	\$17,150	\$4,468	-	\$3 50	.001 6-10	\$20,454	\$12,327	\$1,369	\$34,141	\$30,326	\$3,814	\$59

APPENDIX.

## SAGADAHOC COUNTY.

TOWNS.	Number of children belonging in town between the ages of 4 and 21 years.		Number registered in spring terms.		Average number in spring 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 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 terms.		Number of male teachers employed in fall and winter terms.		Number of female teachers employed in spring terms.		Number of female teachers employed in fall and winter terms.		Number of teachers graduates of normal schools.			
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.						
Arrowsic	55	31	27	33	30	.51	35	10	9	28	2	13	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Bath	3,017	1,863	1,696	1,903	1,799	.54	2,010	13	12	684	15	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	
Bowdoin	285	191	167	193	172	.59	209	10	8	286	13	12	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Bowdoinham	380	224	186	226	196	.50	230	10	10	316	12	12	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Georgetown	224	130	106	149	112	.48	225	10	10	153	7	7	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Perkins	17	5	5	3	3	.33	5	10	5	20	1	1	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
Phippsburg	373	222	176	226	171	.46	241	9	3	285	12	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Richmond	497	336	287	313	275	.56	368	11	10	419	14	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Topsham	647	292	231	301	234	.35	339	11	12	395	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
West Bath	88	52	38	53	43	.46	57	10	8	108	4	4	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Woolwich	227	131	104	130	109	.46	164	8	8	184	6	6	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Total	5,810	3,477	3,023	3,530	3,144	.53	3,883	10	10	2,878	99	85	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Arrowsic	-	\$32 00	\$8 00	\$8	\$175	\$33	-	\$3 18	.002 5-10	\$257	\$151	-	\$408	\$360	\$48	
Bath	50	59 14	9 41	1,500	14,309	7,331	-	4 74	.002 2-10	14,309	7,249	\$151	21,708	21,708		
Bowdoin	12	-	6 00	75	1,175	496	-	4 12	.003	1,250	751	11	2,012	1,778	234	
Bowdoinham	14	-	6 00	125	1,500	294	-	3 93	.002 6-10	1,873	949	-	2,821	2,294	527	
Georgetown	-	28 00	7 00	50	700	21	-	3 12	.003 2-10	755	569	-	1,324	1,321	3	
Perkins	5	-	5 00	5	75	20	-	4 41	.001 7-10	89	43	-	132	105	27	
Phippsburg	5	30 00	7 32	75	1,150	33	-	3 08	.002 7-10	1,175	945	-	2,123	2,121	2	
Richmond	3	44 00	7 00	250	2,500	34	-	5 03	.002 3-10	2,500	1,626	-	4,126	4,168	-	\$42
Topsham	10	24 00	6 33	158	2,000	885	-	3 11	.002	2,654	1,356	35	4,050	3,741	309	
West Bath	6	-	7 00	30	600	354	-	6 81	.004 5-10	623	204	-	827	797	30	
Woolwich	7	30 00	7 00	30	950	144	-	4 18	.002 7-10	975	539	-	1,514	1,502	12	
Total	112	\$35 30	\$7 14	\$2,309	\$25,134	\$9,645	-	\$4 32	.002 3-10	\$26,465	\$14,383	\$197	\$41,045	\$39,895	\$1,192	\$42

APPENDIX.





PLANTATIONS.

Bigelow .....	21	12	11	12	11	.52	12	10	10	20	1	1	-	-	-	400	-	-	1	1		
Brighton .....	147	79	67	104	97	.55	107	8	12	140	8	7	3	-	-	1,200	-	-	1	6	2	
Caratunk .....	86	68	56	63	57	.65	74	9	1	10	3	2	-	1	1,536	2,000	-	2	2	1	1	
Dead River .....	25	23	18	21	18	.72	23	10	10	40	2	2	1	-	-	300	-	-	1	2	1	
Dennistown .....	40	23	21	23	21	.52	23	10	10	40	1	1	1	-	-	300	-	1	1	1	1	
Flagstaff .....	42	25	24	34	29	.63	39	8	8	24	1	1	1	-	-	1,700	-	-	1	1	1	
Highland .....	21	18	17	22	15	.75	22	10	13	23	1	1	1	-	-	400	-	-	1	1	1	
Jackman .....	44	40	35	36	29	.72	40	10	12	68	1	1	1	-	-	2,500	-	1	1	1	1	
Lexington .....	89	61	51	62	50	.56	63	8	12	60	3	3	1	-	-	550	-	-	-	3	2	
Mayfield .....	33	28	23	28	23	.69	32	10	10	40	2	1	-	-	-	400	-	-	-	2	2	
Moose River .....	74	42	26	38	31	.38	51	8	3	9	74	2	2	1	1	154	850	-	1	3	3	
Pleasant Ridge .....	33	26	24	26	24	.72	26	8	11	57	3	3	-	-	-	100	-	-	-	3	3	
The Forks .....	56	35	31	30	27	.53	35	10	10	60	3	-	1	1	600	700	-	-	-	3	3	
West Forks .....	64	36	31	27	24	.42	37	10	10	40	2	-	-	1	500	600	-	1	-	3	2	
Total .....	9,625	5,639	4,828	5,863	4,939	.50	6,587	8	4	10	6,996	271	195	103	5	\$3,715	\$182,525	31	49	245	234	71

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.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Anson	6	\$24 00	\$6 95	\$100	1,744	\$589	-	\$3 24	.002 8-10	\$1,744	\$1,320	-	\$3,064	\$3,042	\$22	
Athens	-	-	6 15	50	950	102	-	3 72	.003	1,167	744	\$100	2,011	1,913	98	
Bingham	-	22 00	6 10	95	800	194	-	3 33	.003	800	800	105	1,475	1,475	-	
Cambridge	-	29 00	5 92	25	340	-	-	3 65	.003	396	228	30	654	525	129	
Canaan	10	30 00	5 50	90	946	42	-	3 09	.003	1,007	784	19	1,810	1,740	70	
Concord	-	-	6 98	22	276	-	-	2 96	.003 9-10	406	266	-	672	560	112	
Cornville	3	22 00	5 60	47	628	-	-	3 41	.002	672	460	109	1,241	1,164	77	
Detroit	9	55 00	4 61	45	475	3	-	3 12	.003 3-10	623	389	75	1,087	989	98	
Emden	-	27 47	5 21	39	463	-	-	2 96	.001 6-10	943	433	-	1,376	942	434	
Fairfield	-	26 00	6 67	400	4,500	1,692	-	3 65	.002 9-10	4,649	2,817	287	7,753	7,869	-	
Harmony	-	25 50	5 85	39	630	67	-	3 72	.003 2-10	661	412	-	1,081	1,062	19	
Hartland	2	24 00	-	70	1,300	21	-	4 12	.003	1,300	731	-	2,031	1,954	77	
Madison	18	32 00	7 90	400	4,200	2,748	-	5 63	.002 4-10	4,200	1,692	180	6,072	4,591	1,481	
Mercer	-	28 00	5 53	46	600	139	-	4 22	.003 7-10	659	359	7	1,025	1,031	-	
Moscow	-	32 00	5 75	38	950	50	-	2 69	.003 4-10	373	344	51	768	687	81	
New Portland	-	30 00	6 14	100	850	23	-	3 24	.003	856	683	30	1,569	1,510	59	
Norridgewock	14	20 00	5 95	150	1,950	625	-	4 80	.003 3-10	2,192	1,047	-	3,239	2,818	421	
Palmyra	9	22 00	6 10	83	1,600	197	-	3 63	.003	995	670	111	1,776	1,687	89	
Pittsfield	10	49 00	9 19	200	3,500	1,488	-	4 52	.002 5-10	3,704	1,730	5	5,439	5,767	-	
Ripley	6	26 00	6 36	35	382	-	-	2 79	.003	450	341	33	824	789	35	
Skowhegan	-	-	6 31	900	5,000	946	-	3 49	.001 4-10	5,000	3,578	98	8,676	8,676	-	
Smithfield	7	22 00	5 70	300	500	117	-	3 64	.003 5-10	525	352	10	887	830	57	
Solon	10	28 00	6 28	67	1,221	439	-	4 05	.003 3-10	1,221	736	61	2,018	1,856	162	
St. Albans	11	25 00	5 00	98	1,100	135	-	3 41	.002 7-10	1,187	804	61	2,052	1,762	290	
Starks	1	26 80	5 46	19	613	-	-	3 52	.003	623	450	-	1,073	1,027	46	

PUBLIC SCHOOLS.

\$116

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PLANTATIONS.

Bigelow	1	-	7 00	3	70	20	-	3 33	.002	101	75	-	176	156	20	
Brighton	4	24 00	4 75	30	350	3	-	2 37	.005 7-10	368	364	15	747	710	37	
Caratunk	3	34 75	6 33	25	350	196	-	4 06	.004 3-10	405	202	74	681	634	47	
Dead River	-	-	6 00	8	100	17	-	4 00	.003	152	71	72	295	241	54	
Dennistown	1	32 80	3 50	8	60	7	-	1 50	.001 3-10	86	99	-	185	258	-	73
Flagstaff	4	46 00	6 87	-	125	55	-	2 97	.003 1-10	125	96	76	297	310	-	13
Highland	1	-	7 50	4	61	-	-	2 90	.002 8-10	70	71	38	179	176	3	
Jackman	2	36 00	7 50	19	174	-	-	3 95	.002	310	223	31	564	663	-	99
Lexington	1	-	4 43	23	200	41	-	2 24	.004	210	225	15	450	438	12	
Mayfield	-	-	4 75	4	59	-	-	1 78	.001 3-10	59	74	-	133	193	-	60
Moose River	3	-	6 58	20	450	314	-	6 08	.006 5-10	476	207	18	701	545	156	
Pleasant Ridge	-	-	4 00	8	200	114	-	6 06	.007 4-10	195	128	44	367	365	2	
The Forks	4	-	6 35	15	250	94	-	4 46	.004 5-10	378	134	-	512	387	125	
West Forks	3	24 00	9 92	15	120	3	-	1 87	.005 4-10	371	260	-	631	401	230	
<b>Total</b>	<b>156</b>	<b>\$29 30</b>	<b>\$6 21</b>	<b>\$3,370</b>	<b>\$36,980</b>	<b>\$10,437</b>	<b>-</b>	<b>3 84</b>	<b>.002 1-10</b>	<b>\$39,659</b>	<b>\$24,169</b>	<b>\$1,763</b>	<b>\$65,591</b>	<b>\$61,743</b>	<b>\$4,543</b>	<b>\$695</b>

WALDO COUNTY.

