

MAINE STATE LEGISLATURE

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PUBLIC DOCUMENTS OF MAINE:

1903

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

DEPARTMENTS AND INSTITUTIONS

For the Year 1902.

VOLUME IV.

AUGUSTA
KENNEBEC JOURNAL PRINT
1903

REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC SCHOOLS
OF THE
STATE OF MAINE
FOR THE
School Year Ending June 30, 1902.

AUGUSTA
KENNEBEC JOURNAL PRINT
1903



STATE OF MAINE.

EDUCATIONAL DEPARTMENT,

AUGUSTA, December 31, 1902.

To Governor John F. Hill, and the Honorable Executive Council:

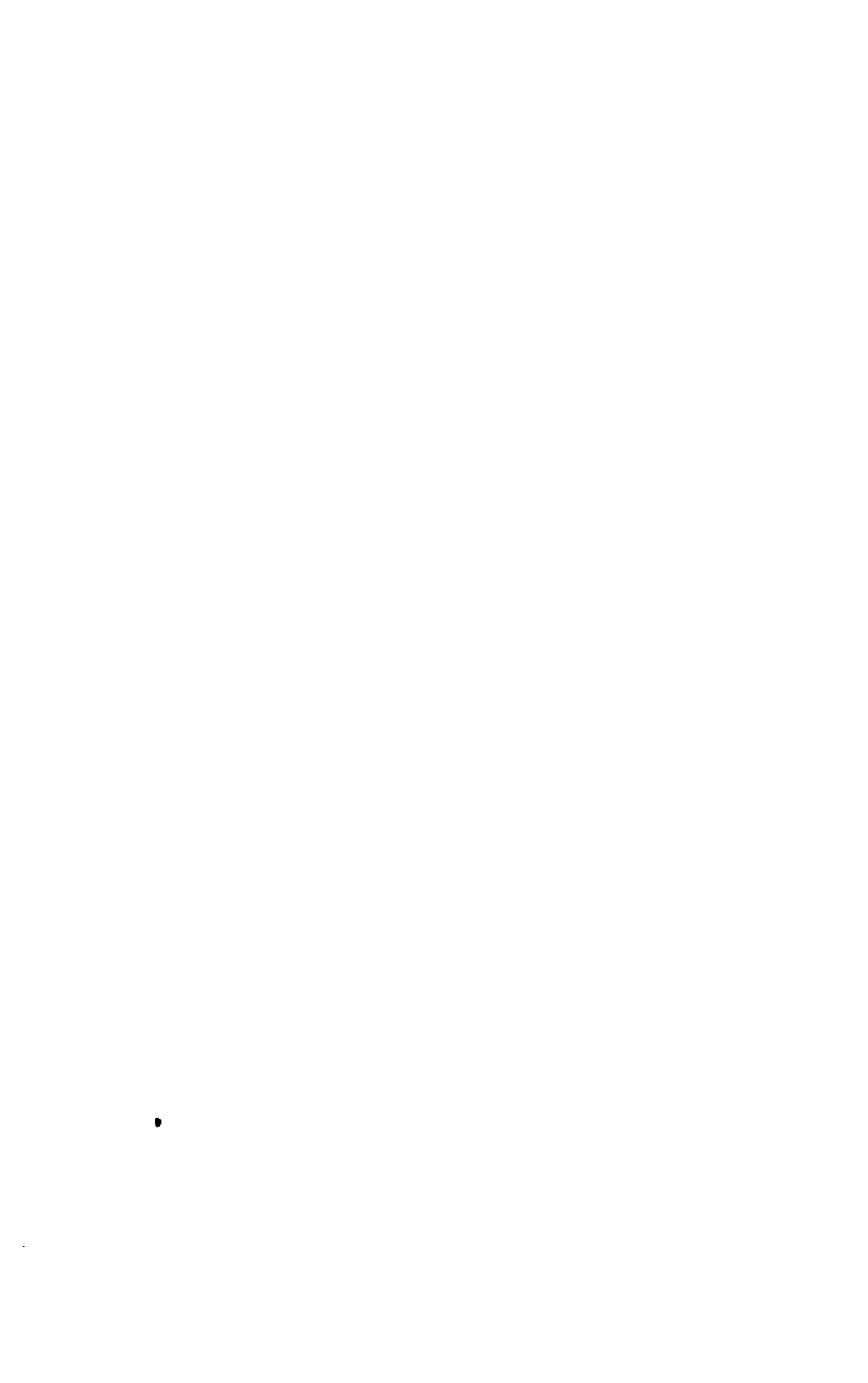
GENTLEMEN:—In accordance with the requirements of chapter 7, of the Resolves of 1895, I respectfully submit the following report of the condition and progress of the public schools of Maine for the school year 1901-1902.

Very respectfully,

Your obedient servant,

W. W. STETSON,

State Superintendent of Public Schools.



READING AND LITERATURE.

THE STUDY OF WORDS.

The vocabularies of many students are so limited that they are incapacitated for understanding or appreciating the subject matter studied. This deficiency is due to the fact that so little time is devoted to the study of words. Some teachers fail to do the work expected of them, because their general and technical vocabularies are so meager that they cannot comprehend what they read, or the force of what they say.

This knowledge can only be acquired by an intelligent and persistent study of words as individual items, and this work must be continued until the student has a knowledge of the source from which the words came, an understanding of their original significance, the changes they have undergone and their present meanings. In addition to this, he must know the part of each word which forms the root, which parts are the prefix and suffix and the extent to which each extends or limits the root-word.

The teacher must also study classical English until she has a knowledge of the finer shadings given to words by those who use them as means to embody beauty, express thought, stimulate emotion, defend opinions, re-enforce convictions and bless life. This reading will enable her to discern those delicate distinctions which give to words in certain relations their peculiar fitness and force. She will see that "they are apples of gold in pictures of silver."

While she must know the analyses and definitions of the words which compose her vocabulary, yet she needs more than all this can give her. She needs such a comprehension of thought as a unit as to permit her to perceive its message. This knowledge will make it possible for her to say with dignity and propriety what she knows, thinks, feels, believes, hopes, strives

for. The subtle meaning of words, their skillful arrangement, the attractions of diction, the qualities of style and the marvels of suggestion must appeal to her in some degree for her to drink deep, or drink with refreshing, from Pierian springs.

We talk much and talk learnedly about "instruction" and "inspiration," and many of those who talk and most of those who listen, have little or but vague conceptions of the ideas resident in these terms. If "instructing" always carried the thought that some one is building into somebody something of value, then the word would contain an idea for the person who expresses it and would carry a message to the one to whom it is said. If it were a part of our common knowledge that when we speak of "inspiring," we mean that we are breathing into some one something that means life and blessing, then it would serve a purpose which it so seldom accomplishes. Teachers have *inspired* pupils to the extent of breathing into them that breath of life which has made it possible for them to become living souls, and they have been able to do this because of the quality of their personality and character of their culture.

Some words have acquired a wealth of meaning because of the associations that cluster about them. The dictionary informs us that a "home" is "a place of abode." The same definition describes the roof which shelters our *feathered* chickens. A "home" means something more than a place where people are housed. To some it is a small white cottage with green blinds, located at the western end of a small circular valley, with hills, crowned with trees behind it, green fields in front of it, and a glimpse of the outside world through a notch in the mountains. It is a household presided over by a man and a woman who are faithfully portrayed by our Quaker poet in *Snow Bound*. It is filled with boys who little resemble saints and as little remind one of sweet sinners. It is a place where authority is respected, obedience is cheerfully and promptly rendered, simple habits prevail, tenderness is a ministering angel, work is a saving blessing, duty is an opportunity and ambition is sane and influential. When this word is pronounced, there appears on the canvass a picture clear in outline, beautiful in suggestion, inspiring in teaching and blessed in all its moulding power.

When one understands what a word originally meant, the changes through which it has passed and the significance given

to it at present, then he is able to understand what others have written, and use language in such a way as to indicate he is not a novice, stumbling in the twilight of his own ignorance.

SOME OF THE MASTERS OF ENGLISH.

When one reads the addresses of Lincoln, the orations of Webster, the essays of Walter Savage Landor, the plays of Shakespeare, he soon discovers that they bounded the words they used on the north, on the east, on the south and on the west before they were permitted to be the servants of these princes of the realm. He soon learns that subtractions are losses, that additions do not improve, that wisdom is voiced in noble phrase, and that everything has its due proportion and perspective, because these masters knew instinctively, or learned through study, the word to use and the place in which it should be found. Some of these giants may have known things they did not learn, yet they all stand as models to be studied, examples to be followed, and as springs of inspiration from which we may be filled.

The student and the teacher would do well to take note of the fact that these kings in this higher kingdom were intensive rather than extensive readers of books. Webster read his Bible, Shakespeare, Caesar's Commentaries and Burke's Speeches. Lincoln read his Bible, Bunyan's Pilgrim's Progress, Æsop's Fables and Shakespeare. Webster was the greatest orator of the last century, if not the greatest of all centuries. He had that Doric directness which justified some one in saying he was a "steam engine in breeches," and that if he wanted a thunderbolt to hurl at his adversary he had only to reach out and grasp it as it went hissing by. Possibly, in his later speeches, he filed and pruned them to a point of weakening them, but in his best work his sentences are strong, dignified, majestic, persuasive, powerful. His orations are balanced and conclusive; they are the finest specimens of declamatory English, extant.

The orator of the day at Gettysburg had all the advantages incident to cultured ancestors, scholarship, and academic associations, and yet his oration was wanting in that quality which would have given it life and influence. Lincoln's half score of simple sentences are familiar to every school boy and treasured in every patriotic heart. One died an untimely death because

it did not shed light or possess life. The other is immortal because it voices the passion of the common citizen.

It is an obvious if not a safe conclusion to deduce from these facts that he reads best who reads but few books, reads those which feed his soul and reads them until he has grown to his

THE LOCAL NEWSPAPER.

Current reading occupies a large proportion of the average reader's time, perhaps too large a proportion. The local newspaper has a just claim to be called an educational institution. It makes a record of local and current history, fosters and promotes enterprises which seek to improve the general welfare and renders an amount of unremunerated public service not equalled and not even approached by any other agency, and it has proved itself the common school's most loyal ally. For these and many other reasons, the teacher should be a reader of her local paper.

THE METROPOLITAN DAILY.

In the selection of a metropolitan paper a teacher should be governed by several fundamental principles of which the following are the most obvious. The paper selected should contain intelligent discussions of important public questions. It should fairly represent the work of persons and the policy of parties. It should be fearless in its comments on the service and character of public officers.

Any newspaper which devotes a large proportion of its space to accounts of murders, divorces, scandals and prize fights, and which seeks to make these records of vice the most attractive features of its issues, is unworthy of the age and unfit to be found in the possession of reputable instructors of youth.

If it invades the home, or violates the privacy of individuals, or seeks to cripple, crush, or injure any person or cause, because of personal malignity or partisan motive, it should be tabooed.

No teacher can afford to read a newspaper which gives her unwholesome views of life. She is as culpable when she does this, as she is guilty when she assimilates any other form of moral pollution. The list is long and the worthy list is too extended for enumeration.

WEEKLY AND MONTHLY MAGAZINE.

It is necessary for the modern teacher to have a thorough knowledge of the world's work, accurate information as to the world's workers, a conception of the world's progress, an understanding of the tendencies of the times. In learning of these she will get the details of great events, the biographies of great leaders, the quality and character of the common people, and a sane view of the crises of her day. "The Review of Reviews," and "The World's Work" cannot but be helpful in these studies if they are intelligently and faithfully read.

It is also important that the teacher know the spirit of her age and the life which characterizes it. She must discern the hopes, ambitions, and aspirations that mould character. She must know something of the well springs of action, the inspiring causes of effort, the tendencies of the multitude, the quality of desire and the general trend and march of human progress in its higher aspects. What men believe, think, feel, hope, seek after and are trying to embody and live; in a word, life in all its aspects and all its possibilities, should find in her the earnest student and the candid investigator. "The Outlook" and "The Independent" stand pre-eminent in this field.

The progressive teacher will read at least one magazine which maintains a high literary standard. Current literature of the best quality will find in her an intelligent patron. It is important that she be familiar with the thought and view of the scholar and the literary artist concerning matters of present moment and public interest. Those things which have to do with the home, the school, the church, the office, the community in its local interests and relations, should be known to her through such interpretations as are given by trained students of these subjects and skillful writers on these matters. "The Atlantic Monthly" easily stands first in the class which assumes to discuss these subjects and "The Nation" is its peer in all the fields it covers.

It goes without saying that the teacher should be in touch and in tune with young life. She should know and love the child. She should have a knowledge of his needs, and information as to his surroundings and capacity. She should understand his hopes, appreciate his fears, realize his shortcomings,

comprehend his ability and be able to walk with him in his mental, moral, physical, social and recreative activities. These things will come to her through contact, study, incident, story and eternal vigilance. "The Youth's Companion" or "St. Nicholas" will be a most helpful assistant in knowing child-life and making use of his efforts. (The type in which one of these is printed should debar it from our children, but it may be read by teachers with reasonable safety.)

SUGGESTIONS IN ESTIMATING BOOKS.

While it is true that no one reads with profit unless he comprehends the meaning and force of the words, yet it is quite as true that he gets but little from his reading unless he is able to pull the pith from the treatise read. The value of this pith determines the merit of the book and the wisdom of reading it.

Much has been said concerning the value of reading popular volumes. David Harum has been praised and condemned. When one has finished the book and recalls what is found therein that is worth while, he discovers that he has left a sentence, an incident and a pathetic scene. The sentence contains the somewhat startling statement that "We should do unto others as the other fellow wants to do unto us, but do it fust." The incident recalls "swapping" horses with the old deacon and the skinning of this latter individual without breaking his hide. The pathetic scene tells us of the payment of the widow's mortgage and the permitting her to live in comfort the remainder of her days, and it exalts the man who gave the country boy his first dime. One has to decide if a sentence of the quality given above; if the incident of the character described in the scene, which practically closes the book, are worth the time necessary for reading David Harum. These questions decided, a much larger controversy is settled.

It is not safe to say that a book which elaborates only one idea is not worth reading. The incidents, characters, illustrations, arguments, reflections, hints, suggestions, teachings, contained in Dante's *Inferno* were wrought out for the purpose of making clearer the single thought that the sinner must pay the penalty of his sinning. No one questions that in this sentence is found a sufficient justification for a much larger volume than the great Italian has given us.

Bulwer's *Devereux* was written for the purpose of making clear to the lover of diplomacy the arts and artifices of the diplomat. Thrilling as is the story, numerous as are the incidents, exciting as is the crisis and varied as are the teachings, yet beneath and above it all and running through it all is its central motive and supreme thought.

ENGLISH LITERATURE.

English literature includes the work done by English and American authors. It is so broad in its scope and so multitudinous in its volumes that the untrained reader is at a loss to know where to begin or what to read first, or to decide what is worth reading at all. A knowledge of his capacities and an understanding of his tastes, together with an analysis of the material available, would greatly simplify the matter of selection. Each one is the best judge of what he can do, and what he enjoys doing. It is hardly worth while for an adult to punish himself by reading books which he does not enjoy and from which he gets but little information and no inspiration. Unless a book appeals to one, suggests more than it says, and stimulates more than it suggests, then it is not the best book for any given person to read. Having settled the question of what will serve him best then he is prepared to decide more intelligently what he will select from the large number of books from which he may choose.

ITS NATURAL DIVISIONS.

The following analysis of English literature may serve to some extent in making these decisions. The Father of English poetry was Geoffrey Chaucer. He was our first and greatest realist. He painted Englishmen as they lived and walked and talked in the orchards and lanes, homes and farms, shops and cloisters, village greens and tournament scenes of old England. He has not painted for us portraits, but has revealed to us the knight and the monk, the squire and the friar, the yeoman and the prioress, the student and the nun, the merchant and the sergeant at law, the franklins and the tradesman, the parson and the cook, the shipman and the ploughman, the maniple and the doctor, the reeve and the miller, the pardoner and the sompnoor, and Chaucer and the host of Tabard, so that they

stand before us with greater distinctness than would have been possible had we been Chaucer's fellow pilgrims. No other writer has ever matched Chaucer's descriptions of persons, places, things. When we read his pages we live in the England of his day and are one of its people.

Later by some years comes England's greatest idealist, Edmund Spencer. He portrayed men as they are to be when the Good Day has come. The ideal man with the purity and strength of all the virtues is before us not only as a creature of beauty, but as a personality, wise, strong, gracious. Whatever of good the past has had, whatever of blessedness the future may bring, are here embodied and are here regnant. In his personifications of Holiness, Religion, Temperance, Chastity, Friendship, Justice and Courtesy he has given us not subtleties, but individuals. He has made abstract qualities live and breathe by giving them a visible form and a local habitation and has endowed them with the beauty and attractiveness of a winning personality.

Shakespeare places all mankind upon the stage and then, with the wisdom of the philosopher, the insight of the poet and the effacement of a recluse, he stands just back of our shoulder and shows us the motives that move, the impulses that control, the passions that sway, the appetites that influence, the limitations that mar, the wickednesses that brutalize, the virtues that ennoble, the graces that adorn, the comeliness that renders beautiful and the qualities that fashion and furnish each and all of these players in life's drama. The secrets of the heart, the surgings of the soul, the purpose and mission of life, the horrors and the release of death, all these and much more he reveals to us. The influence of each over the others; those things which are external and apparent, those things which are subtle and vital, he tells in statements so simple and sentences so clear that the untutored may see and know of these great and wonderful mysteries. In his dramas, mortals shed their physical frames and stand revealed to us as they will appear when all that now conceals is removed.

Milton and Bunyan permit us to walk through gates of jasper, along golden streets, in Elysian fields and kneel at the great white throne. We see that world never beheld by mortal eyes with all the distinctness and all the detail with which we view the world we live in and of which we are a part. Our physical

eyes are closed on physical things, our spiritual eyes are open to spiritual scenes. What we shall be and how we shall live when we are denizens of another world, they announce to us.

Pope, Addison and Steele were gifted in diction, style, polish, all the graces of the literary arts. What they said was worth the saying, but the form used in its expression is more worthy of praise than the thought voiced, or the facts recorded. Their writings are simple, winning, and fragrant with those charms which appeal to the artistic sense and satisfy the literary longing.

Burns and Wordsworth were so finely strung and delicately attuned that they could count the pulse of nature as it beat out its songs of joy. With one we go to that home on the hill at Oliphant and out to that little field in which grew the daisy which was torn asunder by the ruthless ploughshare, and as we study its form and inhale its fragrance we are taught the lessons of life, death and the judgment to come. As we stand on the river's brink we learn that the yellow primrose is something more than a colored weed to be thoughtlessly plucked and carelessly thrown aside. We go with it on a long *excursion* and sit beneath the hedge, visit in the cottage, listen to the winds as they sing through the trees and look unto the hills from whence cometh our strength. As we read these pages all nature has for us a voice and a message, and we see the Creator as towering in the hills, blossoming in the valleys, floating in the clouds, coming to us in the waves of the ocean, falling upon us in the showers and blessing us in the sunshine. These embodied visions help us to look "through Nature, up to Nature's God."

Longfellow, Tennyson and Whittier have voiced for us the emotions which sooth or stir the human heart. In "The Day is Done," "Crossing the Bar," and "The Chapel of the Hermits" we find but few ideas not expressed by others, but we arise from the reading of these poems with a stronger desire to be true, a nobler purpose to be righteous and a more fixed determination to walk in that path which leads to the haven of all goodness. Our hearts are fired, our emotions are warmed and our souls are purified, because we have been sitting close to, and been companions of, the noblest souls which have graced and blessed this world of ours.

A SUMMARY.

The list is not long, the number is not large, but the field has been covered.

If realism appeals to you, and you want to know of the physical frame and its varied manifestations and see things as they appear to him who uses his physical eyes, then you must read the *Canterbury Tales*.

If the ideal is strong within you, and if you want to learn somewhat of what man is to be when he stands released from all things which hamper or degrade; if the nobler man is attractive to you, you should read the *Fairie Queen*.

If the human heart in all its subtlety and the human soul in all its mysteries appeal to you and furnish congenial subjects of study and attractive fields for investigation, then you must take Shakespeare for your companion and teacher.

If you are interested in the world toward which you are traveling and desire to live in it before you make your habitation there, Milton and Bunyan are your best guides and instructors.

If you care more for adornment than you do for the thing adorned; if that which apparels is more fascinating than the substance, then you must read Pope, Addison and Steele.

If you desire to come near to nature and understand its moods and learn its lessons and be blessed by its teachings, then you must walk over the hills and through the valleys with Burns and Wordsworth.

But if you believe, as some do, that feeling is the highest form of intelligence known to the subtlest psychologist; if you realize that it is more important to feel the truth than to know what is true; if out of the heart are the issues of life, then you must go your way and be blessed as you walk with Longfellow, Tennyson or Whittier.

While this analysis includes some who stand first in the second class, it does not omit any who stand first in the first class.

It will be noted that each division of literature has a definite field, a message of its own; that each is represented by one or more writers of the first class, and that each had pioneers and disciples, but that none of them had fore-runners or successors who were their peers.

Marlowe, Lily, Kidd and Greene explored the field, beat the bush and revealed the possibilities of dramatic writing, but it was left for Shakespeare to separate the wheat from the chaff and put in imperishable form more than others have dreamed or seen in scene or story.

His plan was his own, his method he borrowed from no one; his expression was Shakesperian, his gift to the world is unparalleled; his imitators have been legion, his successors have not yet been born.

An attempt has been made to give a bird's eye view of the scope and themes of English literature. Each reader must settle two questions before she can pursue her work with profit. First, what are her motives, tastes, aptitudes. Second, what will best serve her in developing her powers. These are personal questions and must be settled by the individual. It is futile to attempt to limit an adult's intellectual diet.

In what has been said no attempt has been made to cover three important fields of literary effort; i. e. history, essays and fiction. The first has been considered in a previous report, and therefore will not be discussed at this time. A word may not be out of place concerning the other two.

ESSAYS.

Plato, in his Republic, gathered and voiced the wisdom of his own age, winnowed and formulated the abstract thinking of preceeding ages and anticipated the future by many hundred years. Whatever the wisest had thought and the sanest had said, Plato re-stated in classic form and suggestive sentences. Emerson supplemented his work and blazed the path for years to come. Their writings are the great reservoirs into which are gathered the wisest saying, the highest thinking, the noblest aspirations, the best and the purest philosophy of life and living. All that the generations have thought is here set in form. They are the rare souls which, at long intervals, winnow the world's wisdom.

In Macaulay one finds the rounded period, the balanced sentence, the splendid imagery, the magnificent swing of paragraph and the convincing force of the impressive climax. Erudition finds its noblest illustration in this greatest of English essayists. To him history has given up its treasures, science has laid bare

its secrets, life has contributed its rarest lessons, philosophy has added its noblest contributions and genius has fused them all and set them in order and given us pages in his essay on Milton and History which reward days of study and nights of meditation.

Walter Savage Landor comes the nearest being an "English head on Greek shoulders" of any writer known to history. He had the power to see, the skill to express, and that highest of all qualities, the art of suggesting, which marked so distinctly the great writers of that most wonderful of all the people Europe has produced—the Greeks. He possesses the fine flavor and the delicate touch which makes reading a delight and study an inspiration. It is no extravagance to say that for classic, expressive English, he has but few peers, and no superiors. One turns from his pages both stimulated and instructed.

FICTION.

In fiction the selection is more difficult and advice is of little value. If one has a liking for the hidden workings of the subtlest natures he will find food for thought in the *Scarlet Letter*, by Hawthorne. If he wants portraits that are true to life and pictures faithful to historic scenes together with all that make chivalric days and those who lived therein, familiar companions, he would do well to read Scott. If he wants history told through biography and told with that faithfulness that even the historian fails to equal; if he wants to know the struggles that fill men's lives, the events that settled the destiny of nations, the intrigues that mar the world's record, he would do well to read Bulwer. If he wants to know how sin debases, evil poisons and in what all life finds its measures—its rewards and its punishments—he will read George Eliot.

UNCLASSIFIED GEMS.

There are certain books which do not lend themselves to classification, but which should be included in this list because of their attractiveness and merit.

In "Beside the Bonnie Brier Bush" MacLaren has given us several portraits that will repay study. Domsie is possessed of those fine powers which make life beautiful and men and women akin. Mark Hopkins and a log and a student might constitute a university. Dr. Arnold might make noble men of the sons

of nobles, but old Domsie served the world better than either. He helped the boy of the cottage to find his place and do his work. For all time he will stand as the ideal common school teacher. He knew boys and loved them and because of this love he always found the "lad o'pairts" and found a way for him to go to Edinboro and through the University.

He had the subtlety of the philosopher; the wisdom of the sage; the insight, sympathy and love of a woman; and glorifying all, a passion to serve. A great sorrow was buried in this grave, a broken heart furnished the soil and sustenance for fairest flowers and noblest fruit.

In this little sketch there is more of sound pedagogy than in many a pretentious volume. His comment on the machinery of the modern school is saved from being sarcastic by the pathetic phrase in which it is voiced. He knew what we shall all some day learn,—that it is unwise to devote so much time to the construction and running of the machinery of the school that we have neither time nor strength left for the boy for whose benefit it is supposed to be installed and kept in motion. It is a little story that rings true and blesses life's tenderest moments. Its repeated readings would make it possible for many a teacher to be a means of grace to her pupils instead of a paid instructor.

In "His Mother's Sermon" and the "Physician of the Old School" the author has set before us the service of simple lives faithfully and tenderly lived. He helps us to see that rewards may come through devious channels, but they always reach him who does his work and leaves the issue with the Power higher and wiser than his.

Picciola was written by Santine for the purpose of helping us to see that titled ancestry, wealth, and life's coveted, so-called blessings may be a curse, and that their loss may bring social and intellectual as well as spiritual salvation.

A French nobleman is embittered by certain experiences. He comes to hate himself and his fellows. While in this reckless frame of mind he is cast into prison where he broods and longs for death. Life to him is a curse and he seeks to be rid of it. Isolation permits meditation. Through a narrow window he discovers a delicate flower seeking to sustain life by drawing nourishment from a few crumbs of soil that have been permitted to gather in a crack in the walk. Days multiply; the flower

grows; his interest in this waif increases. Shut out from the world and all its attractions and possibilities; turned in upon himself, he goes out to this little companion with all the love of a great heart, and with all the devotion of a single passion. He becomes so absorbed in watching his fragrant friend that each morning he hastens to the window to see if it is still there and each day brings new tortures as he fears that some ruthless hand may destroy it. A day comes when he knows that its destruction would bring to him a sorrow, the keenness of which no previous experience has matched. But he lives to learn that the study and love which he has given to this little messenger which is beyond his care, but within his vision, have brought him not only release from imprisonment but the companion who is to walk by his side for the remainder of life's journey. It dropped the scales from his eyes and drew the bitterness from his soul. It led him out into the clear and helped him to understand his work and to do it. It made it possible for him to make his life a joy to himself and a blessing to others.

The book is written in that delicate strain which permits the reader to feel he is a co-laborer with an artist who has painted some of the blackest and fairest scenes in life's pilgrimage. Its gentle persuasion illumines the darkness, makes clear the pathway and gives strength to walk therein. It helps one to see that hard lines may produce beautiful pictures if laid on in patience, love and faith.

Souvestre plays the role of the "Attic Philosopher" with a skill that charms while it instructs. In his little room at the top of a tall building in Paris he lives and dreams and looks out upon the world with a clear gaze and sympathetic heart. From his vantage ground he studies the noble in his castle, the millionaire in his mansion, the tradesman in his shop, the laborer at his task, the recluse in his seclusion, the beggar in his rags and the abandoned in his vice. In two, he finds much of care and more of worry. In most, he finds honest hearts and willing hands. He discovers not only the flowers, but the fruits of love blooming and ripening in humble homes. And in all he finds something which gives him help because from each comes either a message or a warning. His insight permits us to stand by the side of each and read his thought, appreciate his feeling and understand, whether we approve or condemn, his ambition. He lets us see that kindness glorifies the humblest life.

Souvestre helps us to see the littleness of small things, the greatness of large things, and the proportion and perspective of all things that go to make up the life of the individual, and that happiness and usefulness do not depend upon titles, money or physical comfort, but they do come to him who has a loving heart, an appreciative soul, a mind that seeks to know, and a desire that finds ways to lighten the burdens and multiply the blessings of others.

A SUMMARY.

A summary of what has been said would include the following: One must know the *word* before he can appreciate literature. He must know local affairs if he is to judge of things that are being done in distant countries. He must be familiar with the life that marks his own day and the youth with whom he may be associated, if he is to be a man among men. He must know himself and understand his needs. He must learn that others have served themselves best by reading but few books; reading the same books many times, and reading for ideas rather than for facts. He must make some master his familiar companion and learn his message.

(A teacher who does not read magazines and books which treat of the history, science and art of education is unworthy the place she occupies, but does not fill. This subject has been considered in previous reports and therefore is omitted from this discussion.)

A RETROSPECT, PRESENT CONDITIONS AND A FORECAST.

THE OLD TIME SCHOOL.

The school of former days was housed in an unpretentious building and located in school grounds neither ample nor attractive. The furniture was awkward in construction and uncomfortable to those who had to use it. The walls and ceilings were blank and often black or dingy. The apparatus consisted of wood blackboards, chunks of chalk, incorrect maps, and globes that served several purposes but not the one for which they are supposed to be constructed. The grounds were denuded of natural attractions and disfigured with sundry abominations. The out buildings were of the crudest possible construction, or the adjoining forests or thickets served in their stead.

The pupils ranged from four to twenty-five years of age. They were muscular, alert, ambitious and capable of doing the hardest mental and physical work. They had in their veins the best blood of the age and came from homes where work was a virtue, learning was respected, scholarship was prized and a large majority were ambitious to master the common school branches and complete the course at some academy. Of these, a considerable number were anxious to go to college and looked forward to careers. They had a love for labor, a capacity to dig, a relish for conquest and a respect for results.

The course of study was prescribed, in part, by the teacher, but more largely it was determined by the parents, or the fancies of the child. When a study was selected each pupil went his own gait in his own way, his progress being limited by his ability and application. He referred from time to time to his teacher and under certain circumstances sought assistance

in the form of an explanation or a suggestion. This was usually given in such a way as to require more work than would have been necessary to solve the problem unaided. It was one of the cardinal virtues of the old time school that the child did his own work. In those days the student had all the joy which comes from the mastery of tasks assigned. It never occurred to him that if a "sum" were difficult or a sentence were involved he could apply to his teacher and have all made clear.

The teacher was a man for the winter term and a woman in the summer. They were both of mature years and possessed scholarly instincts and, to an extent, scholarly attainments. They were stern and sometimes harsh. They believed in their right to rule and they exacted instant and absolute obedience. They had clear ideas of what the child should study and still clearer conceptions of what he could and should do for himself. They were rulers, directors, managers, and, in a sense, instructors. While they counselled and stimulated, yet they were not companions or associates. They were exemplars and models in dress, carriage, deportment, habits and accomplishments. They did good because goodness was one of their enduring characteristics.

THE SCHOOL OF TO-DAY.

Many of the school houses of the present time are constructed of suitable materials and according to acceptable plans. A few of them have artistic decorations and attractive furnishings and in many of them modern furniture is found. Maps, charts, globes, slate blackboards, pictures, statuary and much other material adorn the rooms and are at the service of the teacher. In such schools the grounds are ample in size and graded into lawns and beautified with trees, shrubs and flowers, and are provided with walks and drives. The out-buildings are properly constructed and concealed from public gaze.

The pupils range from five to sixteen years of age. They come from homes where stated tasks are not required and where work is not utilized as it formerly was, as an educational agency. Obedience is not as prompt as it was when their parents were children. They depend more largely upon each other and their teacher than in former times. Too many of them do not take kindly to work and trying situations. The course of study includes a long array of subjects and still longer list of topics.

Text-book work is commenced too early and in the earlier years is too difficult. The time spent on arithmetic and geography is out of all proportion to the demands made by these branches and is vastly in excess of the value of the results attained.

A fraction of the teaching force has had academic and professional training and a larger fraction possesses fair scholarship and unusual aptness for teaching. The smallest fraction is grossly deficient in all these particulars. Less than a majority of the teachers are too young in years to be placed in charge of school children.

The most of the failures made by our teachers are due to an absence of a talent for the work, inadequate scholarship, no professional training, a dislike for the service and a feeling that teaching is a temporary makeshift and an attempt to do things for the child which can only be of service when the child does them for himself. In addition to these deficiencies and mistakes too much time is given by the children to studying and attempting to learn isolated details, and too little time to discovering, defining, illustrating and mastering principles. They get a smattering of many things but they do not master the printed page, comprehend the principles and processes of arithmetic, apply the definitions and rules in grammar or understand the great underlying facts which determine the location of populations and the founding of industries.

THE SCHOOL OF THE FUTURE.

The school of the future will have a school yard of at least three acres in area. Within its limits the parents of the community, the teacher and the pupils will plant forest trees, large and small fruit trees, vegetables and flowering plants. They will prepare and keep in condition the lawns, provide playgrounds, supply works of art and books of merit, and furnish apparatus for teachers and pupil. There will also be provided by the local community two small buildings. In one of these will be found tools and lumber, and the boys will have an opportunity to manufacture simple implements and utensils for the school and home. In the other the girls will be taught to cook and sew. The planting and caring for the trees and vegetables and the using of what is produced in these school gardens will enforce many useful lessons.