TOWNS.	Number of children belonging in town between the ages of 4 and 21 years.		Average number in spring 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 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 terms.	Number of male teachers employed in fall and winter terms.	Number of female teachers employed in spring terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
	w.	d.						w.	d.														
Belfast.....	1,253	743	626	749	628	.50	749	11	12	804	12	5	12	-	-	-	\$20,000	4	4	23	23	3	
Belmont.....	73	65	53	70	47	.64	53	7	7	105	5	1	-	-	-	1,000	-	1	5	5	-		
Brooks.....	123	120	98	112	84	.50	133	9	4	135	6	3	3	4	4	1,100	-	4	3	3	3	3	
Burnham.....	252	152	122	165	130	.50	184	8	4	181	9	3	3	3	3	2,200	-	1	4	2	2	2	
Frankfort.....	336	207	172	217	178	.46	268	10	10	218	10	10	3	3	3	2,700	-	1	1	4	4	4	
Freedom.....	127	70	58	84	72	.51	116	10	11	144	16	6	6	6	6	3,500	-	1	3	5	5	5	
Islesboro.....	521	171	143	182	156	.46	184	10	11	180	7	7	7	7	7	2,600	-	1	1	2	2	2	
Jackson.....	94	79	60	91	77	.72	93	10	11	126	6	5	1	1	1	2,000	-	1	2	5	5	4	
Knox.....	141	78	63	105	79	.56	118	8	9	126	6	5	5	5	5	2,650	-	-	3	3	3	2	
Liberty.....	233	164	137	161	138	.58	172	8	9	216	9	9	2	2	2	3,500	-	-	4	4	4	7	
Lincolnville.....	330	235	209	223	198	.53	269	8	3	253	14	13	3	3	3	3,000	-	-	1	1	11	11	
Monroe.....	221	149	127	167	141	.60	214	8	3	224	12	10	6	6	6	3,500	-	-	-	10	9	9	
Montville.....	231	126	105	134	104	.45	156	8	2	240	10	10	3	3	3	1,500	-	-	-	7	10	10	
Morrill.....	121	81	73	89	78	.62	95	7	2	88	3	3	1	1	1	2,200	-	-	-	1	3	3	
Northport.....	125	76	61	71	63	.49	81	10	3	126	8	4	2	2	2	1,500	-	-	-	5	5	1	
Palermo.....	235	133	101	139	118	.46	160	9	1	208	11	9	2	2	2	3,850	-	-	-	7	7	2	
Prospect.....	195	123	107	120	109	.55	164	8	9	140	6	5	4	4	4	1,920	-	-	-	3	3	3	
Searsmont.....	291	169	146	172	137	.48	183	9	10	260	10	5	1	1	1	4,100	-	1	4	6	6	4	
Searsport.....	334	200	173	198	175	.51	206	10	10	240	6	5	5	5	5	1,355	-	3	3	5	5	4	
Stockton Springs.....	217	141	123	142	119	.55	158	8	3	190	9	6	5	5	5	4,000	-	1	3	6	6	4	
Swanville.....	168	92	75	95	77	.45	100	10	10	200	6	6	3	3	3	3,000	-	1	1	3	3	5	
Thorndike.....	160	72	66	90	78	.45	130	7	3	126	6	6	1	1	1	2,000	\$550	-	-	6	6	3	
Troy.....	225	121	105	159	139	.54	194	8	3	175	10	10	1	1	1	1,500	-	2	3	5	5	4	
Unity.....	225	124	108	138	119	.50	150	8	7	154	7	5	7	7	7	4,000	-	-	-	3	3	5	
Waldo.....	145	87	70	70	65	.46	89	8	3	108	6	4	12	12	12	600	-	-	-	2	4	3	
Winterport.....	471	252	211	249	249	.48	343	10	10	360	12	8	-	-	-	1,365	-	1	2	11	10	4	
Total.....	6,806	4,030	3,393	4,242	3,557	.51	4,692	8	2	5,327	222	160	95	1	1	\$550	\$80,040	19	69	184	167	62	

PUBLIC SCHOOLS.

WALDO COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Belfast . . . . .	27	\$52 66	\$2 26	\$1,000	\$7,000	\$2,765	-	\$5 58	.002 4-10	\$7,000	\$3,192	\$100	\$10,292	\$10,066	\$226	
Belmont . . . . .	-	36 00	5 50	20	416	36	-	5 33	.004 1-10	394	266	3	663	629	34	
Brooks . . . . .	11	31 44	6 69	52	584	-	-	3 18	.002 2-10	735	493	-	1,228	1,126	102	
Burnham . . . . .	-	28 00	6 50	50	624	5	-	2 71	.003	695	683	-	1,378	1,457	-	\$79
Frankfort . . . . .	8	-	7 00	75	No fiscal return.	-	-	-	-	-	-	-	-	-	-	
Freedom . . . . .	4	24 66	5 25	50	500	92	-	3 93	.003	500	367	578	1,445	1,657	-	212
Islesboro . . . . .	7	41 33	7 69	60	810	5	-	2 52	.001 6-10	909	837	-	1,746	1,634	112	
Jackson . . . . .	2	27 80	4 95	45	418	-	-	4 44	.002 9-10	369	346	-	715	807	-	92
Knox . . . . .	3	35 25	4 70	55	525	-	\$1	3 72	.002 6-10	535	392	4	931	995	-	64
Liberty . . . . .	4	32 00	5 75	68	668	-	-	2 86	.003	735	637	101	1,473	1,375	98	
Lincolntonville . . . . .	10	24 00	6 00	105	1,089	-	-	2 86	.003 4-10	1,089	930	-	2,019	2,026	-	7
Monroe . . . . .	6	28 00	5 50	50	1,000	137	-	4 52	.003 3-10	732	635	-	1,367	1,470	-	103
Montville . . . . .	5	25 83	4 83	65	844	-	-	3 65	.002 6-10	856	652	24	1,532	1,520	12	
Morrill . . . . .	3	41 00	5 73	25	368	-	-	3 04	.002 6-10	368	311	-	679	692	-	13
Northport . . . . .	7	-	6 37	36	600	47	-	4 80	.001 9-10	647	387	14	1,034	1,021	13	
Palermo . . . . .	-	29 50	5 59	62	877	167	-	3 68	.004 7-10	924	592	14	1,530	1,477	53	
Prospect . . . . .	4	26 00	4 00	70	560	2	-	2 84	.003 1-10	693	518	77	1,288	1,107	181	
Searsmont . . . . .	9	29 40	5 75	68	915	-	-	3 14	.001 3-10	999	748	283	2,030	1,663	367	
Searsport . . . . .	7	32 00	8 00	150	1,360	6	-	4 07	.004	1,497	842	-	2,339	2,013	326	
Stockton Springs . . . . .	7	40 00	6 80	87	920	1	-	4 23	.003 5-10	1,122	602	-	1,724	1,643	81	
Swanville . . . . .	8	35 00	7 06	55	552	1	-	3 28	.003 6-10	749	435	-	1,184	1,018	166	
Thorndike . . . . .	6	35 00	6 00	50	501	30	-	3 13	.002 1-10	507	390	-	897	884	13	
Troy . . . . .	10	36 00	5 00	67	700	6	-	3 11	.002 6-10	808	587	49	1,444	1,420	24	
Unity . . . . .	-	31 00	5 82	60	737	1	-	3 27	.002	782	579	73	1,434	1,222	212	
Waldo . . . . .	4	33 50	6 00	28	475	10	-	3 27	.003	564	405	-	969	948	21	
Winterport . . . . .	2	32 00	6 60	158	1,800	259	-	3 82	.003 1-10	1,687	1,211	-	2,898	2,974	-	76
Total . . . . .	157	\$32 80	\$6 04	\$2,511	\$24,903	\$3,570	\$1	\$3 65	.002 5-10	\$25,896	\$17,037	\$1,306	\$44,239	\$42,844	\$2,041	\$646





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.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Addison	3	\$24 00	\$5 75	\$100	\$1,100	\$282	-	\$3 30	.005 4-10	\$1,100	\$855	\$11	\$1,966	\$1,837	\$129	
Alexander	5	38 00	4 87	25	270	-	-	2 43	.004 5-10	336	283	104	723	606	117	
Baileyville	4	-	4 75	30	350	169	-	4 79	.004 6-10	357	207	-	564	474	90	
Baring	1	50 00	6 00	20	220	-	2	2 58	.003	190	225	82	497	507	-	\$10
Beddington	1	-	7 00	20	147	-	-	5 06	.003 6-10	267	91	71	429	306	123	
Brookton	1	40 00	6 63	15	335	-	-	2 76	.005 6-10	438	344	102	884	751	133	
Calais	37	101 33	6 85	300	5,900	68	-	2 14	.002	5,900	6,972	-	12,872	12,572	300	
Centerville	1	-	7 50	12	92	-	-	3 17	.001 8-10	101	88	20	209	191	18	
Charlotte	3	32 00	4 89	23	353	48	-	4 30	.004 4-10	367	240	-	607	580	27	
Cherryfield	6	-	7 00	160	1,500	70	-	2 41	.002 9-10	1,994	1,560	38	3,592	3,341	251	
Columbia	-	34 00	7 63	30	530	60	-	3 21	.005 6-10	710	377	20	1,107	1,028	79	
Columbia Falls	-	50 00	9 39	50	560	2	-	2 94	.005 6-10	655	518	62	1,235	1,170	65	
Cooper	-	30 00	5 00	15	226	9	-	2 89	.004 9-10	287	187	83	557	498	59	
Crawford	-	27 58	5 50	-	112	-	-	2 54	.005	112	119	27	258	262	-	4
Cutler	3	40 00	6 30	50	530	-	-	3 06	.006 4-10	578	417	56	1,051	1,039	12	
Danforth	2	34 00	6 80	75	950	100	-	2 44	.003 4-10	1,148	974	46	2,168	2,004	164	
Deblois	1	-	5 75	-	80	19	-	3 47	.003 5-10	88	53	27	168	155	13	
Dennysville	2	53 00	9 00	35	362	-	-	1 96	.002 4-10	460	455	72	987	903	84	
East Machias	12	40 00	7 34	99	1,310	-	-	2 71	.003 1-10	1,368	1,247	32	2,647	2,694	-	47
Eastport	27	82 67	7 77	200	4,597	671	-	2 66	.002 1-10	4,597	4,871	-	9,468	10,621	-	1,153
Edmunds	3	-	6 35	35	335	20	-	1 66	.004 4-10	389	488	120	997	931	66	
Forest City	-	40 00	8 50	-	250	20	-	4 03	.001 5-10	780	183	-	963	261	702	
Harrington	-	40 43	6 73	55	930	10	-	2 83	.003 8-10	931	900	-	1,831	1,800	31	