The home, as well as the school, will be responsible for developing an interest in, and respect for, work. The children will render cheerful obedience because of respect for themselves and regard for properly constituted authority. Parents and teachers will assign tasks which are within the capacity of the children to perform, and which will be helpful in training their powers at the time of their greatest natural activity. The children will resent as an insult any attempt by any one else to do the work given them to do.

Previous to their eighth birthday they will live in their homes or will be cared for in a modernized kindergarten. In this school they will be allowed to grow physically, and incidentally and perhaps accidentally, they will receive some intellectual training. The first and greatest purpose to be served during this period will be to become strong, eager for activities, resolute in doing things and ambitious to become worthy. Late in this part of their course they will study nature and be taught to read, spell, write, and use numbers as far as they may be illustrated by objects.

For the next two years the work will be limited to learning facts, committing to memory definitions and rules, and acquiring a mastery of simple principles. They will begin to pull the pith from the subject matter read, learn somewhat in detail the processes used in arithmetic, become familiar with the physical features of the school yard, town and county, and, in a general way, of the State and Nation. They will learn those things which are the basis of the English language and in many ways will train the memory to be the servant of the reason.

During the concluding years of their common school course they must become masters of the printed page, have a clear understanding of all principles involved in arithmetic, know geography so well that they will understand why grain is grown in the upper Mississippi valley, why New England is noted for manufactures and why cotton is king south of Mason and Dixon's line. They must understand why one sentence is correct and another is faulty, and be able to apply the rules and definitions which grammarians have formulated.

During their common school course they will also learn something about the men who have made their locality what it is and the Nation what it has become. They will acquire this

through tradition, story, anecdote, biography, formal history. They will discover the point at which we started, the path we have followed, the highway in which we are traveling, and they will have glimpses of the goal toward which we are journeying. History will no longer be a muddled mass of dates, names, places.

And best of all, in that good day that is coming, they will have a chance to come close to some of the great souls who have lived and served the world by giving to it in poem and picture their message of beauty and instruction. To all these items will be added such instruction in nature as will enable the children to see the beauty of the flower, enjoy its fragrance and understand the lesson it teaches, as well as to know the seed from which it grew, the root which gives it nurture, the stem which holds it in place, the branches which add to its beauty, and the leaves and flowers and fruit which adorn and render it useful.

While they are learning to read and spell and cipher they will learn something of their ancestors who hewed their dwelling-place out of a wilderness and gave it its present relative position. They will know something of the details of the town organization, its officers, their duties, and the industries which give employment to the people. They will be less gaudily apparelled and will be less devoted to exciting and demoralizing entertainments. They will indulge in more of that kind of play which is natural to childhood and they will give freer rein to the fancy and imagination natural to the child. They will gradually come to see that it is more important that they be, than that they have; and more necessary that they be able to use, than that they add to their possessions. Their school days will have been profitably spent, if at their close, they have learned that selfishness brings a curse, and self sacrificing service multiplies all blessings.

THE TEACHER.

The teacher of the future will have a great natural aptness for teaching. Added to this will be a thorough and accurate scholarship, professional training, and experience under the direction of a trained inspector.

When she goes to her work she will become a part of the community in which she lives and will take root where she finds

her home, and she will be willing to assist in some of the enterprises which have for their purpose the promoting of the general welfare.

She will know facts so well that she will be practically unconscious of her knowledge. She will be able to comprehend thought when a master gives it expression. She will have that quickness and sanity of feeling which will respond to every worthy appeal to her emotions. She will know the ancestry of her children, the methods which are best suited in giving instruction, and she will have clear ideas of the result she may secure in each case. She will have a proper estimate of the relative value of facts and principles. She will not confuse or allow her pupils to be confused by the multiplication of details. While she will be able to instruct, she will also be fitted to inspire and she will see that it is quite as important that she should stimulate wisely as that she should direct properly. She will never be wheedled into doing the work for the child, and she will have that firmness which will insist that he perform his own task. She will be skillful in interesting the people of the community in the school and will so direct their efforts that their help will improve it. It will be her supreme desire to make the school the social, literary and art center of the community.

To do this her heart, as well as her head, must be in her service and the school will be, to her, a temple. She will have the devotion of the disciple to the end that she may broaden and purify the children under her care and benefit the community of which she may be the most influential member.

THE PEOPLE.

No school can do its best work unless it is the pride of the people who support it. It will hold the first place when it is the most prominent interest of those among whom it is located and has the intelligent and hearty support of all its patrons. When these conditions exist then all will gladly join in enlarging and rendering useful the grounds in which the school house is located. Then they will paint its exterior, tint or paper its walls, provide the rooms with works of art and books of value and supply the apparatus necessary to the best administration of the school. Before their work is done maps, charts, diction-

aries, globes, statuary, engravings, and numberless other articles will make attractive the rooms in which they are placed, and render more effective the work done by the teacher and children. They will also defend, support and magnify the school because it has their personal interests in charge.

THE TOWN.

About two-thirds of the funds appropriated for the maintenance of the public schools is provided by the towns, cities and plantations of the Commonwealth. The local municipality must raise and expend at least eighty cents per capita for the support of the common schools to be entitled to State aid. In addition to this amount appropriations must be made for school grounds, school buildings, repairs, text-books, apparatus, insurance and general supplies. These expenditures place an unequal, and in many cases, an excessive burden upon certain rural towns.

SCHOOL OFFICIALS.

Any one familiar with our town meetings knows that in many cases the election of school officials is left for the last item of business. Many of these officers are interested in having good schools and are qualified to discharge the duties devolving upon them. In some instances persons are elected who have no concern for the schools, and in a few cases persons have been selected who are so grossly incompetent that to print the facts would shock the sensibilities of the entire State.

No one can question the supreme importance of electing men for members of the committee who have had business experience, who are of unquestioned integrity, who have a knowledge of what the schools are, ideas as to what they should be, and a controlling desire to make the best possible use of the funds placed at their disposal.

The superintendent should be elected by the committee so that he may be in sympathy and harmony with the board and be willing to carry out its directions. Antagonism between the committee and superintendent means the minimizing of the services of both and thus the schools are crippled and the school fund is worse than wasted.

The superintendent should have a definite knowledge of the studies in which instruction is to be given, be familiar with

methods and devices to be used in giving instruction, and be a competent judge of his teaching force. He should be able to commend intelligently, criticize tactfully and stimulate both teachers and pupils. It is his province to suggest such changes and ask for the adoption of such methods as will enable the teacher to do the best work of which she is capable and help the children to get the greatest benefit possible from their studies.

It is not too much to say that superintendents should be educational experts. This means that they should be scholars, have professional training, including experience in the school-room, and be capable of administering a system of schools in such a way as to ensure the largest return to the communities they serve.

The town would do well to place as the first items of business at its annual meeting, the election of school officials, and the appropriating of funds for the maintenance of schools. Such a course would indicate that it has such a pride in its schools as will influence it to give them special prominence and dignity. It is as true of a town as of an individual that it can do much in the directions in which its sympathies and interests are most active.

STATE SCHOOL AID.

The State, at the present time, contributes about one-third the entire amount expended in maintaining the public schools. This amount should be increased until at least one-half this sum comes from this source. The city tax-payer has as great a financial interest in the education of the country school boy as has the boy's next door neighbor. The country boy often finds his later home in the city. His money value in his new home is determined by his education. The city makes its largest sales to those living in the country possessing the best education. In either case, the city is financially interested in the education of all the children of the State and this warrants the placing a larger proportion of the burden of supporting the schools upon the State.

SOME STATISTICS.

A few figures may help to make this matter clear. In the illiterate nations of Asia the average pay for each day for each man, woman and child is three cents; in Russia it is fourteen cents a day; in the United States it is forty-eight cents a day;

in Massachusetts it is eighty-seven cents a day. The Asiatic nation spends nothing for public education. Massachusetts spends a larger sum per capita for education than any other community of equal property valuation.

The illiterate man earns \$150 more than is necessary to supply his physical wants each year between his twenty-fifth and fifty-fifth birthdays. The man who has a common school education has \$300 to his credit each year for the same period. The one having a high school education is able to save \$600 a year, while a college trained man sees on the right side of the ledger \$1200 a year. These statistics have been prepared with such care that there can be no question but that they are substantially correct.

These figures bring home with tremendous force the claim which was made by an expert recently that the detaining of a boy at home for a single day costs the boy, in the end, \$10. Put in another form, the statement would be that each day a boy spends in school is worth \$10 to him. No one can read these statements and not be impressed with the money value of an education. If a man is worth \$450 a year more to the State by having a high school education than is the illiterate, then the State necessarily has a large financial interest in his better training.

The average pay of working men each year in the State of Delaware is \$200. The average pay for such men in Massachusetts is \$535. These two numbers bear substantially the same relation to each other as do the amounts expended by each State for public schools. While it is true that figures do not lie and that figurers may, yet it must be clear to any one that there can be no question but that it pays, and pays in dollars and cents, to give our boys and girls the best school advantages the State can provide.

We are appalled when we discover that eighty per cent of the children who attend the public schools stay in them only five years; that sixteen per cent remain for eight years and that four per cent are in the schools eleven years, or two years more than enough to complete a common school course.

All these considerations make apparent a few simple propositions. The State should furnish a larger proportion of the funds needed to maintain the common schools; it should insist that those who have the superintendence of the schools be fitted

for the duties devolving upon them; it should demand that the teachers have a natural aptitude for teaching and an academic and professional training which will fit them to be instructors of youth. It should encourage the enlargement of school grounds, the beautifying of school-rooms and stimulate the providing of such material as will best fit the school to do its best work.

The State will do its duty when it makes it possible for every child within its limits to attend, free of expense, a kindergarten, a common school and a high school, taught by capable teachers, administered by competent officials and fostered and sustained by the dignity and influence of the Commonwealth.

SCHOOL IMPROVEMENT LEAGUE OF MAINE.

Early in 1901 the League work had grown to such proportions that it was impossible for this department to manage its affairs even in the unsatisfactory way in which they had been conducted for the preceding two and a half years.

The Leagues were invited at that time to elect by ballot, a State President and a State Secretary. A large majority of the votes cast were for Supt. Payson Smith of Rumford Falls for President, and Miss Kate MacDonald of Machias for Secretary.

In this work, as in other instances, assistance was not given by those from whom it would be natural to expect it, but did come from those upon whom the department had no personal or official claim. The service rendered has been so efficient that the regret which may have been felt because of the indifference of the few, is more than compensated for by the help given by thousands of our citizens and the skillful administration of affairs of the Leagues by the State officers.

They took hold of the work with enthusiasm and systematized it to an extent that was not believed to be possible when it was placed in their hands. They have given to it not only thought, study, hard work, but they have added to these the kind of intelligence and the quality of sympathy which has made their service so remarkably successful.

The school children, teachers, patrons of the school and the State at large owe them a debt of gratitude they will not find it easy to pay. This work has been done without even a hope of financial remuneration. It is a task of discouraging proportions, but it has been mastered with an ability and fidelity that merits the highest praise.

The department wishes to place on record its appreciation of the labors performed by Mr. Smith and Miss MacDonald,

and, in doing so, it voices the sentiments of thousands who are interested in making our common schools equal to performing the service required of them. The department also wishes to add its endorsement to the words of commendation which have been expressed by the State officers for the assistance rendered and interest shown in improving the schools by pupils, teachers and citizens generally, and especially for the help given by the newspapers.

It is hoped these reports will receive a careful reading and that they will stimulate thousands of others to duplicate what thousands have already done.

REPORT OF THE PRESIDENT OF THE STATE S. I. L. M.,
SUPT. PAYSON SMITH, RUMFORD FALLS.

A REVIEW.

The organization of the School Improvement League of Maine in October, 1898, was the local application of an educational principle which has since gained a far more than local recognition. In writing of the work which has been done in the tenement districts of New York, and of the task which still remains for those who are trying to raise the standard of life in that metropolis, Jacob A. Riis, recognizing the part that may be played by the properly administered public school, makes this statement: "There is a campaign coming for turning the public schools over to the people bodily, *for making them the neighborhood centre of all things that make for good.*" Mr. Riis has seen the possibilities which are possessed by the school as a regenerating centre as opposed to the degenerating influence of the saloon and the street corner.

THE SCHOOL HOUSE A SOCIAL CENTRE.

A most interesting experiment, known as the "Hesperia movement," is under trial in Michigan. Hon. D. C. McClure of that State saw the advantage which would accrue both to the schools and the people if a closer co-operation between them could be induced. The result of his observation was a movement whose object is the cultivation of closer social sympathies among the several co-partners of the school. From the start the experiment has met with success and has resulted in widespread benefit to the schools of Michigan. While the School

Improvement League of Maine has undertaken a much broader field than that which the Hesperia movement attempts, yet it adopted as one of its chief objects the cultivation of the school's social opportunities. It proposed to make of each school house a social centre where, putting aside religious creed and political bias, the people might find a community of interest and have a meeting place common to all.

OTHER DEFINITE OBJECTS.

Not only did this Maine organization propose to emphasize the social possibilities of the school, but it also sought to meet certain needs of the schools, which, it seemed, were unlikely to be provided for in any other way. These were, 1st, the improvement of the physical condition of the schools; 2d, the purchase of books of reference and, in places where library facilities were not readily accessible, books of a literary character; and, 3d, the beautifying of school rooms through the medium of art.

TEACHERS READY FOR THE MOVEMENT.

The beneficence of these ends was so clearly apparent, their need, in many instances, was so urgent that the expression of them in this concrete and definite form was sufficient to arrest at once the attention of teachers and school officers. They were ready to entertain any proposition which should enable them to bring about a condition for which they had longed and, without organization, so often labored. The immediate adoption of the League idea into the school rooms of Maine was due to two things. First, its absolute adaptability to Maine conditions, and, second, the progressive spirit which animates the rank and file of the Maine teaching force. To the teachers of the State is very largely due the excellent record of results which the League has to its credit.

PHYSICAL SURROUNDINGS.

Concerning the importance of the things for which the League stands there is hardly room for discussion. It is a fact too well known to require emphasis that many of our school houses have been, and in cases still are, unfit for the occupancy of children. Because of negligence, indifference, or a false econ-

omy the condition of both school rooms and school grounds has been, in a large number of cases, so uninviting if not absolutely repellant as to have seriously impeded the cultivation of habits of thrift and neatness and the inculcation of high ideals of morality. It certainly is not fair to place children daily in untidy and unhealthful conditions and then expect them to acquire habits of neatness and order.

REASONABLE DEMANDS.

The League has emphatically preached the doctrine of better physical surroundings. It asks for school buildings that shall be properly warmed, ventilated, lighted and furnished and for school yards that shall be more than gravel heaps or bits of pasture, or portions of the public highway. It has endeavored to create a sentiment in favor of well-kept grounds planted with trees, shrubs and flowering plants. It calls for outbuildings which shall be decent, clean and devoid of everything tending to demoralize. To this work of improving physical conditions the League has so assiduously devoted its energies that in three years hundreds of schools of Maine, in city, village and hamlet, have had permanent improvements and have been brought to a higher standard and that thousands of Maine school children have had the benefits of these improvements. If the League were to cease its existence now it is not too much to say that an impulse has been given the schools which would not cease to be felt in many years.

THE LIBRARY FEATURE.

To the need of more and better books of reference and a wider selection of literary works every teacher can testify. These important tools of the educational workshop have been often lacking. In adopting as one of its objects the procuring of school libraries the League made an appeal which was felt by the teachers of the State. One town having a total of twenty-seven schools has, through its Leagues, equipped twenty of them with libraries ranging in number from thirty to three hundred volumes. This specific case is an indication of the importance this single feature of the League has assumed in the schools of Maine.

OTHER LITERARY WORK.

In a recent interview ex-Secretary Long expressed the opinion that the "lyceum" of the old time New England school was an important factor in developing those qualities which have placed New England men and women in positions of prominence and leadership. The League has sought to revive and adapt to present conditions this institution. It has arranged and directed a large number of literary meetings. Each local league has had its series of meetings at which papers have been read and debates given. Through these a quickening of intellectual life has come not alone to the pupils of the schools but to the adult portion of the communities as well. The stress which the League has wisely placed upon its literary work has commended it everywhere.

SCHOOL ORNAMENTATION.

The tendency to make school rooms more attractive and more beautiful is by no means a new one. The idea that an upbuilding force exists in the beautiful picture, the noble statue and harmonious surroundings meets with general assent. It must be admitted however that until the advent of the League the average school room of the average community was not in a way to have the advantage of these things. While clubs and wealthy individuals have provided pictures and casts for a very few schools, by far the large majority of rooms were entirely without anything of the kind. The simple statement that through League work more than a thousand framed pictures and several hundred casts have in three years been placed in Maine schools, is enough to show that the way to these things has been opened.

NOT MERELY A MACHINE.

Thus far the League has devoted its energies almost solely to the work itself. It has made a distinct effort to avoid becoming merely a complicated machine, but has aimed rather to leave its general objects to be worked out along the lines deemed expedient in its various fields. It has left details entirely in the hands of each local school. It has aimed only for so much of an organization as would enable a general record to be kept of its growth and activities, and to keep teachers and the public in touch with its spirit and movements.

RESPONSIBILITY DEVELOPED.

This method of work has undoubtedly developed an individual sense of responsibility. And it may be well to state here that the methods adopted of enlisting pupils in the work has universally resulted in a better care of public property, a keener sense of the rights of others, and a more correct appreciation of the value of self-help. Lessons more valuable than these are scarcely to be found in any text-books.

PLAN OF ORGANIZATION.

While, as has been stated, no complicated scheme of government was devised for the League yet a certain amount of organization was desirable. The plan of this organization is as follows: The leagues of the local schools are known as "local leagues." In these the real activities are carried on. Town leagues comprise all the local leagues of any town. These have been, generally, teachers' organizations. County leagues in turn comprise the several town leagues. Several county leagues have held most interesting and profitable sessions at which teachers and citizens have joined in the discussion of topics of mutual interest. The State League is the general organization in whose membership all officers of local leagues are enrolled.

PUBLICATIONS.

There have been published three documents which deal with League interests. The first of these is entitled "The Library and Art Exchange." This was published in October, 1898, and contained the general plan already outlined. So well adapted to conditions was this that in no essential particular has any change been made. The second document deals with the work which was accomplished in the first year of the League's existence and is a record of facts. The third document, known as the "League Manual," contains directions for organizing and conducting Leagues. That it has been useful to the League work is proven by the fact that through the voluntary demand of teachers and citizens the manual has passed into its third edition.

THE AID OF THE PRESS.

In this summary of the work which has been done by the League it is only fair to give recognition of the important aid which has been given by the papers of the State. They have

without exception given their approval to the objects for which the League has worked and they have generously accorded space in reporting what has been done. In helping this organization to improve the educational facilities of our Commonwealth the press of Maine has been an invaluable aid.

SUMMARY.

It is not possible to give in detail the vast number of improvements which the League has thus far brought into Maine school rooms. But in a general way its work to the present time may be briefly summarized as follows: (1st) Leagues have been organized in every county of the State, in some counties only a small minority of towns is without at least one league. Through these the purposes of the League have become generally known and the whole field made ready for a successful extension of the work. (2d) Teachers throughout the State, whether actually members of the League or not, have been awakened to the necessity of action along the reform lines pointed out by the League. (3d) So large an amount of work has been accomplished that there is hardly a locality in the State which is not informed of specific cases where the League idea has wrought some improvement. (4th) A responsibility has been created and fostered in the pupils of the schools to the extent that a noticeable effect has been noted in general school work. (5th) Public appreciation of certain needs of the schools has been quickened to a degree hardly deemed possible before the League was organized. (6th) The League itself has grown into an organization sufficiently strong and compact to give ample reason for the belief that it is to become a positive power for the accomplishment of its work. That work is to make Maine schools more fit to perform the important task which is given them to do.

A FORECAST.

The work of the School Improvement League has passed through the experimental stage. The organization was founded to meet certain urgent and entirely apparent needs. It has already proven adequate to the work it set out to accomplish and it faces squarely a future that is full of opportunities large enough to exercise all its energies. The League is to enter

upon this future work with that degree of faith which comes to a movement that has already had a full measure of success. It is to have the advantage of its experiences. It will, in the process of its growth, make use of such new forces and adapt itself to such new conditions as the schools whose interests it serves may reveal to it.

ORGANIZATION.

While, as has been said, it is not desirable that the League should become machine-like in its operations yet it is desirable that it should have an organization sufficiently strong to direct and control its work. The plan of organization suggested in the first League pamphlet appears to be precisely what will meet the conditions. That plan has in part been carried out. The rate at which the town and county leagues have been formed in the past year indicates that it will at no distant time be complete.

TOWN AND COUNTY ORGANIZATIONS.

While it is true that cities and larger villages have their local organizations for teachers, yet the fact that a majority of our more than six thousand teachers are not in cities and larger villages and that they are without the aid and inspiration which come of these organizations are sufficient reasons for the suggestion that the town and county leagues may well be made the vehicles of a more vital and practical sympathy among teachers. Indeed the town leagues that have already been organized are witnesses of growth in professional power. The promotion of a further growth of the town and county leagues is a phase of the work which will occupy the near future. Attention to this phase will be justified by the impetus which cannot fail to come to the local leagues and, in a large way, to the entire movement.

FUTURE EDUCATIONAL MEETINGS.

It is not too much to say that the term "teachers' meeting" will not be appropriately applied to some future educational meetings. In recent years there has been noted an increasing attendance of parents, citizens and even of pupils of the schools at meetings of teachers. This tendency is to reach a most desirable conclusion. The educational meetings of the future

will have programs upon which will appear not only the names of teachers but those of parents and patrons of the schools. Not only will discussions of methods be given place but likewise there will be such a consideration of the broader relationships of school and home, teacher and parent, official and citizen, as will result in a unity of plan and action not possible in a condition where these matters are without any place. Meetings also will be held for the advantage of local communities, of towns and of groups of towns, as well as for the counties at large. To the promotion of meetings of the kind described the leagues have begun to give their attention. They are to become an important medium for the exchange and growth of educational ideas.

PUBLIC CO-OPERATION.

Much of the good done by the leagues has been seen in the public interest aroused. It will not fulfill its prime object unless it continues to arouse this interest and unless it crystallizes it into a hearty and active co-operation. The leagues will continue to emphasize the important part the citizen fills in the school's success; it will continue to emphasize the duty of teachers to take such measures as will keep the public fully informed of the work of the schools and the results they aim at and as will enlist public sympathy and support.

IMPORTANCE TO RURAL SCHOOLS.

Much has been said and much written of the excellent record which has been made by the country schools. There is no question as to the excellence of that record. There is need however that the traditions of the country school shall be preserved in something more than spoken or written words. It should be given a future worthy of its past. In the country school it is possible for the best kind of educational work to be done. It has all the natural aids to the best kind of training but if these be overlooked, or neglected, as they too often are, then we have the most unsatisfactory and discouraging condition it would be possible to have. The League has a peculiar mission to perform for country schools. It carries to them the message of better buildings, more beautiful surroundings, more attractive rooms, of larger equipment in every way, an equipment which

will place these schools in a fit condition for their important work. This mission has been accomplished in so many instances, this message has been carried to so many schools that there can be no possibility of a doubt as to the future. The League has firmly established its claim to become a permanent part of every country school and it is even possible to see, so rapid has been the growth of the movement, that every rural school will have, at no distant time, this invaluable adjunct to its work.

WORK IN LARGER TOWNS.

The leagues of the larger villages and towns are turning their attention to an extension of educational work among the people. With the co-operation of our Maine colleges, it is hoped the leagues may be able to offer a modified form of university extension. Lecture courses and public entertainments of an educational nature are means which would promote the objects of the League. They would not only cultivate that closer intimacy which the League seeks to establish between the people and the school but they would also furnish financial means for material work.

A SYSTEM OF REPORTS.

It is highly important in a work as broad as that which has been undertaken by the League that there be some method of tabulating and making public the results. Considerable attention has been given to devising a method for gathering and recording the work done by the local leagues. After several experiments a system of reports has recently been perfected which seems likely to prove effective. Blanks for these reports will be available during the ensuing school year. Teachers are impressed with the fact that for the best success of the leagues two things are necessary, first that the leagues shall be active in accomplishing their objects and second that the people shall be kept informed of the extent and progress of the work.

FUTURE GROWTH.

As wide as is the field covered by the public school system, just so wide is the opportunity for an organization to support and strengthen it. As many as are the needs of the schools, just so many are the sources of good that need to be touched to supply those wants. As large as is the room for co-operation

and sympathy among those who labor for the welfare of the young, just so large is the room for a movement that shall bring and hold together all the forces which are enlisted in their behalf. In these things is a suggestion that the School Improvement League of Maine has begun a work which is not to end until indifference is dispelled, interest and enthusiasm quickened, and the condition of the schools brought to a higher and more satisfactory plane.

REPORT OF THE SECRETARY, MISS KATE MACDONALD, MACHIAS.

The present Secretary was chosen in the spring of 1901 and it is with the work of the League since that time that this report will deal.

The attention of the public has been called from time to time to the work of the League through articles in various newspapers of the State. Hundreds of letters have been written to superintendents and teachers answering inquiries in regard to the work, and many heart-to-heart letters, telling of the good work accomplished, have been received from teachers and parents.

The League has, at present, an estimated enrollment of 55,000, with members ranging in age from five to eighty-five years. The impression has prevailed with many people that the work was for rural schools only. Our records show the work is established in ten cities and scores of large towns. City teachers frequently write to tell of the excellent result coming to their schools through the League.

The need of a directory of the teachers who are now engaged in this work has been felt for some time and all are most earnestly urged to send their names and addresses to the State Secretary. The benefits coming from such a registration will be many to the teachers personally and the cause will be greatly helped. It is hoped that a complete list may be published soon.

It may be of interest to know of some of the material helps that have come to different schools through League work *alone*. It is impossible to estimate the beautiful spirit on the part of the children that goes along with this effort on their part to secure "Better Physical Surroundings, Best Books for All—Art in the School-room."

From statistics obtained directly from the teachers we find that school yards have been graded, fences removed or rebuilt, trees

planted, flower beds made and cared for, school buildings painted and, in one instance a belfry made and a bell purchased. In the interior, are hard wood floors, walls papered or painted, neat curtains, slate boards, picture molding, good pictures, including copies of masterpieces and portraits of authors and statesmen, plaster casts, potted plants, bookcases, libraries with sets of encyclopaedias and unabridged dictionaries, wall maps, globes, apparatus for gymnastics, clocks, lamps, pianos and organs. One league paid for an eight-weeks term of school and another secured a new school building. Hundreds of flags bought by the League children wave triumphantly from the schoolhouses and tell of the new era in school work.

Mrs. E. V. Lewis sends a photograph of the schoolhouse and grounds at Small Point which is worthy of being placed at the head of the list when the pictures are exhibited at the county meetings. A photograph sent by Miss L. Hattie Morton of Corinna shows a fine array of articles secured by the grammar and primary schools of that town.

Penobscot county is doing a grand work along League lines. The Exeter League through its secretary, Miss Aimee Abbee, sends a very carefully arranged and satisfactory report. The State Secretary is indebted to many local secretaries for very attractive programs which will be published later when the list of names for the teachers' branch is complete.

Superintendents Payson Smith, O. A. Morton, H. R. Williams, J. Ryan, M. C. Abbee, and B. B. Mansfield have been tireless in their efforts to make the Leagues in their sections all they should be. The members of the State council have also given conscientious service to the League's interests.

So many delightful letters come to the Secretary that it is hard to make selections for publication. One teacher says: "Very little money has been raised, but we are getting the parents to visit our school and the influence of the League is felt in every home." A mother writes to ask for leaflets on League work for distribution among the ladies of a society to which she belongs and adds,—"It is a beautiful work. I have seen what it will accomplish and I want to help to spread a knowledge of it among the mothers whom I know. May God help you in your share of the work."

The following letter dated August 15 will be of interest to League workers:

"It has been three years since I first entered my present school. At that time there were only two old pictures on the walls and a torn and soiled oilcloth covering on the desk. We organized a League after a term or two and with the help of the primary school (they contributing the greater amount) we bought a fine large flag. That is about all we did for a long while. I put up some unframed pictures and tried to make the rooms a little less unattractive, but our League did nothing for another year. I was largely to blame. I was *wholly* to blame, I mean, for I did not understand what a League might do and so was little interested.

Last fall at the convention of teachers, I listened to a talk on School League work by Mr. Smith which set me thinking. I went home determined to *work*. This is the result. We reorganized our League, choosing new officers. We appointed two boys to look after the school grounds. I had always tried to keep the grounds tidy, but when those boys found themselves responsible for the condition of things outside they went to work with a will; they brought hoes, rakes, etc., and with the help of old brooms a miracle was worked. I wish you might have seen the result—and it was lasting, too, for two of my boys cared for the yard one week, and two boys from the primary school, the next. We appointed two girls to look after things inside, with equally good results. These girls and boys paid no dues while doing the work. One Saturday night, after a League meeting on Friday, two of my boys surprised me by calling and presenting me with six dollars which they had collected during the day for the League. You would have been pleased to see their faces at my warm praise. Soon after, the executive committee planned a candy sale to be held Saturday on the school grounds. They put up a tent close to the sidewalk to be in easy reach of carriages and in two hours had realized \$6.18.

In the meantime a lady had given us two beautiful pictures and another lady gave us a pretty table cover. A gentleman gave us three delightful etchings, prettily framed in oak and we bought other pictures so that now we have fifteen fine, framed pictures. We bought three pretty vases for flowers. Best of all we have saved twelve dollars for a library, so that when school begins we shall have that amount in interesting and instructive books. I wish you could have been present at our last League meeting.

Occasionally, I pretend not to be present, and the vice-president conducts the meeting. At this meeting the executive committee had prepared a program of interest. Our superintendent had never been present at any of our meetings so I invited him to come and he, with a number of parents made quite an audience. I took my place in the background and the members conducted the exercises without a word from me. They did beautifully and the superintendent was delighted."

The following letter has been published once but will bear it again :

"When my superintendent gave me the manual of the S. I. L. at the beginning of this term and asked me, after reading it carefully, to form a League if I could, I took the book saying to myself, 'What does the man think I am made of! I cannot stand another bit of extra work; I shall be dead before this term closes. The next week in sheer desperation I started a League. Now, at the close of this term, I want to stand on the mountain tops and urge all the teachers who have not formed leagues to do so at once.

"Let me tell you the conditions under which I was working :— A big, barn-like room with an old rusty stovepipe running from a broken stove to the opposite corner of the room; the walls covered (no to be perfectly honest, they were only partially covered, for it flapped in the breeze at times) with the most hideous paper that I ever saw; the desk at which I was supposed to sit could boast of only three legs for its fourth was in a decidedly precarious condition, having been broken, the children told me, in an encounter between my predecessor and one of the big boys, I need not tell you more of my dismal surroundings. I have come here because I was one of that despised class, a teacher with 'no experience.' I found this school of thirty-five about all I cared to look after, but, as I said, I formed a League the second week.

"I wish you could have visited the school on closing day and seen the transformation. The room had been nicely cleaned by some of the mothers who are among the League members, the walls were covered with cream cartridge paper, put on by one of the fathers who is also a member, a new stove presented by the town had taken the place of the old one and I had my books upon a neat little table with a pretty cover.

“You see the League brought us together so, parents and school, that it was an ideal way of teaching and I can hardly wait for fall that I may go back and go on with the work. We are to get a new clock, some pictures and possibly a dictionary next term. I want that school to be the ‘literary and art center of the community’ before I leave it.

“Yours in the good cause.”

SCHOOLS IN UNORGANIZED TOWNSHIPS.

The provisions of law under which school privileges are made available to children in the unorganized townships of Maine, are briefly as follows :

Whenever in any such township there are resident two or more children between the ages of four and twenty-one years, and when the inhabitants thereof shall have paid into the State treasury a sum equal to twenty-five cents for each inhabitant, the State Superintendent of Public Schools shall make provisions for the schooling of such children for a period of not less than twenty weeks in any one school year. Such provisions may be by the establishment of a school or schools within the township, or the transportation of the children to, or the payment of their board in, a neighboring town, plantation or township.

For the more effective carrying out of these provisions he is authorized to appoint local agents whose duties are to make an enumeration of the inhabitants and an enrollment of the children of school age in the township so placed under their charge, to collect the required per capita tax, to employ teachers for the schools established, and to attend to all necessary details in relation to the schooling of the children in such townships.

To defray the expenses incurred in carrying out these provisions the State Superintendent is to use 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.

Under these provisions children in these townships have now been furnished school privileges for three full years. During this time a system of schools has been built up, unique in organization, in methods of management, in housing and furnishings

and, in some respects, in methods of instruction, but successful in providing for the peculiar conditions and needs for which it was intended. This system has passed the experimental stage. It has reached that point in its development which will permit it to continue practically constant in its general administration, from year to year.

The conditions and needs of the system are definitely indicated by the facts shown in the following statistical summary and in the succeeding analysis and interpretations of those facts.

STATISTICAL SUMMARY.