Jonesboro .....	-	24 67	6 90	28	500	-	-	2 18	.004 2-10	500	567	20	1,087	1,103	-	16
Jonesport .....	32	43 33	6 30	226	1,650	116	-	1 99	.003 9-10	1,879	2,099	91	4,069	3,636	493	
Lubec .....	22	45 00	8 00	75	2,500	845	-	2 51	.003	2,531	2,544	75	5,150	4,885	265	
Machias .....	4	-	7 00	100	1,800	172	-	2 89	.002 1-10	1,800	1,672	45	3,517	3,313	204	
Machiasport .....	7	40 00	7 00	50	1,200	50	-	2 56	.005 6-10	1,670	1,153	-	2,823	2,906	-	83
Marion .....	177	31 82	-	8	100	28	-	3 33	.003 4-10	208	88	13	309	226	83	
Marshfield .....	2	-	7 53	10	240	3	-	3 07	.004 3-10	248	179	-	427	417	10	
Meddybemps .....	1	40 00	-	7	125	-	-	2 35	.004 8-10	129	144	-	273	281	-	8
Milbridge .....	7	50 66	6 00	88	1,600	30	-	2 91	.003 4-10	1,533	1,441	-	2,974	3,190	-	216
Northfield .....	1	35 00	5 50	-	175	61	-	4 72	.005 3-10	175	106	38	319	298	21	
Pembroke .....	10	33 33	5 33	75	1,211	-	-	2 28	.003 5-10	1,292	1,373	-	2,665	2,494	171	
Perry .....	10	32 00	7 00	80	756	-	-	2 30	.004 2-10	875	824	103	1,802	1,585	217	
Princeton .....	6	45 00	7 55	75	1,036	214	-	2 92	.004 2-10	1,036	850	-	1,886	1,880	6	
Robbinston .....	3	36 48	7 42	62	750	120	-	2 81	.004 8-10	941	594	101	1,636	1,501	135	
Rogue Bluffs .....	-	-	6 56	5	160	37	-	3 80	.005 6-10	186	124	-	310	299	11	
Steuben .....	-	24 00	6 00	50	766	-	\$20	2 79	.004 3-10	815	792	17	1,624	1,592	32	
Talmage .....	-	28 00	6 63	8	100	10	-	2 77	.001 8-10	116	86	103	305	231	74	
Topsfield .....	4	34 00	7 00	44	300	-	-	2 72	.003 9-10	309	291	120	720	679	41	
Trescott .....	-	36 00	6 58	15	388	-	-	2 35	.006 9-10	383	435	-	818	805	13	
Vanceboro .....	3	-	9 33	50	696	-	-	3 25	.004	1,886	592	39	2,517	1,289	1,228	
Waite .....	-	-	5 37	-	150	23	-	3 33	.004 7-10	200	88	72	360	325	35	
Wesley .....	1	33 25	4 95	16	185	3	-	2 68	.005	328	177	72	578	513	65	
Whiting .....	4	-	6 30	30	320	6	-	1 93	.003 6-10	430	430	-	863	733	130	
Whitneyville .....	3	48 00	8 50	20	340	10	-	2 63	.005 4-10	430	331	3	764	670	94	
PLANTATIONS.																
Codyville .....	1	-	5 00	10	60	2	-	2 85	.001 7-10	126	58	-	184	125	59	
Grand Lake Stream .....	1	35 00	6 68	12	200	23	-	2 56	.003 4-10	543	222	-	765	475	290	
Lambert Lake .....	2	-	7 50	10	138	16	-	2 93	.003 4-10	138	124	-	262	265	-	3
No. 14 .....	-	-	5 56	13	90	-	-	3 10	.003 4-10	184	79	117	380	287	93	
No. 21 .....	1	38 00	-	8	75	10	-	2 34	.003 4-10	88	127	70	285	285	-	
Total .....	237	\$40 01	\$6 26	\$2,524	\$37,645	\$3,345	\$30	\$2 49	.002 8-10	\$44,130	\$39,244	\$2,078	\$85,452	\$80,819	\$6,173	\$1,540



Shapleigh .....	261	141	111	155	131	.46	155	7	8	2	168	8	7	1	-	-	4,000	1	4	6	6		
South Berwick .....	1,052	490	401	496	414	.38	575	12	10		516	17	17	6	-	-	20,000	-	-	17	17	3	
Waterboro .....	269	181	148	180	147	.54	209	10	9	3	308	13	10	3	-	-	6,500	1	1	10	10	5	
Wells .....	585	326	299	340	310	.52	427	10	10		420	17	13	14	1	802	8,000	-	-	15	14		
York .....	713	388	319	387	327	.45	410	11	10		504	14	13	9	-	-	15,000	3	4	13	14	7	
<b>Total .....</b>	<b>19,765</b>	<b>8,335</b>	<b>7,092</b>	<b>8,613</b>	<b>7,304</b>	<b>.36</b>	<b>9,933</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>10,336</b>	<b>303</b>	<b>247</b>	<b>153</b>	<b>4</b>	<b>\$2,945</b>	<b>\$152,450</b>	<b>34</b>	<b>50</b>	<b>327</b>	<b>327</b>	<b>76</b>

YORK COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1900.	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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
						Excess above amount required by law.	Less than the amount required by law.									
Acton	3	\$29 00	\$7 00	\$49	\$750	\$48	-	\$3 71	.002 7-10	\$823	\$537	\$50	\$1,410	\$1,348	\$62	
Alfred	4	34 00	8 36	60	1,200	170	-	4 31	.003 2-10	1,220	739	-	1,959	1,882	77	
Berwick	-	72 00	6 85	181	3,600	1,165	-	4 60	.003 1-10	3,810	1,672	-	5,482	4,349	1,133	
Biddeford	50	100 00	9 03	1,600	12,350	596	-	3 15	.001 5-10	12,350	14,562	356	27,268	27,268	-	
Buxton	-	30 00	6 25	100	1,700	71	-	3 64	.002 4-10	1,872	1,171	-	1,171	3,043	3,110	
Cornish	-	-	7 06	75	1,000	106	-	3 71	.002 5-10	1,546	690	146	2,382	2,366	16	
Dayton	-	28 00	6 33	20	450	50	-	4 12	.002	750	331	-	1,091	902	189	
Eliot	-	36 00	6 61	125	1,800	630	-	4 61	.003 9-10	1,610	1,001	-	2,811	2,688	123	
Hollis	-	-	5 53	85	1,050	28	-	3 51	.002 6-10	1,193	759	36	1,898	1,801	97	
Kennebunk	16	-	6 65	250	4,000	1,462	-	4 96	.001 3-10	5,160	1,904	-	7,064	5,774	1,290	
Kennebunkport	8	36 66	6 88	160	3,000	1,243	-	5 50	.002 3-10	3,000	1,363	-	4,363	4,733	-	370
Kittery	6	50 00	6 30	141	2,900	609	-	4 34	.004 2-10	3,665	1,636	-	5,301	5,129	172	
Lebanon	-	32 00	7 00	110	1,800	790	-	5 01	.004 8-10	1,800	923	-	2,723	2,443	280	
Limerick	-	-	6 00	75	1,000	227	-	4 58	.002 3-10	1,119	513	16	1,648	1,606	42	
Limington	7	24 00	5 22	71	875	1	-	3 41	.002 7-10	910	658	-	1,568	1,484	84	
Lyman	-	26 00	6 50	56	1,200	417	-	4 78	.003 4-10	1,205	546	-	1,751	1,768	-	17
Newfield	-	36 00	7 00	35	637	-	-	4 27	.002 7-10	644	461	-	1,105	1,070	35	
North Berwick	5	38 64	6 00	180	1,800	358	-	4 04	.002 3-10	2,073	1,100	-	3,258	3,183	75	
Old Orchard	-	37 24	9 00	35	900	198	-	4 63	.004 9-10	900	481	-	1,381	1,414	-	33
Parsonsfield	4	-	6 50	79	1,200	82	-	4 51	.002 6-10	1,327	675	-	2,082	1,925	157	
Saco	28	72 00	9 00	626	11,000	6,140	-	4 78	.002 9-10	11,000	4,552	-	15,552	13,780	1,772	
Sanford	36	58 00	6 60	1,000	5,000	739	-	2 40	.002	8,560	5,355	138	14,053	9,542	4,511	

PUBLIC SCHOOLS.

Shapleigh .....	9	33 33	7 17	50	749	270	-	2 86	.002 9-10	821	640	114	1,575	1,558	17	
South Berwick .....	15	-	9 00	250	3,200	453	-	3 04	.602 6-10	3,221	3,630	18	6,869	4,595	2,274	
Waterboro .....	9	-	6 50	75	1,355	269	-	5 03	.003 6-10	1,355	771	48	2,174	2,148	26	
Wells .....	11	-	7 33	277	2,000	376	-	3 41	.002 4-10	2,032	1,454	-	3,486	3,517	-	
York .....	-	38 38	8 11	250	3,000	1,045	-	4 20	.001 6-10	2,832	1,841	-	4,673	4,762	-	
Total .....	223	\$42 69	\$7 36	\$6,015	\$68,916	\$17,543	-	\$3 58	.002 2-10	\$76,918	\$49,965	\$1,087	\$127,970	\$116,145	\$12,432	\$607



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.		Amount paid for school superintendence.		Amount of money voted in 1900.		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, 1900, to April 1, 1901.	Amount available from State treasury from April 1, 1900, to April 1, 1901.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1900, to April 1, 1901.	Balance unexpended April 1, 1901.	Balance over-expended April 1, 1901.
	Teachers	Wages	Teachers	Wages	Teachers	Wages	Amount	Percentage	Excess above amount required by law.	Less than the amount required by law.											
Androscoggin .....	296	\$39 69	\$7 50	\$4,544	\$63,650	\$21,488	-	\$3 69	.002 2-10	\$66,772	\$45,336	\$1,901	\$114,009	\$99,413	\$14,631	\$35					
Aroostook .....	315	30 74	6 31	4,220	44,182	10,732	-	1 88	.002 4-10	54,462	58,926	5,445	118,833	106,021	13,382	1,070					
Cumberland .....	453	45 61	7 44	6,750	167,739	98,770	-	5 61	.002 3-10	173,108	74,910	2,027	250,045	244,116	7,060	1,131					
Franklin .....	107	35 09	6 30	1,464	17,304	3,940	-	3 28	.002 3-10	19,635	13,177	1,409	34,221	31,300	3,175	254					
Hancock .....	178	38 73	7 13	4,323	35,592	9,993	-	3 04	.002 3-10	42,869	29,883	1,136	73,888	69,260	4,963	335					
Kennebec .....	236	34 46	6 78	4,549	64,561	20,503	189	4 00	.002 1-10	66,661	40,324	6,029	112,914	100,102	13,408	596					
Knox .....	164	32 45	7 45	3,199	32,518	7,835	10	3 74	.002 4-10	36,963	21,811	1,016	59,790	54,014	5,776						
Lincoln .....	240	32 68	7 06	1,616	16,519	3,919	-	3 70	.002 9-10	23,441	14,559	137	38,137	36,026	2,214	103					
Oxford .....	249	29 47	5 74	3,638	35,577	11,504	-	4 00	.002 8-10	40,293	22,073	3,101	65,467	59,099	6,531	163					
Penobscot .....	499	35 30	6 46	4,486	76,519	19,248	230	3 25	.002 2-10	82,996	56,544	4,756	144,296	139,757	6,602	2,063					
Piscataquis .....	135	30 20	6 33	1,362	17,150	4,468	-	3 50	.001 6-10	20,454	12,327	1,360	34,141	30,326	3,874	59					
Sagadahoc .....	112	35 30	7 14	2,309	25,134	9,645	-	4 32	.002 3-10	26,465	14,383	197	41,045	39,895	1,192	42					
Somerset .....	157	32 30	6 21	3,370	36,380	10,437	-	3 24	.002 1-10	39,659	24,169	1,763	65,591	61,743	4,543	695					
Waldo .....	151	32 80	6 21	2,511	24,003	3,570	-	3 65	.002 5-10	25,896	17,037	1,306	44,239	42,844	2,041	646					
Washington .....	237	40 01	6 26	2,524	37,645	3,345	30	2 49	.002 5-10	44,130	39,244	2,078	85,452	80,819	6,173	1,540					
York .....	223	42 69	7 36	6,015	68,916	17,543	-	3 58	.002 2-10	76,918	49,965	1,087	127,970	116,145	12,432	607					
Total .....	3,646	\$35 66	\$6 72	\$56,880	\$769,788	\$256,884	\$483	\$3 64	.002 3-10	\$840,722	\$534,568	\$34,748	\$1,410,038	\$1,311,380	\$107,997	\$9,339					

APPENDIX.

**SPECIAL PUBLIC SCHOOL 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.	
	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	216	110	106	.51	105	99	39	69	32	23	71	96	86	357															
Aroostook.....	71	499	73	426	.15	408	382	153	149	136	110	179	347	248	677															
Cumberland.....	26	351	145	206	.41	198	163	70	69	51	57	85	146	139	672															
Franklin.....	25	142	40	102	.28	84	78	46	37	21	39	35	80	42	249															
Hancock.....	38	291	86	205	.30	199	180	70	41	54	73	73	111	112	442															
Kennebec.....	30	273	90	183	.33	158	139	68	69	50	63	66	109	119	474															
Knox.....	18	193	79	114	.41	100	87	25	35	25	23	49	56	66	233															
Lincoln.....	18	156	35	121	.22	101	95	48	22	19	38	40	98	58	230															
Oxford.....	37	277	62	215	.22	199	183	81	64	26	76	50	177	93	442															
Penobscot.....	63	503	197	306	.39	276	256	99	87	77	85	126	165	190	751															
Piscataquis.....	24	137	44	93	.32	89	78	43	26	8	22	21	71	28	228															
Sagadahoc.....	11	97	32	65	.33	51	43	24	14	16	21	42	59	37	150															
Somerset.....	39	270	79	191	.29	152	147	59	59	47	46	43	112	101	393															
Waldo.....	26	205	32	173	.16	152	146	85	27	45	67	38	87	80	325															
Washington.....	52	298	166	192	.36	178	150	59	38	34	32	52	107	82	456															
York.....	27	337	139	198	.41	169	157	57	36	41	50	84	144	126	458															
<b>Total.....</b>	<b>519</b>	<b>4,245</b>	<b>1,349</b>	<b>2,896</b>	<b>.32</b>	<b>2,619</b>	<b>2,383</b>	<b>1,026</b>	<b>842</b>	<b>682</b>	<b>830</b>	<b>1,054</b>	<b>1,965</b>	<b>1,607</b>	<b>6,587</b>															



**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 1900-1.	Amount expended for fuel.	Amount expended for new buildings, repairs and insurance.	* Amount expended for free text-books, school year 1899-1900.	Amount paid for transportation of scholars.	Amount paid for board and tuition.
Androscoggin .....	115	317	40	.89	-	15	\$89,636	\$6,842	\$44,684	\$5,158	\$2,416	\$755
Aroostook .....	233	570	107	.84	-	60	93,381	5,094	27,955	8,710	2,585	329
Cumberland .....	422	609	63	.91	1	24	209,672	14,499	55,113	12,150	5,219	1,201
Franklin .....	76	198	51	.80	2	12	25,101	1,711	11,248	2,503	2,076	492
Hancock .....	131	384	58	.87	-	11	62,793	4,011	16,006	5,538	1,306	548
Kennebec .....	190	403	71	.85	-	23	84,331	7,438	13,241	5,380	7,438	414
Knox .....	100	240	43	.85	5	15	48,757	3,668	5,972	4,011	1,407	109
Lincoln .....	63	196	34	.83	-	15	32,354	2,006	4,940	2,553	1,741	100
Oxford .....	112	358	84	.85	1	36	50,303	3,462	8,715	4,816	4,630	635
Penobscot .....	239	627	124	.83	1	46	115,813	9,054	35,422	9,709	7,281	805
Piscataquis .....	58	196	32	.86	6	18	24,028	1,692	4,788	2,058	1,926	111
Sagadahoc .....	104	124	26	.83	-	2	34,773	3,922	3,489	1,525	1,182	20
Somerset .....	133	344	49	.87	-	23	50,174	3,990	10,037	4,876	6,502	613
Waldo .....	70	287	38	.88	-	6	34,899	2,159	5,177	3,275	4,184	212
Washington .....	159	382	74	.84	2	37	75,596	5,609	11,080	5,568	1,536	268
York .....	220	362	96	.80	1	14	104,531	8,672	15,589	7,629	2,608	354
<b>Total .....</b>	<b>2,425</b>	<b>5,597</b>	<b>990</b>	<b>.85</b>	<b>18</b>	<b>363</b>	<b>\$1,136,542</b>	<b>\$83,829</b>	<b>\$273,466</b>	<b>\$85,459</b>	<b>\$54,037</b>	<b>\$6,966</b>

## COMPARATIVE STATEMENT—I.

Items.	1901.	1900.	Increase.	Decrease.
Whole number of scholars between four and twenty-one.....	211,864	211,085	779	
Number registered in spring terms...	126,731	113,878	12,853	
Average attendance in spring terms.	96,426	97,841		1,415
Number registered in fall and winter terms.....	114,882	114,234	648	
Average attendance in fall and winter terms.....	97,649	97,553	96	
Per cent of average attendance of whole number.....	.46	.46		
Whole number of different scholars registered during the year.....	132,862	130,918	1,944	
Number of schoolhouses in State....	4,018	3,995	23	
Number reported in good condition..	3,153	3,135	18	
Number having flags.....	1,956	1,862	94	
Number of schoolhouses built during the year.....	66	72		6
Cost of same.....	\$103,458	\$110,995		\$7,537
Estimated value of school property in State.....	\$4,538,018	\$4,699,475		\$161,457
Number of male teachers employed in spring.....	476	485		9
Number of male teachers employed in winter.....	790	827		37
Number of female teachers employed in spring.....	4,194	4,202		8
Number of female teachers employed in winter.....	4,212	4,051	161	
Number of teachers graduates of normal schools.....	1,408	1,184	224	
Average wages of male teachers per month.....	\$35 66	\$39 30		*\$3 64
Average wages of female teachers per week.....	6 72	6 63	0 09	
Amount of school money raised by towns.....	769,788	749,251	20,537	
Excess above amount required by law	256,884	214,882	42,002	
Average amount per scholar.....	3 64	3 55	.009	
Average per cent of valuation assessed by towns for common schools.....	.002 3-10	.002 3-10		
Amount available from town treasuries for school year.....	\$40,722	\$18,001	22,721	
Amount available from State treasury for school year.....	534,568	520,019	14,549	
Amount derived from local funds....	34,748	36,989		2,241
Total school resources.....	1,410,038	1,375,009	35,029	
Amount expended for common schools, meaning amount allowed to be taken from school fund.....	1,311,380	1,297,972	13,408	
Total amount expended for common schools.....	1,727,175	1,701,738	25,437	
Net balance of school fund proper unexpended.....	98,658	77,037	21,621	
Amount paid by towns for school superintendence.....	56,880	55,981		

\*This decrease is accounted for from the fact that only common school teachers are included this year, while formerly some towns included their high school teachers.

## COMPARATIVE STATEMENT—II.

Items.	1901.	1891.
Whole number of scholars between four and twenty-one . . .	211,864	210,997
Number registered in spring terms.....	126,751	116,048
Average attendance in spring terms.....	96,426	99,198
Number registered in fall and winter terms.....	114,882	129,484
Average attendance in fall and winter terms . . .	97,649	106,927
Per cent of average attendance of whole number.....	46	53
Whole number of different scholars registered for the year...	132,862	141,433
Number of schoolhouses in State.....	4,018	4,209
Number reported in good condition.....	3,153	3,219
Number supplied with flags.....	1,956	
Number built during the year.....	66	58
Cost of same.....	103,458	109,728
Estimated value of all school property.....	\$4,538,018	\$3,670,385
Number of male teachers employed in spring terms.....	476	311
Number of male teachers employed in winter terms.....	790	1,299
Number of female teachers employed in spring terms.....	4,194	4,415
Number of female teachers employed in winter terms.....	4,212	4,050
Number of teachers graduates of normal schools.....	1,408	
Wages of male teachers per month.....	\$35 66	\$34 90
Wages of female teachers per week . . .	6 72	4 39
Amount of school money raised by towns.....	769,788	720,661
Excess above amount required by law.....	256,884	204,309
Average amount per scholar.....	3 64	3 20
Average percentage of valuation.....	.002 3-10	
Amount received from State Treasurer.....	534,568	391,959
Amount received from local funds....	34,748	37,581
Amount paid for superintendence.....	56,880	41,883