	1900-1.	1901-2.
1. <i>Number, Population, etc., of Townships.</i>		
Number of townships reported.....	34	47
Population of townships.....	1,590	1,602
Number of children between 4 and 21....	623	591
Number of townships in which schools were maintained	27	36
Number in which children were schooled in neighboring towns or townships....	4	11
2. <i>School Enrollment and Attendance.</i>		
Number of children attending school.....	467	442
Number schooled in home schools.....	448	395
Number schooled in other towns or townships	19	47
Average daily attendance.....	366	381
Number of cases of tardiness.....	526	581
Number of pupils not absent one-half day	129	177
Number of visits of citizens to schools...	87	256
3. <i>Concerning Teachers.</i>		
Number of teachers who had taught before	24	30
Number who had not taught before.....	7	14
Average number of terms taught before..	6	7
Average weekly wages including board..	\$5.62	\$6.07
4. <i>Classification and Studies Pursued.</i>		
Number of pupils in reading classes.....	387	424
Number in spelling classes.....	326	349
Number in penmanship classes.....	374	325

4. *Classification and Studies Pursued—Concluded.*

	1900-1.	1901-2
Number in arithmetic classes.....	330	310
Number in grammar classes.....	156	158
Number in geography classes.....	183	173
Number in history classes.....	80	86
Number in physiology classes.....	15	72
Number in book-keeping and other subjects.....	14	21

5. *Fiscal.*

Amount paid for wages and board of teachers.....	\$2,759	\$4,823
Amount paid for transportation of children.....	140	381
Amount paid for tuition.....	62	225
Amount paid for board of children.....	108	135
Amount paid for fuel, janitor's services, etc.....	55	144
	<hr/>	<hr/>
Total paid for instruction.....	\$3,124	\$5,708
Amount paid agents for services.....	425	749
Amount paid for text-books.....	...	601
	<hr/>	<hr/>
Total expenditures for year.....	\$3,549	\$7,058
Amount paid from per capita tax.....	389	400
Amount paid from interest on reserved lands.....	1,274	1,906
Amount paid from State appropriations..	1,886	4,752
	<hr/>	<hr/>
Total.....	\$3,549	\$7,058

ANALYSIS OF STATISTICS.

1. The facts shown in the first three items in group I of the above summary need explanation to bring them into agreement. With an increase of thirteen in the number of townships reported there was an increase of only twelve in the population of those townships, and a decrease of thirty-two in the number of children to be schooled. These apparently anomalous facts are due to the dropping out of the list of unorganized townships what was known as No. 3 Indian Purchase, by reason of its incorporation as the town of Millinocket, with a population of 442 and an enrollment of 172 children in the year 1900-1.

The forty-seven townships reported, as will be seen by reference to the detailed statistics elsewhere presented, are all of the character contemplated in the law, being too sparse in population to organize as plantations and support schools under the general law. This fact, with that of the number of townships reported, is a satisfactory evidence of the wisdom of the law establishing these schools.

It is probable that the conditions revealed by this group of statistics are practically such as will continue during the next two years. The number of townships in which children are being schooled for the current year is exactly the same as were reported for last year. Some townships may be expected to drop out of the list each year, either temporarily or permanently, and others to take their places. But no material increase in number of townships, or change in character of the conditions affecting the methods to be employed in the schooling of the children in them, is to be expected. A variety of causes, peculiar to these townships, contribute to these results. The moving away of a family may leave a township without children to be schooled, or the moving in of a family may bring a township within the provisions of the law; or the suspension of operations in a lumber manufacturing enterprise, or the opening up of such an industry, may in the one case depopulate the township of children, or in the other, bring the township under the law. As already said it may be fairly expected that the number of these townships and the methods of schooling the children therein, will continue to be substantially the same from year to year as shown in the group of statistics under consideration, and in other groups in the above summary.

2. The exhibit made in the second group of statistics may be stated as follows: The percentage of the number of children attending school as compared with the number of school age, in the two years compassed, was about the same; for the year 1901-2 the percentage of the number schooled in home schools was four less than for the year preceding; the percentage of average daily attendance as compared with number schooled was eight larger; the number of cases of tardiness as compared with the whole attendance, was twenty-eight per cent larger; the number of pupils not absent one-half day, as compared with number attending, was twelve per cent larger; while the number

of visits of citizens to the schools increased from an average of three to each school maintained, to an average of seven.

The general condition here exhibited is eminently satisfactory. In some respects it is especially so. The number of children attending school, as compared with the whole number of school age, was eleven per cent larger than for the State at large; the average attendance, as compared with the number of school age, was eighteen per cent larger. When the peculiar conditions existing in these townships is considered, this showing is remarkably significant. Equally favorable are the figures showing the number of pupils who attended every session and the number of visits made by citizens. These facts are all evidences of the deep interest in, and appreciation of their school privileges felt by the children and their parents in these communities. They are evidences, too, of the almost uniform excellence of the teachers selected for these schools by the local agents in charge. It is a wise and beneficent provision of law that furnishes these privileges to communities whither the general provisions of our school laws cannot provide them.

3. The ratio of the number of different teachers employed to the number of schools maintained, was larger, as was, also, the ratio of those who had not previously taught to those who had. With three exceptions the schools having a different teacher during each of the two terms were the newly established ones. The aim was to get the best available teachers, and experience counts as an evidence of fitness. In many cases, however, experienced teachers could not be had at wages which could be paid. Inspection of a majority of the schools during the year found none of these experienced teachers who were not doing good service and most were found doing excellent work, as were also many of the inexperienced teachers.

A very noticeable increase in the average weekly wages paid is apparent. The highest paid in any case was \$9.50 and the lowest \$3.50. The higher wages in these two cases were paid to a teacher of forty-two terms' experience, the lower to one of no experience. The school taught by the former was twenty miles beyond Moosehead lake and could be reached only by a canoe trip of twenty miles, or by a tramp of the same length

along a winter "tote-road." The latter's school was but three miles from her home, and easily reached by carriage.

The average wages paid, \$6.07 per week, is about the same as paid in the rural schools of the towns. While these schools will average smaller and more elementary in the character of instruction given than the rural schools of the towns, it would hardly be possible to procure fit teachers for them at lower wages. It requires somewhat of a self-sacrificing missionary spirit in teachers of experience to isolate themselves in many of these wilderness settlements and such teachers must be offered at least as good pay as they could command elsewhere.

4. As shown in the fourth group of statistics, the large majority of pupils attending these schools are of primary grade. Nothing else could be expected. Few of them had received much, if any, instruction before these schools were established. In three years of twenty weeks each, only a few could be expected to advance beyond primary grade subjects of instruction. Yet the statistics show what may be fairly considered exceptional advancement. This is the more evident when comparison is made between the conditions for the first year, as shown by statistics, and those for this third year. For the first year the number of pupils pursuing grammar grade studies,—namely, grammar, geography, history and physiology,—was respectively eighteen, twenty-eight, eight and eight per cent of the whole number; for this third year the corresponding per cents are thirty-six, thirty-seven, nineteen and sixteen. Still more marked advancement would be shown if the statistics of one school of both primary and grammar grades, (that at Millinocket) maintained the first year, were eliminated.

This advance has not been made at the expense of thoroughness. Teachers have been given to understand that they must do thorough work, and careful inspection of work done in eighteen of the thirty-six schools reported showed that they were following the instructions given. The advancement made was due very largely to that interest in the schools, both of pupils and parents, shown by regularity of attendance and by the number of visits made by citizens, as elsewhere noted. Where pupils and parents are interested in their school, and where the teacher is enthusiastic and earnest in her work rapid advancement will always be made. These conditions have been found generally existing in unorganized townships.

5. The fiscal statistics in the fifth group show marked increases in all items. Every such increase was a necessary consequence of increased demands.

The increase shown in amount paid for wages and board of teachers is thirty-nine per cent. This was due to an increase of thirty-three per cent in the number of schools maintained, and of eight per cent in the average weekly wages and board of teachers. The increase in amount paid for transportation, tuition and board of children schooled outside of the townships in which these were resident, was 140 per cent while the increase in the number of children so schooled was 153 per cent. The increase of seventy-six per cent in the amount paid for services of agents was due in part to the increase of thirty-eight per cent in the number of townships requiring agents, and in part to increase in amount of service required of agents in the introduction of free books into these schools. By an amendment to the law of 1899 establishing these schools, in 1901 the State Superintendent was authorized to supply the pupils attending with necessary text-books at public expense. This was found to be a necessity if the schools were to be made successful.

6. On the whole it may fairly be asserted that the exhibit made by the foregoing statistics is all that could have been reasonably expected. They show that, as the result of three years of experimental effort, there has been built up a successfully working system of schools, in many respects unlike any other in this State, and so far as known, in any other State. But the system is not at its highest practicable efficiency. It was not to be expected that it could be made such in three years. Experiments are always for the purpose of learning, and the three years' maintenance of these schools has been an experiment in finding out the best way to make them the best possible. In the course of these efforts there have become evident certain needs. These are:

IMPROVED SUPERVISION.

School supervision must exercise three essential functions in order to be most successful in making efficient schools. It must include wise provision for all the needs of the school before it begins, wise direction of its work while it continues and careful and intelligent inspection of results. The supervisory agencies should be so organized that all these functions

shall be exercised in complete accord one with another. Provision, which is concerned with seeing that the school is properly housed, furnished with needed appliances for the efficient performance of its work, and under the charge of a teacher qualified to do that work, must be controlled in all these by knowledge of the work to be done. Direction, which determines before its doing, and while doing, the work to be done, must take cognizance of the conditions under which the work must be done. And inspection in ascertaining what has been done, must be governed in its decisions by due consideration of the completeness of provisions made, and the wisdom of the directions given. The supervisory agencies must, therefore, be dominated by one controlling authority.

The special law establishing these schools recognizes this principle. It makes the State Superintendent the agent for controlling all the functions of supervision of these schools. In so controlling them he may appoint agents to make provisions for the schools, may give them authority to direct school work and may authorize them, or may appoint a special agent or agents, to inspect the schools. The actual organization of agencies for managing them is as follows: First, a general agent who acts as the immediate agent of the State Superintendent for the carrying out of his views and plans. Second, local agents having immediate charge of the local arrangement generally of the school, or schools, of a single township, and in one instance, of a group of townships.

The general agent exercises many of the functions of a special superintendent. With the approval of the State Superintendent he appoints local agents, gives them such special directions as may be required, prepares and distributes necessary blanks, receives and cares for reports and registers returned, keeps accounts with the several townships and reports bills for expenditures to the State Superintendent for submission to the Governor and Council and sees to the paying of all bills allowed. He also, when directed by the State Superintendent, makes personal inspection of the schools and their work. Finally, he furnishes the State Superintendent with the data needed for so much of his annual report as deals with these schools. He thus exercises in some measure all three functions of supervision. He is the medium through which the State Superintendent exercises control over all these schools.

The local agents exercise chiefly the provisionary functions of supervision. Their duties and the powers delegated to them are quite definitely prescribed in the following

REGULATIONS

GOVERNING THE MANAGEMENT OF SCHOOLS IN UNORGANIZED TOWNSHIPS.

Agents appointed to manage the schooling of children in unorganized townships will carefully observe the following conditions and regulations.

I. Under no circumstances must bills be contracted until the following conditions have been fully complied with:

1. That an enumeration of the persons of all ages resident in the township on the first day of April, and an enrollment of all children between four and twenty-one years of age, shall have been made and returned to the office of the State Superintendent.

2. That the sum of twenty-five cents for each inhabitant of the township shall have been collected and transmitted to the State Treasurer.

3. That no school shall be established in any township till there has been provided, *without expense to the State*, a suitable place for holding such school.

II. The State will defray expenses incurred for the following purposes *and no others*:

1. Wages and board of teachers;
2. Fuel and janitor's services;
3. Necessary appliances for teaching;
4. Tuition and transportation or board of children sent to the schools of an adjoining town, plantation or township.

It will also furnish necessary school books to be loaned to pupils in the schools established in townships, for use during term time.

III. The duties of agents are:

1. To make the enumeration, enrollment and returns required by law and by the blanks furnished by the State Superintendent.
2. To collect and transmit to the State Treasurer the per capita sum required by law.
3. To employ teachers and purchase fuel and necessary school appliances, and to make contracts for the instruction and

transportation or board of children sent to the schools of an adjoining town, plantation or township.

4. To approve and transmit to the State Superintendent for payment all bills contracted by them. Bills for wages of teachers must be accompanied in every case by the school register of the term.

5. To have custody and charge of the books furnished by the State for use in the schools under their charge, to see that they are safely cared for during vacations, and to report the condition of the same at the end of the school year.

IV. Agents will be paid not more than two dollars per day for services actually performed, and also for actual expenses incurred in the performance of their duties.

In employing teachers they will look to efficiency first, but will not pay unduly large wages. They will see that all teachers employed hold either State certificates or certificates from the school boards of the towns of their residence.

Inquiries from agents desiring information or suggestions relating to matters under their charge, not contained in this circular, will receive prompt attention.

This organization of the agencies for the management of this peculiar system of schools has proved efficient except in respect to thorough and intelligent inspection. In northern Franklin and Somerset counties, where the schools are so located that it has been found practicable to put those in thirteen of the forty-seven townships under the direction of a single agent fully capable of exercising all the functions of supervision, the work has been specially efficient and these schools are among the best in the system. Here it has been possible to provide a definite course of instruction for all the schools, so ordered that studies are graded as primary, intermediate and grammar, and pupils completing those of any grade are promoted to the next higher, receiving a certificate of promotion. In three other instances the schools have been put under the management of parties living in neighboring towns, who have had experience in school supervision as superintendents in their own towns, and these schools have been successfully managed. In two cases the agents have been teachers capable of giving wise direction to the work of their schools. In all other cases agents have had

to be selected from such persons in the townships as, from their interest in having good schools, have seemed best fitted for the position. These have generally visited their schools once or more during each term and have thereby influenced for good the work of both pupils and teachers.

But there have been wanting careful, regular and intelligent supervision by the highest authoritative agency representing the State. The wide separation of these schools from one another, the long distances to be traversed to reach many of them, sometimes on foot over roads impassable by carriages, sometimes by canoe up or down rivers through waters not of the smoothest, are conditions rendering a complete and thorough trip of inspection, tedious and expensive. Partial inspection of this sort was made last year and the year before with results bringing the conviction that an annual inspection of all these schools by a competent representative of the State, would be profitable because of the uplift and impulse toward the best in interest, effort and attainment, which would result. People situated as most of these are in the backwoods, are quick to appreciate and to be influenced by a manifest kindly interest in their well being and that of their children by one bearing the authority of the State. The children in these schools are more responsive than are those in the schools of the towns to advice, suggestion and encouragement coming in a kindly and sympathetic way from a stranger who comes among them as a representative of that authority of which their school is a creature. Teachers isolated in these townships give hearty welcome to such a visitor and heedful attention to whatever of advice or direction he may have to offer. Agents have always welcomed these visits and been glad to receive advice and direction.

Regular annual State inspection of these schools is the one need in their management, if they are to do and be the best possible. Such inspection will of necessity be more expensive than would be that of as many or twice as many schools in rural towns. But it will pay. It has not been given simply because, owing to the almost phenomenal growth of the system from year to year, the resources at command have not permitted. Now that the system has reached what may be considered its ultimate development, needed expenses can be quite closely estimated, and sufficient provisions for meeting them can be made.

In estimating those expenses the cost of regular annual State inspection should be included.

COMPULSORY ATTENDANCE.

In general, as has been elsewhere intimated, the interest of parents in these townships is influential enough to secure as full a school attendance as can be expected. There are parents, however, who do not appreciate the value of education for their children. There are others who are unable or who are too shiftless to clothe their children properly to attend school, and will not send them unless compelled to do so. There should be some legal method of putting into school the children of those who are indifferent to their education or too poor to send them. Local agents should be given the authority of truant officers in towns, in so far as necessary to deal with these cases.

COMPULSORY PAYMENT OF PER CAPITA ASSESSMENTS.

Under the law as amended in 1901, agents are authorized to assess upon and collect from the inhabitants of the townships under their charge, a sum equal to twenty-five cents for each inhabitant thereof. The authority to assess and collect presumes authority to enforce payment of the sum assessed upon any inhabitant, if payment be refused. From the beginning some parties have been found who have refused to pay their share of such sum, and others have had to make good the deficiency, because the law prescribes no definite mode of collecting the assessments made.

A case in point has occurred during the current year. A man who served for two years as agent of his township, but was not reappointed for the third year because nearly every other adult inhabitant of the township petitioned for the appointment of another person, has refused to pay the sum assessed upon him and has also persuaded others to take a like course. The agent has made good the deficiency, though illy able to do so. Some effective way should be provided to deal with such cases. Some suitable penalty should be definitely provided for willful refusal on the part of any one to pay the amount assessed by the local agent, and some method of enforcing that penalty should be prescribed. Such persons should be taught that they cannot defy the law with impunity.