**FREE HIGH SCHOOL STATISTICS.**  
Returns for the Year Ending July 1, 1901.

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.....		\$434 00	\$175 00	\$175 00	23	48	24	28	35	29	7	19	6	9	40	-	3
Alfred.....		600 00	250 00	250 00	33	43	30	37	30	14	14	18	-	13	23	-	1
Andover.....		341 00	200 00	170 50	31	88	30	86	31	30	9	7	7	25	15	23	10
Anson.....		575 00	625 00	250 00	66	95	60	-	26	15	34	43	12	50	27	14	2
Ashland.....		512 00	250 00	250 00	30	59	49	28	33	29	10	19	-	10	19	23	2
Auburn.....		6,768 00	8,500 00	250 00	38	343	316	327	9	-	-	252	152	38	327	9	26
Atkinson.....		250 00	125 00	125 00	20	44	34	44	43	44	10	4	12	10	16	3	2
Augusta.....		5,288 00	6,000 00	250 00	38	180	152	-	10	54	-	84	32	123	162	15	1
Bangor.....		10,383 40	10,500 00	250 00	36	359	287	303	75	-	-	194	163	107	303	124	5
Baring.....		4,330 00	100 00	100 00	34	16	15	2	6	6	1	14	5	5	16	5	5
Bath.....		4,722 11	4,000 00	250 00	38	200	180	200	-	74	23	82	95	113	133	23	-
Belfast.....		2,000 00	2,000 00	250 00	35	102	95	80	12	-	-	18	31	20	73	-	-
Berwick.....		1,195 00	900 00	250 00	36	54	48	-	11	-	-	29	3	32	26	4	-
Biddeford.....		4,300 00	4,750 00	250 00	36	163	152	-	-	-	-	86	46	45	95	26	-
Bingham.....		340 00	400 00	170 00	34	20	14	16	16	6	9	12	3	4	9	-	1
Bluehill.....		500 00	250 00	250 00	36	79	65	17	30	17	-	25	12	25	39	-	4
Boothbay.....		550 00	300 00	237 50	46	62	56	62	48	41	29	14	-	21	19	23	-
Boothbay Harbor.....		1,000 00	750 00	250 00	33	38	34	27	19	5	-	16	10	15	34	6	-
Bowdoinham.....		900 00	500 00	250 00	36	50	46	18	14	-	11	34	2	18	48	12	5
Brewer.....		1,400 00	1,525 00	250 00	36	78	75	-	18	-	-	70	33	54	50	-	2
Bridgton.....		1,883 00	1,475 00	250 00	36	64	57	64	23	19	15	48	6	28	47	-	7
Brighton.....		125 00	75 00	62 50	10	25	20	23	23	12	-	-	-	-	-	-	5
Brooklin.....		195 00	111 57	97 50	15	27	24	7	27	20	13	3	-	6	-	-	2

Brooks	252 00	150 00	123 50	38	31	26	23	20	20	11	11	-	10	25	12		
Brownville	500 00	250 00	250 00	30	23	19	-	8	5	-	24	5	7	15	1	4	2
Brunswick	3,133 85	3,200 00	250 00	36	103	97	-	-	-	-	81	31	52	58	-	-	5
Buckfield	465 00	450 00	232 50	31	43	32	24	26	26	13	-	5	5	19	7	9	1
Bucksport	758 75	500 00	250 00	36	30	25	3	-	1	1	8	3	9	7	9	1	1
Buxton	718 00	750 00	250 00	32	31	27	31	6	11	11	11	12	18	18	11	-	-
Calais	3,537 00	2,550 00	250 00	36	140	103	114	-	114	25	91	114	76	112	-	-	-
Cambridge	75 00	40 00	37 50	10	16	13	16	4	6	8	-	8	8	10	3	3	3
Camden	1,998 00	1,600 00	250 00	34	68	60	-	-	-	48	39	19	13	34	11	-	-
Canaan	331 25	150 00	150 00	25	30	26	30	30	7	15	3	18	8	20	3	3	3
Canton	500 00	500 00	250 00	30	20	18	18	8	-	7	4	4	8	12	2	1	2
Cape Elizabeth	475 00	200 00	200 00	34	16	15	16	9	4	2	4	3	8	16	8	8	2
Caribou	1,681 00	1,200 00	250 00	35	70	62	70	70	70	70	31	22	22	31	7	14	2
Carmel	112 00	112 00	56 00	10	22	12	16	22	10	-	-	-	13	13	3	6	4
Carratunk	100 00	50 00	50 00	10	25	22	25	20	15	4	-	-	-	-	-	-	-
Carthage	97 50	100 00	48 75	10	27	20	24	25	24	5	-	-	-	-	5	-	-
Castine	450 00	400 00	225 00	33	24	19	2	4	11	3	16	5	7	24	8	-	-
Cherryfield	1,150 00	900 00	250 00	36	117	98	48	42	24	-	48	84	41	23	5	5	2
China	108 00	54 00	54 00	10	22	20	22	20	13	5	-	-	-	10	7	-	-
China	276 00	138 00	138 00	20	23	20	23	20	21	8	-	18	17	15	2	5	5
Clinton	652 00	250 00	250 00	42	73	34	22	40	38	6	9	35	38	25	6	1	1
Columbia	150 00	100 00	50 00	10	25	22	20	22	20	6	3	8	3	3	4	-	-
Columbia Falls	200 00	100 00	100 00	12	26	21	17	21	16	4	6	8	3	3	-	-	-
Corinna	825 00	250 00	250 00	32	37	32	37	13	37	35	12	18	27	2	11	4	4
Corinth	500 00	250 00	249 12	40	151	62	73	44	32	22	10	2	30	24	19	-	-
Cornish	800 00	500 00	250 00	33	40	39	40	14	-	-	31	16	25	11	-	-	-
Cranberry Isles	125 00	65 00	62 50	10	19	17	19	19	19	13	-	62	6	4	2	1	1
Cumberland	1,364 00	1,230 00	250 00	36	53	42	53	25	12	12	14	3	33	49	-	6	6
Danforth	841 00	500 00	250 00	32	48	43	48	16	13	-	15	14	45	4	-	-	-
Deer Isle	637 50	300 00	250 00	34	28	24	-	24	12	6	12	28	12	12	3	2	1
Denmark	375 00	200 00	185 00	25	22	17	14	13	2	1	2	2	2	2	3	1	1
Dennysville	434 00	170 00	170 00	31	43	29	10	26	18	12	6	8	18	18	1	3	3
Dexter	2,213 34	1,300 00	250 00	33	77	72	-	6	28	14	31	12	46	63	-	-	-
Dixfield	558 00	558 00	250 00	35	52	38	23	34	20	12	7	6	20	6	1	1	1
Dixmont	109 00	54 50	62 62	10	22	19	20	14	22	9	-	-	6	6	6	9	9
Dover	948 83	700 00	250 00	30	68	51	12	23	12	8	-	-	57	38	23	2	1
East Livermore	1,200 00	750 00	250 00	36	50	46	44	12	14	11	25	6	15	30	7	1	1
East Machias	520 00	200 00	200 00	39	38	35	10	21	12	-	24	11	30	12	14	-	-
Easton	550 00	300 00	250 00	24	80	54	71	52	46	24	4	-	12	28	14	-	-
Eastport	1,748 00	2,000 00	250 00	38	95	86	95	15	-	6	80	28	52	65	10	-	-
Eddington	300 00	150 00	150 00	30	26	20	17	17	17	17	17	-	8	8	8	-	-
Eden	2,967 55	2,900 00	250 00	34	61	53	61	26	22	11	49	52	29	44	22	-	-
Ellsworth	1,878 48	2,100 00	250 00	36	121	115	121	12	-	40	63	41	41	78	12	-	-
Etna	200 00	131 50	93 37	20	62	28	33	32	25	12	-	-	13	7	-	4	4
Eustis	419 92	208 00	207 03	30	31	26	31	31	31	9	-	8	31	17	-	-	-
Fairfield	750 00	500 00	250 00	20	63	55	-	25	32	5	48	12	35	51	-	-	-

APPENDIX.

Returns for the Year Ending July 1, 1901—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.
Farmingdale.....		\$357 00	\$150 00	\$150 00	36	12	12	-	-	-	-	-	-	-	-	-	-
Farmington.....		1,702 27	1,000 00	250 00	36	102	81	-	-	-	-	-	-	-	-	-	-
Fort Fairfield.....		1,300 00	1,200 00	250 00	36	154	138	154	62	85	50	63	12	30	48	12	6
Foxcroft.....		700 00	700 00	250 00	33	54	46	12	19	19	26	18	9	20	92	18	1
Freeport.....		1,820 00	1,500 00	250 00	36	85	79	78	11	24	26	33	24	53	85	10	1
Friendship.....		252 00	100 00	100 00	21	39	29	39	39	39	9	3	-	-	6	2	1
Gardiner.....		3,414 00	4,200 00	250 00	36	149	125	-	-	54	-	33	78	138	126	64	1
Garland.....		375 00	175 00	175 00	30	27	25	27	15	15	1	17	3	20	26	18	1
Georgetown.....		144 00	75 00	72 00	12	21	16	14	21	5	-	3	3	8	20	6	2
Gorham.....		1,530 00	1,100 00	250 00	38	88	78	81	30	22	16	65	16	61	70	3	3
Gray.....		1,850 00	1,850 00	250 00	36	88	76	76	54	76	11	17	8	32	41	28	6
Greenville.....		538 00	500 00	250 00	34	40	35	40	23	26	-	12	-	31	32	3	3
Guilford.....		1,252 95	1,150 00	250 00	35	53	50	53	29	15	-	27	18	26	42	23	2
Hallowell.....		2,000 00	1,900 00	250 00	36	82	72	31	22	82	12	27	18	38	49	-	2
Hampden.....		1,274 00	1,040 00	250 00	36	50	45	50	16	16	12	12	12	5	5	2	2
Hartland.....		300 00	225 00	150 00	34	42	38	38	21	10	10	16	6	17	19	8	6
Harrington.....		165 00	175 00	82 50	10	28	20	23	24	6	27	6	-	4	7	-	2
Hebron.....		630 50	500 00	250 00	38	22	21	22	12	17	2	17	6	16	22	3	2
Hollis.....		538 00	250 00	250 00	39	41	35	10	27	11	10	14	23	7	15	2	2
Houlton.....		2,193 93	1,800 00	250 00	36	84	76	84	36	32	32	74	20	18	62	21	1
Island Falls.....		625 00	375 00	250 00	34	53	35	43	20	17	6	13	13	12	14	9	9
Jackson.....		70 00	34 00	34 00	10	13	10	13	10	10	4	-	-	4	6	-	2
Jay.....		562 50	250 00	250 00	30	51	47	51	37	29	13	9	10	26	34	23	4
Jonesboro.....		120 00	90 00	60 00	10	41	37	39	40	38	24	-	-	19	19	-	1
Jonesport.....		587 50	478 00	250 00	30	56	41	-	25	25	25	6	-	41	25	18	1
Kennebunk.....		1,329 28	1,100 00	250 00	36	63	58	14	23	44	23	31	-	41	37	11	4
Kennebunkport.....		844 44	600 00	350 00	38	32	28	-	8	-	-	18	9	9	12	6	3

PUBLIC SCHOOLS.