This per capita tax, moreover, should be increased. The sum derived from it annually should be sufficient to defray the expenses of local supervision and of the annual demand for school books and appliances. It should, therefore, be made fifty cents per capita, thus furnishing a fund of about \$800.

FINANCIAL.

The State should provide liberally for the maintenance of these schools and for making them increasingly efficient. For the next two years, and probably permanently, there will be required for their maintenance annually at least \$7,500. A somewhat larger sum than this should be made available to meet the expenses of possible increase in the number of townships which may avail themselves of these benefits. Such sum will include the following items:

1. The per capita sums contributed by the townships, increased as suggested, can be depended upon to furnish \$800.
2. The interest on lands reserved belonging to the townships in which schools are maintained the current year will furnish a fund of about \$2,000.
3. A special State appropriation of \$5,000 per year will be required to make up the estimated sum.

The mill-tax annually assessed for the support of common schools will be increased during the next two years \$6,000 by reason of increase in the valuation of wild lands. The \$5,000 special State appropriation needed should be taken from the annual mill-tax. These schools are a part of our common school system and should share in the State's provisions for the maintenance of that system. In these townships are located the wild lands which are taxed for the support of the common schools, and it would seem especially fair and just, that the major part of the increase should be devoted to the use and benefit of these schools.

SUMMARY.

The conditions and needs of this special system of schools may be summarized as follows:

1. The law relating to them, in its general provisions fixing the conditions of their maintenance and prescribing methods of management, is wisely framed, but needs amendments providing

means for compelling attendance of children, and some method for compelling payment of assessments made by agents on account of the prescribed per capita tax, which should be increased to fifty cents.

2. Under the law as it stands the schools have grown to nearly their maximum in number and have been increasingly efficient from year to year. Their work has greatly improved in quality and grade. Teachers, agents, people and pupils have manifested commendable interest in, and devotion to, their success and improvement.

3. The needs disclosed by three years' experience demand such financial provisions for the next two years as will enable the State to conduct the schools in a satisfactory manner.

4. The sum of \$5,000 should be annually appropriated for this purpose and should be deducted from the school funds of the State.

DETAILED STATISTICS.

The following table shows the townships in which children were schooled for the year 1901-2, their location by counties, their population, school enrollment and attendance, the several purposes for which expenditures were made in each and the sources of revenue from which expenses were paid.

SCHOOL STATISTICS, UNORGANIZED TOWNSHIPS, FOR THE YEAR ENDING APRIL 1, 1902.

Designation of Township.	County.	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. 8, R. 3 (Howe Brook).....	Aroostook..	48	26	20	12	\$141 85	-	-	-	\$31 00	\$172 85	\$12 00	\$16 21	\$144 67	\$172 85
No. 8, R. 4 (St. Croix)	Aroostook..	64	10	12	10	120 00	-	-	-	11 65	131 65	16 00	60 93	54 72	131 65
No. 11, R. 4	Aroostook..	7	2	2	2	107 00	-	-	-	5 00	112 00	1 75	32 62	77 63	112 00
No. 17, R. 4 (Guerrette)	Aroostook..	142	74	41	38	161 00	-	-	-	14 57	175 57	35 50	-	140 07	175 57
A, R. 5 (Moluncus)	Aroostook..	72	32	18	16	125 50	\$89 50	-	\$27 80	-	242 80	17 75	-	225 05	242 80
No. 9, R. 5.	Aroostook..	18	9	4	4	150 00	-	-	-	-	150 00	4 50	13 21	131 29	150 00
No. 17, R. 5.....	Aroostook..	56	26	19	16	120 00	-	-	-	5 00	125 00	14 00	111 00	-	125 00
No. 16, R. 12.....	Aroostook..	31	12	10	12	86 50	-	-	-	-	86 50	7 75	21 48	57 27	86 50
No. 1, R. 8 (Skinner's).....	Franklin...	100	23	14	12	150 00	-	-	-	-	150 00	25 00	17 19	107 81	150 00
No. 2, R. 8 (Lowelltown)	Franklin...	112	21	13	12	187 50	-	-	-	-	187 50	28 00	-	159 50	187 50
No. 4, R. 2 (Crockertown).....	Franklin...	25	8	8	8	133 00	-	-	-	-	133 00	6 25	11 62	115 13	133 00
No. 4, R. 3.....	Franklin...	23	11	10	10	105 00	-	-	-	-	105 00	7 00	-	98 00	105 00
Perkins.....	Franklin...	57	19	16	15	138 00	47 00	-	-	-	185 00	14 25	-	170 75	185 00
Washington.....	Franklin...	26	11	9	9	-	48 00	-	-	-	48 00	6 25	-	41 75	48 00
No. 7.....	Hancock...	26	6	4	4	-	-	-	12 50	-	12 50	6 50	-	6 00	12 50
No. 32.....	Hancock...	12	4	4	4	114 00	-	-	-	-	114 00	3 00	42 00	69 00	114 00
Andover North Surplus.....	Oxford.....	17	6	6	5	64 00	-	-	-	-	64 00	4 25	21 30	38 45	64 00
Fryeburg Academy Grant.....	Oxford.....	12	3	3	3	-	-	\$39 00	-	-	39 00	3 00	-	36 00	39 00
Letter C.....	Oxford.....	7	4	4	4	72 00	-	-	-	-	72 00	1 75	22 26	47 99	72 00
No. 2, R. 6.....	Penobscot..	49	28	11	10	140 70	-	-	-	-	140 70	12 25	-	128 45	140 70
No. 1, R. 7 (Grindstone).....	Penobscot..	20	6	4	3	-	-	66 00	-	-	66 00	5 00	61 00	-	66 00
No. 5, R. 7.....	Penobscot..	3	4	4	4	-	-	-	65 16	-	65 16	2 00	-	63 16	65 16
A, R. 7.....	Penobscot..	20	6	5	4	-	-	50 00	-	-	50 00	5 00	-	45 00	50 00
Summit.....	Penobscot..	32	15	6	5	55 00	-	-	-	-	55 00	8 00	-	47 00	55 00

School Statistics, Unorganized Townships—Concluded.

Designation of Township.	County.	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. 3, R. 5 (Little Squaw Mt.)...	Piscataquis.	49	15	14	10	\$198 00	-	-	-	\$7 74	\$205 74	\$12 25	-	\$193 49	\$205 74
No. 2, R. 6 (Squaw Mountain)...	Piscataquis.	16	9	7	6	178 80	-	-	-	-	178 80	4 00	\$108 28	66 52	178 80
No. 6, R. 9 (K. I. Works).....	Piscataquis.	45	16	15	12	136 00	-	-	-	-	136 00	11 25	10 54	114 21	136 00
No. 5, R. 9.....	Piscataquis.	11	5	4	4	-	\$80 00	-	-	-	125 80	2 75	22 86	100 19	125 80
No. 1, R. 13 (Frenchtown).....	Piscataquis.	14	4	4	4	100 00	-	-	-	-	100 00	3 50	26 83	69 67	100 00
No. 5, R. 13 (Chesuncook).....	Piscataquis.	74	22	18	17	324 00	-	-	-	-	324 00	13 50	73 41	232 09	324 00
No. 3, R. 15 (N. E. Carry).....	Piscataquis.	20	2	2	2	-	-	\$70 00	-	-	70 00	5 00	39 48	25 52	70 00
No. 1, R. 1 (Rockwood Strip).....	Somerset....	66	24	21	18	257 75	-	-	-	-	257 75	16 50	-	241 25	257 75
No. 1, R. 3 (Carrying Place).....	Somerset....	24	10	6	5	-	42 00	-	-	-	42 00	6 00	5 19	30 81	42 00
No. 1, R. 4 (Bowtown).....	Somerset....	9	3	3	5	115 00	-	-	-	-	115 00	2 25	-	112 75	115 00
No. 1, R. 5 (Moxie Gore).....	Somerset....	12	8	5	4	186 00	-	-	-	-	186 00	3 00	29 39	152 61	186 00
No. 1, R. 7 (Sapling).....	Somerset....	16	5	3	3	55 00	-	-	-	-	55 00	4 00	51 00	-	55 00
No. 3, R. 1 (Long Pond).....	Somerset....	56	24	17	16	172 00	-	-	-	-	172 00	14 00	22 23	135 77	172 00
No. 6, R. 1 (Holeb).....	Somerset....	36	5	3	5	120 00	-	-	-	-	120 00	9 00	74 85	36 15	120 00
Million Acre Gore.....	Somerset....	7	4	5	5	111 50	-	-	-	-	111 50	1 75	-	109 75	111 50
Sand Bar Track.....	Somerset....	8	2	2	2	46 75	-	-	-	-	46 75	2 00	-	44 75	46 75
Taunton and Raynham.....	Somerset....	17	10	7	7	144 50	-	-	-	-	144 50	4 25	140 25	-	144 50
Tomhegan.....	Somerset....	9	3	3	3	-	69 00	-	-	-	69 00	2 25	-	66 75	69 00
No. 1, R. 2 (Dyer).....	Washington	28	16	15	12	154 00	5 00	-	-	14 00	173 00	7 00	-	166 00	173 00
No. 7, R. 2 (Kossuth).....	Washington	36	10	9	8	85 00	-	-	-	2 19	87 19	9 00	78 19	-	87 19
No. 10, R. 3 (Forest).....	Washington	36	13	11	10	154 00	-	-	-	-	154 00	9 00	145 00	-	154 00
No. 18, E. D.....	Washington	16	7	7	6	113 15	-	-	-	7 50	120 65	4 00	-	116 65	120 65
No. 19, E. D.....	Washington	8	4	3	3	-	-	-	30 00	-	30 00	2 00	28 00	-	30 00
		1,602	591	442	381	\$4,822 50	\$380 50	\$225 00	\$135 46	\$144 45	\$5,707 91	\$400 00	\$1,286 32	\$4,021 59	\$5,707 91

ANALYSIS OF SPECIAL STATISTICS OF ACADEMIES, SEMINARIES AND INSTITUTES, FOR THE YEAR ENDING JULY 1, 1902.

SUMMARY.

I. <i>Assets—Permanent:</i>	
Amount of endowment.....	\$489,548
Value of grounds, buildings, etc.....	536,951
Value of other property.....	53,596
	<hr/>
Total assets	\$1,080,095
II. <i>Income—Current:</i>	
From invested funds.....	\$24,270
Received from towns.....	13,714
Received from State (appropriation).....	20,585
Received from State (high school fund) ..	4,095
Received for tuition.....	22,584
Received for fees.....	160
Received as gifts.....	7,699
Received from all other sources.....	9,869
	<hr/>
Total income—current	\$102,976
III. <i>Expenditures—Current:</i>	
For teachers' salaries	\$72,140
For janitors' services.....	4,914
For books, apparatus, etc.....	2,424
For repairs	5,539
For all other purposes.....	21,767
	<hr/>
Total expenditures—current	\$106,784
Balance	3,645
Deficiency	7,453

IV. <i>Number of Pupils Who Studied:</i>	
Mathematics	1,353
English	2,756
History	1,541
Science	1,690
Modern languages	654
Ancient languages	1,183
V. <i>Teachers, Attendance, Etc.:</i>	
Number of teachers including president or principal	152
Number of weeks in session from July 1, 1901, to July 1, 1902.	1,153
Number of pupils enrolled.	2,967
Average number of pupils in attendance.	2,471
Number of pupils pursuing academic studies exclusively	2,555
Average number pursuing academic studies exclusively	2,297
Number of resident pupils pursuing academic studies exclusively.	1,428
Average number resident pupils pursuing academic studies exclusively.	1,227
Number non-resident pupils pursuing academic studies exclusively.	1,133
Average number non-resident pupils pursuing academic studies exclusively.	1,002
Whole number pursuing common school studies	398
Average number pursuing common school studies	276
Whole number in English academic course,	1,370
Average number in English academic course	1,115
Whole number in college preparatory course	835
Average number in college preparatory course	698
Whole number in training course for teachers	215

V. *Teachers, Attendance*—Concluded.

Average number in training course for teachers	166
Number graduated present year.....	201
Number intending to enter Maine college,	224
Number intending to enter other colleges,	45
Number intending to enter technical schools,	62
Number intending to enter institutions not heretofore mentioned	116
Number attending from rural communities,	1,206
Number attending from villages.....	1,234
Number attending from cities.....	215
Number from rural communities intending to enter college.....	199
Number from villages intending to enter college	247
Number from cities intending to enter college	19
Number who do not intend entering any higher institution of learning.....	633

**SPECIAL STATISTICS OF ACADEMIES, SEMINARIES AND INSTITUTES, FOR THE YEAR
ENDING JULY 1, 1902.**

NAME.	Location.	Date of incorporation.	Date of establishment.	OFFICERS.				
				President of Board of Trustees.	Secretary.	Treasurer.	P. O. Address of Treasurer.	Principal.
Anson Academy.....	Anson	1823	1823	Andrews, E. C.	Simmons, W. C. ...	Simmons, W. C. ...	North Anson.....	Sanborn, F. H.
Bluehill-George Stevens Academy.....	Bluehill	1801	1898	Grindle, R. P.	Chase, E. E.	Chase, E. E.	Bluehill.....	Russell, W. H.
Bridgton Academy.....	Bridgton.....	1808	....	Brown E. F.	Chadbourne, G. E.	Meade, Jas. C. ...	North Bridgton..	Spratt, C. C.
Calais Academy.....	Calais.....	....	1846	Swan, Chas.	Moore, Edwin....	Nelson, Frank....	Calais.....	Ryan, J. F.
Cherryfield Academy.....	Cherryfield....	1829	1829	Nash, W. M.	Nash, F. C.	Stewart, C. A. ...	Cherryfield.....	Tooker, T. C.
Corinna Union Academy	Corinna.....	1852	1851	Smith, J. C.	Hamilton, M. P. .	Ireland, L. F.	Corinna.....	Briggs, F. E.
East Corinth Academy ..	Corinth.....	....	1844	Worth, H. D.	Clark, W. R.	Smith, G. H.	East Corinth.....	Russell, F. E.
Erskine Academy.....	South China...	1891	1883	Erskine, J. K.	Thompson, W. J. .	Starrett, S. C. .	South China.....	Thompson, W. J.
Foxcroft Academy.....	Foxcroft	1823	1822	Thompson, E. A. .	Parsons, W. E. .	Parsons, W. E. .	Foxcroft.....	Lee, Lyman K.
Freedom Academy.....	Freedom.....	1836	1836	Small, A. M.	Libby, James W. .	Dodge, D. W.	Freedom.....	Linscott, A. E.
Fryeburg Academy.....	Fryeburg .....	....	1792	Gordon, S. C.	Walker, C. H. ...	Jenness, A. R. ...	Fryeburg.....	Willard, C. G.
Gould's Academy.....	Bethel.....	1836	1836	Hastings, G. A. .	Wiley, G. R.	Twitchell, S. B. .	Bethel.....	Hanscom, F. E.
Hampden Academy.....	Hampden.....	1808	1803	Mayo, H. W.	Nason, W. H.	Stetson, I. K. ...	Bangor.....	Taylor, Evangeline
Hartland Academy.....	Hartland.....	1835	1830	Page, Jno. S.	Miller, A. W.	Miller, A. W.	Hartland.....	Thompson, W. H.
Hebron Academy.....	Hebron.....	1804	1804	Sturtevant, Mrs. Phoebe	Richardson, A. M.	Bearce, W. S. ...	Hebron.....	Sargent, W. E.
Higgins Classical Inst...	Charleston....	1890	1890	Higgins, J. H.	Eaton, W. H.	Humphrey, D. S. .	Charleston.....	Foss, H. W.
Leavitt Institute.....	Turner.....	1901	1897	Dresser, Herbert. .	Ricker, R. G.	Bradford, W. B. .	Turner.....	Ricker, Horatio.
Lee Normal Academy.....	Lee.....	1845	1845	Stevens, Hiram. .	Reed, E. A.	Whitten, C. H. .	Lee.....	Vining, W. P.
Limerick Academy.....	Limerick.....	1809	1808	Clark, S. O.	Higgins, F. M. ...	....	Limerick.....	Ford, Daniel.
Limington Academy.....	Limington.....	1848	1848	Moulton, J. F.	Strout, L. J.	Pillsbury, J. F. .	Limington.....	Clough, B. M.
Lincoln Academy.....	Newcastle....	1801	1805	Huston, A. G.	Huston, A. G.	Huston, J. P. ...	Newcastle.....	Larrabee, G. H.
Litchfield Academy.....	Litchfield....	1845	1839	Libby, F. W.	Smith, A. P.	Purinton, Jno. .	Richmond Corner	Packard, B. E.
Maine Central Institute	Pittsfield....	1866	1866	Whitcomb, S. C. .	Bryant, E. C.	Bryant, E. C.	Pittsfield.....	Landman, F. U.
Mattanawook Academy	Lincoln.....	1847	1847	Jones, N. M.	Pinkham, M B. ...	Linton, F. R. ...	Lincoln.....	Miner, W. F.
Monmouth Academy.....	Monmouth.....	1809	1803	Wood, Elliott....	Gott, J. G.	Andrews, C. L. .	Augusta.....	Chick, A. J.

N. Yarmouth Academy..	Yarmouth ...	1814	1812	Hammond, G. W.....	Marston, C. L....	True, I. F.....	Yarmouth	Snow, B. P.
Oak Grove Seminary	Vassalboro ...	....	1850	Crosman, G. L.	Priest, Annie M..	Binford, Lindly.	Saco	Jones, A. W.
Parsonsfield Seminary...	Parsonsfield ..	....	1833	Blazo, D. O.....	Wentworth, C. T.	Churchill, O B...	N. Parsonsfield..	Ernst, F. W.
Patten Academy.....	Patten	1847	1848	Rogers, L. B.....	Miles, Leroy.....	Miles, Leroy.....	Patten	Gardner, H. N.
Pennell Institute.....	Gray .....	....	1884	Frank, M. P.....	Frank, V. E.....	Frank, V. E.....	Gray	Pierce, C. W.
Ricker Classical Institute	Houlton.....	1848	1847	Archibald, James.....	Ford, J. A.....	Gellerson, F. A...	Houlton	Wellman, J. O.
Somerset Academy.....	Athens.....	1846	1846	Williams, L. C.....	Greene, F. G.....	Jones, C. H.....	Athens.....	Lombard, J. E.
Thornton Academy	Saco	1811	1813	Symonds, Jos.	Emery, Geo. A....	.....	Saco	Sampson, E. P.
Washington Academy...	E. Machias...	1792	1823	Drisko, George W.	Talbot, F. L.....	Cary, George F....	East Machias.....	Harriman, A. S.
Wilton Academy	Wilton.....	1866	....	Houghton, H. S.	Adams, A. B.....	Dascomb, H. R....	Wilton.....	Harthorn, D. T.
Wiscasset Academy.....	Wiscasset.....	1808	1808	Peaslee, C. A.	Merrill, W. F.....	Holbrook, Sol....	Wiscasset.....	Sewall, C. S.

Special Statistics of Academies, Etc.—Continued.

NAME.	Number of weeks in session from July 1, 1901, to July 1, 1902.	Whole number enrolled.	Average attendance.	Whole number pursuing academic studies exclusively.	Average number pursuing academic studies exclusively.	Whole number resident pupils pursuing academic studies exclusively.	Average number resident pupils pursuing academic studies exclusively.	Whole number non-resident pupils pursuing academic studies exclusively.	Average number non-resident pupils pursuing academic studies exclusively.	Whole number pursuing common school studies.	Average number pursuing common school studies.	Whole number in English academic course.	Average number in English academic course.
Anson Academy.....	33	74	60	69	64	50	45	24	23	-	-	35	23
Bluehill-George Stevens Academy.....	36	86	65	76	59	59	46	17	13	10	-	47	35
Bridgton Academy.....	35	91	80	81	80	13	13	78	67	-	8	61	34
Calais Academy.....	36	132	121	132	121	120	109	12	12	-	-	35	35
Cherryfield Academy.....	36	87	80	87	80	57	-	30	30	-	41	44	34
Corinna Union Academy.....	33	88	68	88	68	37	35	35	33	-	-	57	65
East Corinth Academy.....	33	61	40	61	40	34	25	27	15	-	-	52	34
Erskine Academy.....	30	56	35	44	32	24	18	20	14	16	12	56	44
Foxcroft Academy.....	36	63	52	63	56	42	38	21	18	-	-	36	32
Freedom Academy.....	36	103	90	74	70	27	25	47	45	29	24	44	40
Fryeburg Academy.....	37	66	60	36	30	23	15	14	12	16	14	36	30
Gould's Academy.....	36	109	88	109	88	54	45	55	43	-	-	61	43
Hampden Academy.....	36	76	62	48	43	35	33	13	10	28	25	32	28
Hartland Academy.....	35	36	25	34	25	20	16	14	11	-	-	26	12
Hebron Academy.....	38	161	141	155	136	18	18	137	118	-	-	44	44
Higgins Classical Institute.....	36	122	98	115	94	34	28	81	63	7	3	50	47
Leavitt Institute.....	36	119	111	93	87	66	72	27	25	28	26	29	27
Lee Normal Academy.....	33	101	67	101	67	47	31	54	36	101	67	29	18
Limerick Academy.....	33	44	36	44	44	33	33	11	11	15	15	29	29
Limington Academy.....	33	67	50	50	41	34	29	16	12	17	9	21	19
Lincoln Academy.....	38	99	81	95	80	19	17	76	63	-	3	54	43
Litchfield Academy.....	36	46	40	46	40	29	27	17	13	-	-	39	33

Maine Central Institute.....	37	132	94	102	89	45	40	57	49	20	16	30	23
Mattanawcook Academy.....	36	54	45	54	45	42	33	12	12	-	-	43	33
Monmouth Academy.....	32	54	40	54	40	30	22	24	18	-	-	37	26
North Yarmouth Academy.....	36	42	33	37	32	5	2	32	24	5	3	14	10
Oak Grove Seminary.....	36	81	70	40	36	15	13	25	23	28	21	14	12
Parsonsfield Seminary.....	34	60	54	50	51	26	23	24	18	-	-	-	-
Patten Academy.....	34	66	61	66	61	52	48	14	14	-	-	31	29
Pennell Institute.....	36	68	61	50	48	41	40	9	9	22	22	29	29
Ricker Classical Institute.....	38	128	108	128	108	33	30	95	78	-	-	29	24
Somerset Academy.....	30	56	36	34	32	20	18	13	10	11	8	32	30
Thornton Academy.....	37	144	140	144	140	124	127	24	23	-	-	94	92
Washington Academy.....	39	69	58	69	58	37	33	32	25	-	-	47	38
Wilton Academy.....	32	73	66	73	66	43	40	33	30	-	-	48	46
Wiscasset Academy.....	35	53	46	53	46	41	40	12	12	-	-	35	32
	1,133	2,967	2,475	2,555	2,297	1,428	1,227	1,132	1,002	398	276	1,370	1,115

Special Statistics of Academies, Etc.—Continued.

NAME.	Whole number in college preparatory course.	Average number in college preparatory course.	Whole number in training course for teachers.	Average number in training course for teachers.	Number of pupils in mathematics.	Number of pupils in English.	Number of pupils in history.	Number of pupils in science studies.	Number of pupils in modern languages.	Number of pupils in ancient languages.	Number graduated present year.	Number intending to enter Maine college.	Number intending to enter other colleges.	Number intending to enter technical schools.
Anson Academy	26	21	18	8	68	71	68	10	16	32	15	19	-	-
Bluehill-George Stevens Academy	9	8	-	-	71	61	23	51	19	32	4	-	-	-
Bridgton Academy	30	-	-	-	35	90	30	20	41	30	20	5	5	7
Calais Academy	97	97	-	-	132	132	132	20	43	97	21	2	-	-
Cherryfield Academy	23	-	-	-	27	87	87	56	-	43	15	7	-	-
Corinna Union Academy	7	7	-	-	67	72	72	40	14	45	5	5	-	-
East Corinth Academy	4	3	5	2	56	60	25	56	-	5	4	1	-	1
Erskine Academy	-	-	-	-	56	56	38	-	-	-	11	1	-	6
Foxcroft Academy	16	15	11	9	60	62	32	46	16	28	7	9	4	2
Freedom Academy	20	18	10	9	74	74	50	20	20	25	11	4	-	-
Fryeburg Academy	14	14	-	-	66	66	32	28	23	52	3	3	1	1
Gould's Academy	48	45	-	-	107	109	46	45	36	56	16	31	4	13
Hampden Academy	16	15	-	-	71	76	42	35	20	22	11	4	-	-
Hartland Academy	15	11	-	-	34	28	24	-	-	16	2	2	1	-
Hebron Academy	31	31	-	-	70	125	22	130	48	20	-	-	-	2
Higgins Classical Institute	16	15	17	14	103	86	42	82	15	53	45	2	2	-
Leavitt Institute	16	15	14	13	94	119	71	81	15	34	22	3	-	-
Lee Normal Academy	13	9	59	40	101	101	22	52	2	41	18	2	2	-
Limerick Academy	25	23	7	7	39	42	32	7	6	14	3	5	3	1
Limington Academy	12	11	-	-	65	58	37	24	7	34	7	2	4	1
Lincoln Academy	28	25	13	12	96	96	20	55	37	36	2	2	2	1
Litchfield Academy	7	7	-	-	45	46	33	29	11	19	4	1	-	1

Maine Central Institute	36	30	24	19	61	132	52	70	16	35	9	4	-	-
Mattanawcook Academy	11	11	-	-	54	54	42	44	8	11	10	3	-	1
Monmouth Academy	17	14	-	-	49	51	41	45	5	22	-	-	-	-
North Yarmouth	24	19	-	-	40	41	24	17	2	27	5	2	-	3
Oak Grove Seminary	21	19	5	5	52	67	43	35	71	23	2	2	-	-
Parsonsfield Academy	-	-	-	-	48	60	8	37	6	19	14	1	-	-
Patten Academy	35	32	-	-	62	53	12	35	31	33	10	1	-	-
Pennell Institute	21	21	-	-	68	68	68	50	10	21	7	25	1	3
Ricker Classical Institute	64	54	26	22	128	128	90	102	27	64	19	39	2	3
Son.erset Academy	1	1	6	6	54	54	28	16	4	4	-	-	-	-
Thornton Academy	50	48	-	-	111	144	62	77	52	50	32	6	6	6
Washington Academy	22	20	-	-	62	69	49	55	15	16	10	4	-	2
Wilton Academy	25	23	-	-	64	73	25	36	1	44	9	6	-	-
Wiscasset Academy	18	14	-	-	53	51	19	42	13	20	7	1	-	2
	835	698	215	166	1,353	2,756	1,541	1,690	654	1,183	201	224	45	62

SUPERINTENDENT'S REPORT.

Special Statistics of Academies, Etc.—Continued.

NAME.	Number intending to enter institutions not heretofore mentioned.	Number attending from rural communities.	Number attending from villages.	Number attending from cities.	Number from rural communities intending to enter college.	Number from villages intending to enter college.	Number from cities intending to enter college.	Number who do not intend entering any institution of learning.	Number of instructors, including president or principal.	ASSETS—Permanent.			
										Endowment.	Grounds and buildings.	Other property.	Total.
Anson Academy	21	28	40	3	11	12	2	31	3	\$4,500	\$2,000	-	\$6,500
Bluehill-George Stevens Academy	-	28	58	-	1	-	-	-	4	14,000	6,000	\$200	20,200
Bridgton Academy	3	43	45	3	8	2	-	2	4	19,150	10,000	6,200	35,350
Calais Academy	-	5	12	115	1	1	-	-	6	4,250	6,000	300	10,550
Cherryfield Academy	1	28	59	-	2	21	-	-	2	4,000	10,000	1,330	15,330
Corinna Union Academy	-	36	36	-	-	7	-	65	12	-	2,500	1,738	4,238
East Corinth Academy	1	53	8	-	3	1	-	45	12	6,100	4,500	221	10,821
Erskine Academy	-	56	-	-	-	-	-	-	3	7,780	3,000	500	11,280
Foxcroft Academy	8	26	37	-	3	10	-	42	5	-	4,200	200	4,400
Freedom Academy	-	80	20	3	20	5	1	77	1	-	3,500	500	4,000
Fryeburg Academy	2	18	46	2	3	15	2	46	4	10,000	13,407	-	23,407
Gould's Academy	4	61	39	9	26	18	4	39	5	1,000	6,000	-	7,000
Hampden Academy	-	32	39	5	12	16	2	-	2	10,800	2,000	100	12,900
Hartland Academy	-	16	26	-	2	2	-	-	3	1,000	3,000	100	4,100
Hebron Academy	-	75	55	29	4	6	-	-	10	60,000	140,000	25,000	225,000
Higgins Classical Institute	-	71	49	2	5	1	-	16	5	100,000	100,000	-	200,000
Leavitt Institute	-	10	7	1	2	3	-	-	5	-	12,000	-	12,000
Lee Normal Academy	3	56	44	1	3	2	1	-	4	-	3,000	1,500	4,500
Limerick Academy	-	-	-	-	-	-	-	-	2	1,000	3,000	-	4,000
Limington Academy	-	43	20	4	9	3	-	50	2	500	2,500	188	3,188
Lincoln Academy	-	22	77	2	8	13	-	-	4	11,340	8,000	1,000	20,340
Litchfield Academy	1	30	14	2	4	2	1	22	3	600	2,000	700	3,300
Maine Central Institute	-	56	76	-	17	19	-	-	10	10,000	25,000	-	35,000

Mattanscook Academy	-	-	54	-	-	11	-	40	2	2,200	2,000	-	4,200
Monmouth Academy	-	39	15	-	-	-	-	-	2	3,600	2,500	300	6,400
North Yarmouth Academy	1	20	15	7	-	-	-	-	5	7,200	8,000	1,200	16,400
Oak Grove Seminary and Bailey Inst.	-	33	29	19	8	1	1	-	8	8,000	20,000	-	28,000
Parsonsfield Seminary	1	17	43	-	-	1	-	-	4	100,000	20,000	2,000	122,000
Patten Academy	2	20	46	-	-	1	-	-	2	6,400	10,000	150	16,550
Pennell Institute	-	20	48	-	12	9	-	37	3	25,000	17,000	-	42,000
Ricker Classical Institute	9	64	58	4	23	27	3	57	8	14,571	45,000	8,800	68,371
Somerset Academy	2	45	9	-	-	-	-	45	2	3,400	2,500	-	5,900
Thornton Academy	3	-	-	-	-	-	-	15	8	105,965	14,544	-	120,509
Washington Academy	-	17	50	2	3	17	2	46	3	25,371	7,800	419	33,590
Wilton Academy	2	36	35	2	4	2	-	5	5	-	15,000	650	15,650
Wiscasset Academy	2	22	31	-	5	13	-	3	3	-	1,000	300	1,300
	66	1,206	1,234	215	199	247	19	678	152	\$498,548	\$536,951	\$53,596	\$1,080,095

SUPERINTENDENT'S REPORT.

Special Statistics of Academies, etc.—Concluded.