Kingfield.....	180 00	100 00	90 00	12	29	22	29	29	29	7	-	-	-	9	
Kittery.....	1,066 00	800 00	250 00	36	66	59	17	36	43	19	14	-	15	66	17
Lagrange.....	122 80	100 00	61 40	10	20	18	20	20	20	-	-	-	-	19	18
Lamoine.....	187 00	100 00	93 50	11	20	18	-	18	20	8	4	-	4	10	-
Lebanon.....	440 00	400 00	217 50	40	88	75	88	81	65	44	1	-	10	18	12
Lewiston.....	6,283 33	6,000 00	250 00	38	252	228	246	-	-	-	199	78	65	223	13
Lexington.....	105 00	50 00	50 00	11	26	21	25	26	18	13	3	-	-	9	9
Liberty.....	400 00	221 55	191 00	40	63	32	50	55	42	23	-	-	-	18	27
Limerick.....	831 50	500 00	250 00	33	44	36	44	15	15	15	14	6	7	29	-
Limestone.....	420 00	200 00	200 00	31	64	48	62	63	64	15	-	-	-	13	6
Limington.....	591 00	250 00	250 00	33	131	43	54	28	37	14	26	12	22	32	10
Lincoln.....	500 00	250 00	250 00	36	41	35	41	-	-	-	11	8	8	41	11
Lincolnton.....	250 00	150 00	125 00	40	52	37	52	52	52	34	5	-	-	26	15
Lisbon.....	1,788 00	1,000 00	250 00	32	110	61	47	42	25	42	26	25	31	61	23
Livermore.....	245 00	150 00	122 50	20	43	23	32	28	10	2	8	-	2	12	6
Lubec.....	1,269 00	1,150 00	250 00	38	37	29	-	11	6	19	17	-	5	30	-
Machias.....	1,475 00	1,000 00	250 00	34	72	64	39	28	28	-	65	16	10	71	4
Madawaska.....	130 00	115 00	65 00	13	45	39	45	45	20	15	45	45	30	-	15
Mars Hill.....	205 00	100 00	94 50	16	62	42	21	52	45	34	10	-	6	27	-
Madison.....	1,176 00	900 00	250 00	36	70	69	14	17	31	-	68	20	14	48	-
Mattawankeag.....	256 00	225 00	128 00	27	8	5	6	-	-	-	4	4	3	6	-
Mechanic Falls.....	1,035 00	800 00	250 00	36	40	37	40	9	16	-	31	7	12	21	4
Mercer.....	176 00	100 00	88 00	22	19	13	16	16	16	12	3	-	3	-	-
Mexico.....	589 95	500 00	250 00	28	28	21	21	18	21	14	5	-	15	12	10
Milbridge.....	540 00	400 00	250 00	27	37	29	-	19	17	5	12	-	39	19	12
Milo.....	732 60	400 00	250 00	32	42	36	-	8	-	-	12	17	14	42	-
Monmouth.....	1,040 00	500 00	250 00	34	46	35	40	27	5	3	11	8	9	15	9
Monson.....	500 00	250 00	250 00	33	33	23	-	8	-	-	15	6	20	15	8
Mt. Desert.....	307 00	250 00	153 75	25	61	47	30	55	45	39	3	-	1	37	1
New Gloucester.....	720 00	583 33	250 00	30	34	28	29	20	25	2	17	3	8	29	-
Newfield.....	359 00	150 00	150 00	31	33	18	18	14	14	5	5	-	3	6	-
Newport.....	600 00	350 00	250 00	36	30	22	-	1	-	6	18	1	14	12	6
New Portland.....	308 50	150 00	150 00	26	51	45	51	51	20	23	10	-	10	16	16
New Sharon.....	130 00	75 00	65 00	10	41	27	41	35	20	3	6	-	2	20	-
New Vineyard.....	200 00	100 00	100 00	20	24	18	24	17	21	10	-	-	7	12	5
Norridgewock.....	525 00	500 00	250 00	21	45	38	38	12	26	-	22	14	18	22	-
North Berwick.....	800 00	700 00	250 00	36	26	21	24	9	-	-	9	13	17	16	8
North Haven.....	90 00	75 00	45 00	10	19	16	19	7	19	19	-	-	19	6	-
Norway.....	1,690 00	1,650 00	250 00	34	91	88	91	29	30	5	57	14	71	66	13
Oakland.....	1,296 00	800 00	250 00	36	53	47	-	-	-	-	34	5	41	43	12
Old Orchard.....	540 00	400 00	250 00	34	16	9	-	-	-	-	7	-	11	8	-
Old Town.....	2,100 00	1,900 00	250 00	36	89	77	-	29	-	-	55	38	16	69	-
Orono.....	1,332 00	1,250 00	250 00	36	65	57	62	33	59	42	59	30	13	42	20
Oxford.....	558 25	250 00	250 00	34	30	21	30	8	8	6	11	-	8	11	11
Palermo.....	90 00	45 00	45 00	10	25	20	25	24	25	13	-	-	-	12	12

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.
Paris		\$843 00	\$500 00	\$250 00	36	87	67	57	25	48	-	45	12	46	33	12	5
Parsonsfield		600 00	350 00	250 00	34	59	40	-	21	-	5	22	5	21	34	3	4
Patten		1,038 00	250 00	250 00	34	68	55	19	13	-	-	28	14	19	45	17	6
Pembroke		542 50	275 00	271 25	31	53	45	53	38	-	30	20	40	40	45	-	4
Phillips		816 75	400 00	250 00	27	57	43	44	8	24	-	24	2	9	40	-	4
Pittsfield		858 75	800 00	250 00	37	49	42	16	26	13	5	18	2	14	25	18	2
Plymouth		200 00	120 00	100 00	18	28	22	22	17	19	-	7	-	-	28	-	2
Poland		609 00	250 00	250 00	66	35	18	24	24	24	16	3	5	16	10	-	10
Portland		\$4,120 00	28,795 32	250 00	38	714	653	316	36	250	14	377	230	346	453	52	6
Presque Isle		1,895 00	1,600 00	250 00	36	87	73	87	32	32	10	33	16	75	87	20	1
Princeton		500 00	364 00	250 00	34	35	35	2	14	4	13	14	15	19	11	-	1
Prospect		130 00	75 00	65 00	10	36	29	20	34	32	9	-	9	3	-	-	1
Randolph		396 00	125 00	125 00	36	16	14	-	4	4	-	6	10	8	16	5	5
Richmond		1,221 00	1,000 00	250 00	33	-	46	-	27	6	-	6	20	5	33	4	1
Rockland		3,510 99	3,000 00	250 00	36	157	153	46	34	46	-	58	69	130	146	25	-
Rockport		752 00	500 00	250 00	32	34	32	6	-	25	16	22	-	32	-	-	1
Rumford		1,867 00	1,800 00	250 00	36	80	72	20	22	20	-	24	35	45	44	12	5
Saco		5,546 66	4,766 60	250 00	37	164	149	164	8	46	19	70	49	90	116	10	6
Sanford		2,107 34	1,900 00	250 00	36	123	92	50	63	44	-	81	21	67	84	10	-
Sangerville		741 81	350 00	250 00	40	35	28	17	16	8	2	10	3	12	10	2	2
Scarboro		567 50	500 00	250 00	34	32	26	32	22	18	2	15	2	12	21	8	2
Searsport		752 00	300 00	250 00	30	67	48	16	18	18	16	23	17	24	8	2	2
Sebec		250 00	125 00	125 00	20	38	19	32	38	32	20	7	10	14	14	-	-
Shapleigh		666 25	325 24	250 00	22	22	19	-	16	13	-	10	-	13	12	5	4
Sherman		148 00	150 00	66 00	11	91	63	76	54	55	18	15	4	30	36	14	12
Skowhegan		2,282 00	2,950 00	250 00	36	135	119	20	18	135	22	69	30	78	105	22	3
Solon		400 00	200 00	194 50	32	78	26	-	15	27	-	17	-	13	13	-	1
South Berwick		1,008 00	1,000 00	250 00	40	43	36	-	17	17	6	24	8	18	33	8	2



South Portland.....	2,300 00	2,200 00	250 00	34	88	83	66	44	22	22	44	60	50	66	51		
South Thomaston.....	512 50	250 00	250 00	32	25	21	22	22	22	5	2	-	-	4	4		
Springfield.....	887 16	500 00	250 00	22	70	60	25	15	18	13	12	4	32	27	10	3	14
St. Albans.....	300 00	150 00	150 00	24	72	61	61	61	61	61	3	3	4	32	28		6
Standish.....	939 75	300 00	250 00	33	52	40	52	23	16	12	3	-	52	52			
Starks.....	115 00	57 50	57 50	10	26	19	26	25	12	7	6	-	-	1		3	7
Stetson.....	85 00	60 45	42 50	10	32	25	32	32	32	32	-	-	-	14		8	16
Steuben.....	160 00	80 00	80 00	10	37	27	30	36	30	21	5	-	-	-		4	4
St. George.....	471 25	350 00	235 62	29	47	34	-	19	20	21	8	-	22	30	27		
Stonington.....	637 50	300 00	250 00	34	39	35	-	8	6	-	4	-	5	17	10		
Strong.....	376 00	200 00	188 00	21	40	23	10	10	11	13	9	-	7	18	11	2	
Sullivan.....	147 50	175 00	70 00	10	49	42	15	32	19	10	12	-	-	29	17	4	
Thomaston.....	1,460 00	1,000 00	250 00	34	71	64	69	-	-	21	48	15	52	64	8		
Topsham.....	1,156 13	800 00	250 00	38	71	46	-	-	-	10	18	24	26	46	26	2	
Tremont.....	330 00	200 00	165 00	24	89	67	70	73	75	51	8	-	6	32	15		
Troy.....	300 00	150 00	150 00	30	79	61	41	41	32	10	2	-	32	32	7	21	
Turner.....	2,400 00	2,090 73	250 00	36	114	105	110	31	22	22	29	15	44	65	11	9	
Union.....	375 00	225 00	183 50	20	56	52	17	26	27	10	-	-	14	38		4	
Vanceboro.....	461 25	350 00	227 62	38	17	13	17	17	17	8	9	-	9	9	17		
Vinalhaven.....	1,200 00	900 00	250 00	40	37	34	12	-	-	20	-	-	15	18	16		
Waldoboro.....	800 00	500 00	250 00	30	40	59	24	35	22	57	25	35	27	29	30	5	
Warren.....	725 50	550 00	250 00	35	47	43	-	26	13	23	7	-	36	26	12		
Washburn.....	270 00	125 00	125 00	20	61	45	56	55	56	35	-	-	15	15		10	
Waterboro.....	547 00	250 00	250 00	34	42	35	38	17	17	17	12	11	6	13		5	
Waterville.....	4,212 78	5,250 00	250 00	36	134	129	46	12	38	29	77	35	70	130			
Wayne.....	292 75	178 54	146 37	27	43	24	34	21	11	11	8	6	22	17		5	
Webster.....	635 00	400 00	250 00	35	31	26	-	-	-	-	-	-	-	17		1	
Wells.....	400 00	500 00	200 00	32	50	32	32	35	29	28	26	3	7	33	11	2	
Weld.....	276 00	150 00	136 50	36	42	39	27	32	20	11	4	-	4	18		5	
Westbrook.....	3,419 28	3,750 00	250 00	36	161	121	121	16	-	-	82	34	49	66			
West Forks.....	125 00	62 50	62 50	10	18	15	15	12	10	4	-	-	8	4	6	4	
Whitefield.....	260 00	125 00	125 00	20	56	22	24	25	20	5	-	-	7	21	7	10	
Wilton.....	700 00	700 00	250 00	32	34	30	34	12	3	5	12	2	25	18		8	
Windham.....	768 00	500 00	250 00	33	50	39	29	9	20	11	-	13	41	45		2	
Windsor.....	262 00	166 00	131 00	30	48	30	46	40	43	24	-	-	13	5	4		
Winn.....	133 75	75 00	66 87	10	19	13	13	13	8	13	-	-	7	6		1	
Winter Harbor.....	162 00	125 00	81 00	12	32	27	32	29	15	3	-	-	4	6	6	3	
Winterport.....	540 00	300 00	250 00	36	54	41	-	33	17	20	22	6	13	37	12	4	
Winthrop.....	1,297 00	1,050 00	250 00	33	60	56	-	15	-	12	12	-	36	25	11		
Wiscasset.....	750 00	500 00	250 00	35	55	42	12	26	27	3	20	3	45	34	17	6	
Yarmouth.....	1,842 88	1,715 00	250 00	36	85	76	83	-	-	-	28	-	52	66	14		
York.....	618 75	500 00	250 00	35	35	30	-	10	11	-	18	-	14	31	-		3
Total.....	\$231,299 50	\$202,361 33	\$42,102 27	6,250	13,183	10,677	7,744	4,859	4,820	2,350	5,008	2,488	4,979	7,784	1,968	583	

APPENDIX.

## STATEMENT.

Amount of School Fund and Mill Tax Apportioned to the Several Cities, Towns and Plantations in the State for the year 1901, and payable January 1, 1902.

Towns.	Scholars.	School Fund and Mill Tax.
Abbot .....	195	\$517 49
Acton .....	202	536 07
Addison .....	333	883 71
Albany .....	154	408 69
Albion .....	229	607 72
Alexander.....	111	284 57
Alfred .....	278	737 76
Allagush Plantation.....	101	268 03
Aina .....	112	297 23
Alton .....	105	273 34
Amherst.....	121	321 11
Amity .....	151	400 72
Andover.....	210	557 30
Anson .....	537	1,425 08
Appleton.....	295	782 87
Argyle .....	85	225 57
Arrowsic .....	55	145 95
Ashland .....	512	1,358 74
Athens .....	255	676 72
Atkinson .....	153	406 02
Auburn .....	3,785	10,044 58
Augusta .....	3,071	8,149 77
Aurora.....	45	119 42
Avon.....	128	339 69
Baileyville .....	73	193 73
Baldwin .....	237	628 95
Bancroft .....	129	342 34
Bangor.....	6,128	16,262 41
Baring .....	85	225 57
Barnard Plantation.....	30	79 61
Bath .....	3,017	8,006 47
Beddington .....	29	76 96
Belfast .....	1,253	3,325 20
Belgrade .....	268	711 22
Belmont .....	78	207 00
Benedicta .....	150	398 07
Benton.....	304	806 76
Berwick .....	652	1,730 27
Bethel .....	502	1,332 20
Biddeford .....	5,722	15,184 97
Bigelow Plantation .....	20	53 08
Bingham .....	237	628 95
Blaine .....	382	1,013 74
Blanchard .....	74	196 39
Blue Hill.....	656	1,740 88
Boothbay .....	538	1,427 73
Boothbay Harbor.....	689	1,828 45
Bowdoin .....	285	756 32
Bowdoinham .....	380	1,008 43
Bowerbank Plantation.....	21	55 73
Bradford .....	277	735 11
Bradley .....	221	586 49
Bremen .....	178	472 38
Brewer .....	1,429	3,792 26
Bridgewater .....	421	1,117 24
Bridgton .....	723	1,918 69
Brighton Plantation.....	147	390 11
Bristol.....	744	1,974 42

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Brooklin .....	311	\$825 33
Brooks .....	183	485 63
Brooksville .....	389	1,032 32
Brookton .....	121	321 11
Brownfield .....	266	705 91
Brownville .....	467	1,239 31
Brunswick .....	2,133	5,660 52
Buckfield .....	314	833 30
Bucksport .....	592	1,571 03
Burlington .....	130	344 99
Burnham .....	252	668 75
Buxton .....	467	1,239 32
Byron .....	60	159 23
Calais .....	2,753	7,305 27
Cambridge .....	93	246 80
Camden .....	827	2,194 68
Canaan .....	306	812 06
Canton .....	278	737 76
Cape Elizabeth .....	258	631 60
Caribou .....	1,870	4,962 59
Carmel .....	232	615 67
Caratunk Plantation .....	86	228 32
Carroll .....	168	445 84
Carthage .....	107	283 96
Cary Plantation .....	138	366 22
Casco .....	238	631 60
Castine .....	252	668 75
Castle Hill Plantation .....	218	578 53
Caswell Plantation .....	165	437 88
Centerville .....	29	76 96
Chapman Plantation .....	145	384 80
Charleston .....	305	809 41
Charlotte .....	82	217 61
Chelsea .....	276	732 45
Cherryfield .....	622	1,650 66
Chester .....	144	382 14
Chesterville .....	208	551 99
China .....	361	958 01
Clifton .....	63	167 19
Clinton .....	401	1,064 15
Codyville Plantation .....	21	55 72
Columbia .....	165	437 88
Columbia Falls .....	190	504 22
Concord .....	93	246 80
Connor Plantation .....	229	607 72
Cooper .....	76	201 69
Coplin Plantation .....	23	61 04
Corinna .....	364	965 98
Corinth .....	276	732 45
Cornish .....	269	713 87
Coruville .....	184	488 29
Cranberry Isles .....	97	257 42
Crawford .....	44	116 77
Criehaven Plantation .....	10	26 54
Crystal Plantation .....	132	350 30
Cumberland .....	396	1,050 90
Cushing .....	187	496 25
Cutler .....	173	459 11
Cyr Plantation .....	229	607 72
Dallas Plantation .....	68	180 46
Damariscotta .....	181	480 33
Danforth .....	389	1,032 32
Dayton .....	109	289 26
Dead River Plantation .....	25	66 35

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Deblois .....	23	\$61 04
Dedham .....	105	278 65
Deer Isle .....	777	2,062 00
Denmark .....	156	413 99
Dennistown Plantation.....	40	106 15
Dennysville.....	184	488 30
Detroit .....	149	395 41
Dexter .....	792	2,101 79
Dixfield .....	278	737 75
Dixmont .....	228	605 07
Dover .....	452	1,199 50
Dresden .....	257	682 03
Drew Plantation.....	49	130 03
Durham .....	382	1,013 74
Dyer Brook .....	80	212 30
E Plantation.....	26	69 00
Eagle Lake Plantation.....	219	581 18
Eastbrook .....	98	260 07
East Livermore .....	653	1,732 92
East Machias .....	483	1,281 77
Easton .....	441	1,170 31
Eastport .....	1,724	4,575 14
Eddington .....	186	493 60
Eden .....	1,002	2,659 09
Edgecomb .....	213	565 25
Edinburg.....	25	66 35
Edmunds.....	202	536 07
Eliot .....	390	1,034 98
Elliottsville Plantation.....	9	23 88
Ellsworth .....	1,493	3,962 10
Embden .....	156	413 99
Enfield .....	366	971 29
Etna .....	169	448 49
Eustis .....	146	387 45
Exeter .....	227	602 42
Fairfield .....	1,167	3,096 98
Falmouth .....	457	1,212 78
Farmingdale.....	178	472 38
Farmington.....	923	2,449 45
Fayette.....	154	408 69
Flagstaff Plantation .....	42	111 46
Forest City .....	62	164 54
Fort Fairfield.....	1,658	4,399 98
Fort Kent .....	1,182	3,136 77
Foxcroft .....	469	1,244 61
Frankfort .....	380	1,008 43
Franklin .....	489	1,297 69
Freedom .....	127	337 03
Freeman .....	132	350 30
Freeport .....	621	1,648 00
Frenchville.....	604	1,602 89
Friendship.....	247	655 48
Fryeburg .....	329	873 05
Gardiner .....	1,498	3,975 37
Garfield Plantation .....	26	69 00
Garland .....	207	549 34
Georgetown .....	224	594 46
Gilead .....	72	191 08
Glenburn .....	132	350 29
Glenwood Plantation .....	71	188 42
Gorham .....	792	2,101 80
Gouldsboro .....	351	931 48
Grafton .....	20	53 07

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Grand Falls Plantation . . . . .	23	\$61 04
Grand Isle . . . . .	548	1,454 27
Grand Lake Stream Plantation . . . . .	78	207 00
Gray . . . . .	410	1,088 05
Greenbush . . . . .	189	501 56
Greene . . . . .	185	490 95
Greenfield . . . . .	61	161 88
Greenvale Plantation . . . . .	24	63 69
Greenville . . . . .	350	928 83
Greenwood . . . . .	218	578 52
Guilford . . . . .	440	1,167 66
Hallowell . . . . .	750	1,990 34
Hamlin Plantation . . . . .	235	623 63
Hammond Plantation . . . . .	36	95 53
Hampden . . . . .	487	1,292 39
Hancock . . . . .	297	788 18
Hanover . . . . .	57	151 27
Harmony . . . . .	169	448 49
Harpswell . . . . .	522	1,385 28
Harrington . . . . .	328	870 45
Harrison . . . . .	247	655 49
Hartford . . . . .	172	456 46
Hartland . . . . .	311	825 33
Haynesville . . . . .	169	289 23
Hebron . . . . .	167	283 96
Hermon . . . . .	352	934 13
Hersey . . . . .	76	201 69
Highland Plantation . . . . .	21	55 73
Hiram . . . . .	300	796 13
Hodgdon . . . . .	387	1,027 02
Holden . . . . .	182	482 98
Hollis . . . . .	299	793 48
Hope . . . . .	158	419 30
Houlton . . . . .	1,448	3,842 68
Howland . . . . .	180	477 68
Hudson . . . . .	97	257 42
Hurricane Isle . . . . .	76	201 69
Industry . . . . .	174	461 76
Island Falls . . . . .	435	1,154 39
Isle au Haut . . . . .	71	188 42
Islesboro . . . . .	321	851 86
Jackman Plantation . . . . .	44	116 76
Jackson . . . . .	94	249 45
Jay . . . . .	811	2,152 22
Jefferson . . . . .	342	907 60
Jonesborough . . . . .	229	607 72
Jonesport . . . . .	826	2,192 03
Kenduskeag . . . . .	93	246 80
Kennebunk . . . . .	805	2,136 30
Kennebunkport . . . . .	545	1,446 31
Kingfield . . . . .	208	551 99
Kingman . . . . .	391	1,037 63
Kingsbury Plantation . . . . .	55	145 96
Kittery . . . . .	667	1,770 08
Knox . . . . .	141	374 18
Lagrange . . . . .	195	517 49
Lake View Plantation . . . . .	55	145 96
Lakeville Plantation . . . . .	45	119 42
Lambert Lake Plantation . . . . .	44	116 77
Lamoine . . . . .	182	482 98
Lang Plantation . . . . .	40	106 15

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Lebanon .....	359	\$852 71
Lee .....	281	745 71
Leeds .....	319	846 56
Levant .....	248	658 14
Lewiston .....	8,302	22,031 73
Lexington Plantation .....	89	236 18
Liberty .....	233	618 32
Limerick .....	218	578 53
Limestone .....	432	1,146 42
Limington .....	256	679 36
Lincoln .....	565	1,499 39
Lincoln Plantation .....	22	58 39
Lincolnton .....	380	1,008 44
Linneus .....	291	772 25
Lisbon .....	1,327	3,521 59
Litchfield .....	284	753 68
Littleton .....	325	862 49
Livermore .....	288	764 29
Long Island Plantation .....	68	180 46
Lovell .....	182	482 99
Lowell .....	79	209 65
Lubec .....	993	2,635 21
Ludlow .....	92	244 15
Lyman .....	251	666 10
Machias .....	622	1,650 66
Machiasport .....	467	1,239 32
Macwahoe Plantation .....	61	161 88
Madawaska .....	795	2,109 76
Madison .....	720	1,910 73
Madrid .....	118	313 15
Magalloway Plantation .....	17	45 12
Manchester .....	128	339 69
Mapleton .....	328	870 45
Mariaville .....	58	153 92
Marion .....	30	79 61
Marshfield .....	78	207 00
Mars Hill .....	436	1,157 04
Masardis .....	133	352 95
Mason .....	23	61 03
Matticus Isle Plantation .....	53	140 65
Mattamiscontis .....	6	15 92
Mattawamkeag .....	202	536 06
Maxfield .....	43	114 11
Mayfield Plantation .....	33	87 57
Mechanic Falls .....	422	1,119 89
Meddybemps .....	53	140 65
Medford .....	46	254 76
Medway .....	167	443 19
Mercer .....	140	371 53
Merrill Plantation .....	113	299 88
Mexico .....	298	790 82
Milbridge .....	549	1,456 92
Milford .....	318	843 91
Milo .....	390	1,034 98
Milton Plantation .....	59	156 57
Minot .....	235	623 64
Monhegan Plantation .....	30	79 61
Monmouth .....	290	769 60
Monroe .....	221	586 49
Monson .....	422	1,119 90
Monticello .....	502	1,332 20
Montville .....	231	613 02
Moose River Plantation .....	74	196 38
Moro Plantation .....	93	246 80
Morrill .....	121	321 11

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Moscow .....	130	\$544 99
Mt. Chase .....	135	358 26
Mt. Desert .....	514	1,364 04
Mt. Vernon .....	209	554 64
Millinocket .....	533	1,414 46
Naples .....	227	602 42
Nashville Plantation .....	8	21 33
Newburg .....	186	493 60
New Canada Plantation .....	190	504 22
Newcastle .....	284	753 68
Newfield .....	149	395 41
New Gloucester .....	338	896 98
New Limerick .....	230	610 37
Newport .....	335	889 02
New Portland .....	262	695 30
Newry .....	89	236 17
New Sharon .....	263	697 95
New Sweden .....	338	896 98
New Vineyard .....	154	408 68
Nobleborough .....	220	583 84
Norridgewock .....	406	1,077 43
North Berwick .....	445	1,180 43
Northfield .....	37	98 19
North Haven .....	166	440 53
Northport .....	125	331 73
North Yarmouth .....	186	493 60
Norway .....	773	2,051 37
No. 8 Plantation .....	9	23 88
No. 14 Plantation .....	29	76 96
No. 21 Plantation (Hancock County) .....	17	45 12
No. 21 Plantation (Washington Co.) .....	32	84 92
No. 33 Plantation .....	40	106 15
Oakfield .....	323	857 18
Oakland .....	537	1,425 08
Old Orchard .....	194	514 84
Old Town .....	1,638	4,346 90
Orient .....	73	193 73
Orland .....	350	928 83
Orneville .....	121	321 11
Orono .....	1,021	2,709 52
Orrington .....	335	889 02
Otis .....	48	127 38
Otisfield .....	180	477 68
Oxbow Plantation .....	49	130 03
Oxford .....	330	875 75
Palermo .....	235	623 64
Palmyra .....	261	692 64
Paris .....	861	2,284 91
Parkman .....	207	549 34
Parsonsfield .....	266	705 90
Passadumkeag .....	138	366 22
Patten .....	452	1,199 50
Peaubroke .....	529	1,403 85
Penobscot .....	360	955 37
Perham .....	243	644 87
Perkins .....	17	45 12
Perry .....	328	870 45
Peru .....	225	597 11
Phillips .....	389	1,032 32
Phippsburg .....	373	989 87
Pittsfield .....	773	2,051 38
Pittston .....	308	817 37

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Pleasant Ridge Plantation.....	33	\$87 57
Plymouth.....	184	488 30
Poland.....	392	1,040 28
Portage Lake Plantation.....	88	233 53
Porter.....	284	753 68
Portland.....	14,911	39,570 62
Pownal.....	164	435 23
Prentiss.....	194	514 83
Presque Isle.....	1,493	3,962 10
Princeton.....	354	939 45
Prospect.....	195	517 49
Randolph.....	303	804 10
Rangeley.....	254	674 06
Rangeley Plantation.....	19	50 42
Raymond.....	249	660 79
Readfield.....	228	605 07
Reed Plantation.....	138	366 22
Richmond.....	497	1,318 93
Ripley.....	137	363 57
Robbinston.....	266	705 91
Rockland.....	2,171	5,761 37
Rockport.....	596	1,531 65
Rome.....	133	352 95
Roque Bluffs.....	42	111 46
Roxbury.....	81	214 95
Rumford.....	1,208	3,205 78
Saco.....	2,257	5,989 60
St. Agatha.....	722	1,916 04
St. Albans.....	322	854 53
St. Francis Plantation.....	270	716 53
St. George.....	815	2,162 84
St. John Plantation.....	164	435 22
Salem.....	60	159 23
Sanford.....	2,085	5,533 14
Sangerville.....	330	875 75
Scarborough.....	511	1,356 08
Searsmont.....	291	772 25
Searsport.....	334	886 37
Sebago.....	179	475 03
Sebec.....	175	464 42
Seboeis Plantation.....	38	100 84
Sedgwick.....	296	785 52
Shapleigh.....	261	692 64
Sherman.....	363	963 33
Shirley.....	87	230 88
Sidney.....	261	692 63
Silver Ridge Plantation.....	61	161 88
Skowhegan.....	1,430	3,794 91
Smithfield.....	137	363 57
Smymna.....	150	398 07
Solon.....	301	798 79
Somerville.....	129	342 34
Sorrento.....	33	87 57
South Berwick.....	1,052	2,791 79
Southport.....	149	395 40
South Portland.....	1,813	4,811 32
South Thomaston.....	445	1,180 93
Springfield.....	170	443 19
Stacyville Plantation.....	167	443 19
Standish.....	416	1,103 97
Starks.....	174	461 76
Stetson.....	135	358 26
Steuben.....	284	753 67
Stockholm Plantation.....	76	201 69



## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Stockton Springs.....	217	575 88
Stoneham.....	92	244 15
Stonington.....	541	1,435 69
Stow.....	90	238 84
Strong.....	186	493 60
Sullivan.....	374	992 53
Sumner.....	213	565 26
Surry.....	294	780 21
Swan's Island Plantation.....	230	610 37
Swanville.....	168	445 84
Sweden.....	64	169 85
Talmadge.....	36	95 52
Temple.....	105	278 65
The Forks Plantation.....	56	148 61
Thomaston.....	712	1,889 50
Thorndike.....	160	424 61
Topsfield.....	110	291 91
Topsham.....	647	1,717 00
Tremont.....	703	1,865 61
Trenton.....	125	351 73
Trescott.....	165	437 87
Troy.....	225	597 11
Turner.....	470	1,247 28
Union.....	316	838 60
Unity.....	225	597 11
Unity Plantation.....	11	29 19
Upton.....	79	209 65
Van Buren.....	704	1,868 27
Vanceboro.....	214	567 91
Vassalborough.....	640	1,698 42
Veazie.....	126	334 38
Verona.....	77	204 35
Vienna.....	109	289 26
Vinalhaven.....	811	2,152 22
Wade Plantation.....	117	310 50
Waite.....	45	119 41
Waldo.....	145	384 80
Waldoboro.....	850	2,255 72
Wales.....	129	342 94
Wallagrass Plantation.....	322	854 52
Waltham.....	66	175 15
Warren.....	543	1,441 00
Washburn.....	474	1,257 90
Washington.....	253	671 41
Waterborough.....	269	713 87
Waterford.....	272	721 84
Waterville.....	3,268	8,672 58
Wayne.....	192	509 53
Webster.....	347	920 86
Webster Plantation.....	64	169 84
Weld.....	231	613 01
Wellington.....	126	334 38
Wells.....	585	1,552 46
Wesley.....	69	183 10
West Bath.....	88	233 53
Westbrook.....	2,534	6,724 69
Westfield Plantation.....	105	278 65
West Forks Plantation.....	64	169 85
West Gardiner.....	172	456 46
Westmanland Plantation.....	49	130 03
Weston.....	136	360 91

## School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Westport.....	99	262 72
Whitefield.....	326	865 14
Whiting.....	165	437 87
Whitneyville.....	129	342 33
Williamsburg.....	44	116 77
Willimantic.....	127	337 04
Wilton.....	502	1,332 20
Windham.....	519	1,377 31
Windsor.....	231	613 01
Winn.....	261	692 64
Winslow.....	773	2,051 38
Winter Harbor.....	158	419 30
Winterport.....	471	1,249 93
Winterville Plantation.....	84	222 93
Winthrop.....	559	1,483 46
Wiscasset.....	382	1,013 75
Woodland.....	410	1,088 05
Woodstock.....	213	565 28
Woodville.....	65	172 50
Woolwich.....	227	602 42
Yarmouth.....	671	1,780 69
York.....	713	1,892 14

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

Counties.	Scholars.	School Fund and Mill Tax.
Androscoggin .....	17,236	\$45,740 65
Aroostook .....	23,534	62,454 21
Cumberland .....	29,912	79,380 07
Franklin .....	5,273	13,993 42
Hancock .....	11,689	31,020 10
Kennebec .....	16,126	42,794 96
Knox .....	8,681	23,037 51
Lincoln .....	5,723	15,187 62
Oxford .....	8,968	23,799 16
Penobscot .....	22,687	60,206 45
Piscataquis .....	4,895	12,990 28
Sagadahoc .....	5,810	15,418 50
Somerset .....	9,624	25,540 05
Waldo .....	6,806	18,061 67
Washington .....	15,105	40,085 44
York .....	19,765	52,452 09
	211,834	\$562,162 18



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## ERRATUM.

On page 61 for "An Act approved August 10, 1864," read "August 10, 1846."