Name.	INCOME—CURRENT.								EXPENDITURES—CURRENT.								
	Invested funds.	Town.	State appropriations.	State free high school funds.	Tuition.	Fees.	Gifts.	Other sources.	Total.	Teachers' salaries.	Janitors' services.	Books, appliances, etc.	Repairs.	Other purposes.	Total.	Balance on hand July 1, 1902.	Deficiency.
Anson Academy	\$248	\$500	\$750	-	\$297	-	-	-	\$1,795	\$1,797	-	-	-	\$1	\$1,798	-	\$
Bluehill-George Stevens Academy.	670	500	500	-	115	-	-	-	1,785	1,328	\$135	-	-	53	1,531	-	\$254
Bridgton Academy	706	-	750	-	1,800	-	-	\$117	3,433	2,900	126	71	\$93	244	3,434	-	-
Calais Academy	241	3,300	500	\$250	105	-	-	-	4,393	3,466	100	130	332	-	4,028	368	-
Cherryfield Academy	203	1,283	750	250	71	-	\$200	307	3,064	1,422	60	100	100	272	1,854	1,210	-
Corinna Union Academy	71	385	500	256	-	-	-	-	1,205	1,000	24	187	8	119	1,338	-	-
East Corinth Academy	-	250	500	250	62	\$4	-	135	1,201	1,000	24	-	-	156	1,180	21	132
Erskine Academy	385	-	500	-	455	-	-	-	1,340	1,165	30	25	40	30	1,290	50	-
Foxcroft Academy	60	500	750	250	332	7	78	-	1,377	1,587	69	10	68	242	1,976	-	-
Freedom Academy	-	348	1,000	-	1,028	-	-	-	2,456	1,972	37	94	241	-	2,344	32	-
Fryeburg Academy	528	-	700	-	1,260	-	-	-	2,488	2,073	67	15	9	297	2,461	27	-
Gould's Academy	62	-	750	-	1,635	-	760	123	3,330	2,458	54	55	43	271	2,881	449	-
Hampden Academy	509	500	500	250	10	-	-	-	1,760	1,477	36	8	34	15	1,570	190	-
Hartland Academy	40	225	500	225	-	-	-	-	1,273	963	24	10	34	125	1,156	122	-
Hebron Academy	2,800	-	-	-	4,400	-	3,000	6,000	16,200	5,300	400	150	200	10,150	16,200	-	-
Higgins Classical Institute	583	-	750	-	1,545	-	-	21	2,899	2,450	150	46	222	230	3,098	-	199
Leavitt Institute	-	700	750	250	151	46	1,000	250	3,147	2,728	225	160	75	-	3,188	-	41
Lee Normal Academy	60	-	1,000	-	578	-	-	116	1,754	1,502	24	85	156	73	1,840	-	86
Limerick Academy	25	500	500	-	-	-	-	-	1,025	815	42	-	26	120	1,003	22	-
Limington Academy	17	250	500	250	-	-	-	14	1,031	1,006	-	-	26	42	1,137	-	106
Lincoln Academy	572	-	750	-	1,741	-	25	-	3,083	2,424	67	79	102	387	3,059	29	-
Litchfield Academy	30	-	500	-	550	-	50	-	1,130	1,050	15	50	75	25	1,215	-	85

Maine Central Institute	485	751	1,000	250	1,000	-	1,208	20	4,714	2,925	300	133	1,479	204	5,041	-	327
Mattanawcook Academy	132	300	500	250	-	20	-	90	1,292	1,100	13	-	37	60	1,210	-	82
Monmouth Academy	110	500	500	-	-	-	-	-	1,110	950	29	39	96	109	1,223	-	113
North Yarmouth Academy	432	-	500	-	670	-	-	-	1,602	1,395	-	-	279	85	1,759	-	157
Oak Grove Seminary and Bailey Institute	318	-	750	-	1,350	-	1,000	153	3,571	3,197	892	-	617	3,439	8,145	-	4,574
Parsonsfield Seminary	3,845	256	-	250	270	85	-	1,479	6,185	2,266	450	300	75	2,795	5,886	299	-
Patten Academy	324	450	500	250	62	-	-	62	1,648	1,038	181	-	65	160	1,444	204	-
Pennell Institute	1,560	250	-	250	100	-	-	110	2,210	1,935	60	75	100	-	2,170	40	-
Ricker Classical Institute	900	-	1,000	120	2,178	18	-	902	5,118	3,550	450	43	138	1,179	5,360	-	242
Somerset Academy	367	250	385	-	23	-	-	-	1,025	716	30	11	50	80	887	138	-
Thornton Academy	6,454	-	-	-	-	-	-	-	6,454	5,804	580	306	571	442	7,703	-	1,249
Washington Academy	1,542	516	500	-	375	-	-	-	2,333	2,268	141	161	42	214	2,826	107	-
Wilton Academy	-	700	750	250	349	-	-	-	2,049	1,868	44	-	15	121	2,048	-	1
Wiscasset Academy	-	500	500	250	52	-	-	60	1,362	1,245	35	140	75	6	1,501	-	139
	\$24,270	\$13,714	\$20,585	\$4,095	\$22,584	\$160	\$7,699	\$9,869	\$102,976	\$72,140	\$4,914	\$2,424	\$5,539	\$21,767	106,784	\$3,645	\$7,453

SUMMER SCHOOLS.

The following circular of information was issued from the Educational Department early in May, 1902:

CIRCULAR.

The Summer Schools for the present season will open at Fort Kent July 7, Foxcroft July 14, Canton July 21, Saco July 28. Each school will commence on Monday at 8.45 A. M., and will continue in session five days.

Arrangements have been made for thirty talks, lectures, addresses or conferences of fifty minutes each. The instructors will be Mr. Will S. Monroe of the Westfield, Mass., Normal School; Mr. Charles H. Albert of the Bloomsburg Normal School, Pa., and Supt. George W. Twitmyer of Wilmington, Del.

Each instructor has attended and taught rural schools. All have superintended village and city schools. They are recognized experts in their special fields of work. The Superintendent is able to offer the teachers of the State a corps of instructors second to none connected with any Summer School in this country.

Mr. Monroe has addressed the leading educational associations of the country and is a favorite speaker in University courses and conferences. His work in this country and in Europe has met with the most flattering reception.

Mr. Albert has a very large number of calls to speak in his own state, which insists upon the best talent money will furnish. His work in the Southern states, and especially at Booker T. Washington's school at Tuskegee, has been most highly commended.

Supt. Twitmyer has made Wilmington one of our educational Meccas because of the character and quality of the work he has inaugurated in his schools. He is an exceptionally sane and helpful speaker.

Mr. Monroe will select his subjects from the following list:

Factors conditioning mental work, Interest of children in common school studies, Use of the senses during early school life, Memory and imagination in relation to school training, Backward children and how to help them, Factors conditioning commerce,* The Commerce of Great Britain, The Commerce of Germany, The Commerce of the United States, The Commerce of France, What books on education to read, Turkey and the Turks, The old Greece and the new, The schools of Europe, Helen Keller.

Mr. Albert's subjects will include the following:

Five talks on the underlying principles in teaching; Education, an unfolding; The working factors of an education; Some rightful demands of the parents; Five important steps in the teaching process; School discipline; (a) its aims; (b) the means; The child's life before the school life; Some objects of teachers' institutes.

Mr. Twitmyer will choose from the following list:

Fundamentals in the lesson; in the teaching process: in the learning process, in the recitation. The primary teacher's opportunity. The meaning and message of the "New Education," historically considered. Why study the history of education? Some things the school should do for the children. Children's rights. School room wastes. The home and the school; how may they help each other. Qualifications and characteristics of the good teacher. The nature and aim of school management. The kinds of thinking that the primary grades may cultivate. The essentials in arithmetic: What? Why? How? Common sense in teaching arithmetic. Stories as a mode of teaching: Their definition, purpose, source and utility. The technique of story telling and story building. The art of cultivating moral power in pupils. The problem of attention.

The Superintendent has great confidence in the teaching force of the State. He believes that its members are ambitious to fit

* These lessons on Commerce will deal with matters not only of commercial and political geography but will also trace the development of social and industrial history. With the growing importance of our own Nation as a commercial power, teachers generally will welcome the wealth of material as well as the methods of study which these five lessons will present. During Mr. Monroe's recent study year in Europe he gave special attention to the commercial status of the countries he will discuss at the Summer Schools.

themselves better for their work. The best the country affords will be found at these schools. The teachers of the State must decide what use they will make of these opportunities. The question for you to settle is, can you afford not to attend?

The cost of attendance will not exceed, in most cases, the price of two weeks' board. No charge is made for tuition. The expenses are limited to travelling fees and board. Board will be furnished at prices ranging from \$3.00 to \$4.00 a week.

Certificates will be issued to teachers who attend one of these schools for three-fourths of the time for which it is in session. Diplomas will be granted to those who hold four of these certificates.

For information as to rooms, board, etc., please apply to Miss Mary P. Nowland, Fort Kent, Supt. H. R. Williams, Foxcroft, Mr. Nathan Reynolds, Canton, Supt. John S. Locke, Saco.

May I count on you to attend one of these schools this season?

The following documents will be sent free to those applying for them: Course of Study for Common Schools; this pamphlet includes many suggestions as to devices and methods to be used, with lists of books for pupils and teachers, and numberless practical illustrations and outlines. Suggestions on Teaching Arithmetic. Suggestions on Teaching History. Some Things the School should do for the Child. Simple Science Lessons. Local Geography and History. A Study of some Rural Schools. The School Improvement League of Maine. The Department will also send additional copies of the documents enclosed, upon request.

As indicated in the circular, four schools were held in the places designated, viz: Fort Kent, Foxcroft, Canton and Saco. The three gentlemen engaged as instructors fully came up to the expectations entertained of them and their work gave complete satisfaction both to the State Superintendent and those attending the several schools. The instruction given equalled in efficiency that afforded in any summer school in this or any other state.

The attendance varied from one hundred to three hundred and twenty-five and the teachers entered upon the work of the session with an energy and enthusiasm which promised and secured excellent results.

A study of the work done and the expense incurred in other states proves that in no state was the same amount and quality of instruction secured, nor the like results obtained for an equal expenditure.

The teaching force is, each year, evincing an increasing interest in the teachers' institutes and the summer schools. The value of the excellent instruction received and of the professional culture almost unconsciously imbibed while in attendance at these schools is making itself manifest in better methods of teaching in all our schools and in an increased enthusiasm and a greater pride of calling all along the line.

As the teachers rise in their own estimation, so will they also rise in the appreciation of the communities whose members they so faithfully serve.

TEACHERS' INSTITUTES.

Year by year this important agency of our educational system increases in its efficiency and in the value of results obtained.

During the past year something like sixty Institutes, both town and county, have been held. Every county has had one or more of these conventions, with an attendance ranging from 200 to 700 and with an aggregate attendance greater than in any former year.

An increased number of Town Institutes, made up of parents, teachers and pupils from three to seven contiguous towns, have been held in addition to the regular county conventions. These town Institutes have had an attendance of 125 to 300 persons and have been productive of much good. The county Institutes and, in many cases, the town meetings, have been attended by the State Superintendent. The expenses of the County Institutes have been met, in part, by State appropriation and for the remaining part by the organized Teachers' Associations of the several counties. The State pays for printing and distributing the programs and the fees and expenses of speakers engaged by the State Superintendent.

Many speakers of marked ability and of ripe experience, from beyond the State, have been employed with most satisfactory results.

During the past year, local talent has been more generally used than ever before and the efficiency of these resident instructors has been more apparent than in any year of the past.

While specialists from other states have done most valuable work in the several branches in which each has had experience, still, in many cases, the resident instructor, from the intimate knowledge possessed of local conditions and needs, has been of greatest help to the teachers attending.

The work of the latter class of instructors has been done in a modest and unpretentious manner and with no expense to the Association or to the State. One of the most valuable papers presented at any Institute during the year was prepared and read by a teacher of one of our smaller villages.

Our teachers are making fine records in the amount and character of the work done in the Institutes. More and more, each year, is apparent the increasing tendency to exclude, as much as possible, everything of a visionary nature and to devote the time of the meetings to strictly practical work.

The programs have been made to include, in addition to addresses by the State Superintendent and by non-resident instructors, papers, talks and discussions in relation to matters of practical value to the teaching force in the several localities where meetings were held. The "Question Box" is an adjunct which has proved to be both interesting and instructive.

Many of the programs have included papers and discussions relating to the work of the School Improvement League, which have proved to be of peculiar interest.

A hopeful promise for the future is the increasing interest in the work of the Institutes on the part of parents and citizens generally, as evinced, not only by their attendance, but also by their willingness to take part in the discussions and to aid in the work in every possible way.

For the future it is hoped that the work may be more systematically arranged and that a portion of it, at least, may be general and continuous. By this it is meant that plans for the future contemplate the introduction of a partial course of study whereby all the County Institutes of any given year may take up some prescribed topic and make the study of it the principal work of the session. This leading topic is to be outlined by the State Superintendent and the manual will be sent to all the teachers of the State applying for the same. An attempt will then be made to have the Institutes follow one after another so that experienced specialists may be engaged for as long a term as possible and instruction be given and discussions maintained upon this leading topic at all Institutes. Of course the plan will be modified as experience may dictate.

In addition to this leading, general topic, each Association will complete its own program and enlist whatever local talent may be available.

It has also been decided to publish, each year, in the annual report of the State Superintendent of Public Schools, a limited number of the most valuable papers read and also to give, through the same channel, a r sum  of the work done and instruction given in relation to the leading topic for the year.

The one important advantage, already partially accomplished by the Teachers' Institutes and other similar aids, is that the teachers of the State are beginning to look upon their work as a recognized profession in which each one is a unit in an organized body. They are no longer engaged in "keeping school," each after his, or her, own particular manner, but are brought together, made acquainted with each other, taught to exchange ideas and trained in the best methods of imparting instruction to the pupils under their charge.

Thus is begotten a professional pride as well as sympathy, and the magnetic touch of elbows thus brought about makes each feel stronger and better equipped for the grand work in which all are engaged.

STATE EXAMINATIONS.

During the year 1902 two examinations of candidates for State certificates have been held, instead of one as in previous years.

The first, held Saturday, May 31, at the Castine, Farmington and Gorham Normal Schools, and at the Madawaska Training School, was for the special benefit of the members of the graduating classes of those schools. The second and regular annual examination, was held Friday, August 29, at such places, twenty-nine in number, as best convened the candidates who had registered prior to August 15.

There seemed sufficient grounds for granting the strongly expressed desire of the normal school graduating classes, that they be accorded a special State examination before closing their connection with their several schools. They had spent time and money to fit themselves specially for teaching. They would naturally, therefore, be of those whom it is a purpose of the State examination to set apart from the great body of teachers, as professionals. They were under obligation to teach in the public schools of the State after graduation, and the State had given them their special preparation because they were thus to teach. In conferring upon them their diplomas, the State, in a general way, avouched for their fitness thus to teach, but did not clothe them with legal authority to do so. It seemed, therefore, eminently fit that they should be clothed with such authority in the form of the State certificate, and that they should be in possession of it when, after graduation, they entered upon their work.

The statistics of both examinations will be found in the following tabulated statement.

Examinations— County.	Number examined.	Number not passed because of		Grades of certificates.				Periods for which certificates were granted.				
		Number passed.	Defective rank.	Incomplete examination.	Public school.	Grammar or common school.	Common school.	Primary or common school.	Life.	Five years.	Three years.	One year.
Androscoggin.....	8	7	-	1	-	1	3	1	2	2	2	
Aroostook.....	32	30	2	-	-	4	12	14	3	7	6	
Cumberland.....	18	17	-	1	4	7	5	1	9	4	3	
Hancock.....	22	18	3	1	1	5	9	3	5	5	5	
Kennebec.....	7	5	1	1	-	1	1	3	2	2	2	
Knox.....	7	7	-	-	-	1	5	1	2	2	1	
Lincoln.....	6	6	-	-	1	1	3	1	2	1	1	
Oxford.....	14	8	5	1	-	2	2	4	2	3	3	
Penobscot.....	28	20	7	1	1	4	15	4	4	5	7	
Piscataquis.....	16	12	4	-	-	4	5	3	6	2	2	
Sagadahoc.....	3	2	1	-	-	1	1	1	-	-	1	
Somerset.....	10	6	3	1	-	2	2	2	1	1	4	
Waldo.....	9	6	-	3	-	2	3	1	3	2	1	
Washington.....	27	24	3	-	-	3	8	13	4	6	4	
York.....	50	43	7	-	1	9	18	15	14	15	8	
Normal schools.....	121	119	-	2	3	70	35	11	10	26	30	
Totals.....	378	330	36	12	11	112	116	91	67	92	69	
Totals, 1901.....	250	197	37	16	10	48	77	62	51	45	37	

The whole number of candidates registering for the regular annual examination in August, by sending in their preliminary examination reports, was 312, of these, 55 failed to appear for examination. Of the 257 who appeared, 46 failed to pass, either by reason of deficient rank or by failure to complete the work set. This ratio of failures to the whole number examined, was considerably smaller than for the preceding year, or than the average for the six years during which examinations have been held. The average rank attained was practically the same as for previous years.

Taking into account the facts that the examination questions this year were intentionally so framed as to be a severer test of acquirements, both scholastic and professional than they had hitherto been, and that, in ranking the papers submitted, nothing has been allowed to pass unless absolutely correct, the general exhibit made in the foregoing table is more than satisfactory. It is in keeping, also, with the facts shown in the preliminary examination reports of the candidates examined, and in the reports made by those given by them as references. All these facts, severally and collectively, furnish conclusive evidence that

those this year seeking State certificates, were, as a rule such as rank among the best teachers in their several localities.

During the six years in which State examinations have been annually held, the whole number of candidates examined has been 2,098, and of these 1,768 have been awarded certificates. By reason of expiration of terms for which certificates were granted, and failure of those holding certificates whose terms expired, to present them for renewal, 555 of such have ceased to be valid. There are now in force, therefore, in the possession of Maine teachers, with rare exceptions working in Maine schools, 1,210 State certificates of the several grades issued, and valid for periods of one to five years or for life.

Considering that the taking of these examinations is wholly optional, save in those places where school authorities demand it of their teachers, and that no special efforts, beyond imparting necessary information, are made by this department to induce teachers to take them, the record made for the six years is, to say the least, very suggestive. It would seem to be conclusive evidence that the law establishing State examinations is meeting the hearty approval of the best and most progressive of our teachers and school authorities. It is certain that these examinations have done and are doing much toward building up a force of professional teachers for our public schools, of tested fitness for their work. And they have done and are doing more. They are acting upon the whole body of teachers, giving them clearer and larger conceptions of the preparation needed for the right doing of their work, and inciting to better preparation. In its present optional form, in short, the State examination has come to be a very efficient agency for promoting the advancement of our public school system, and one with which we cannot well dispense.

NORMAL SCHOOLS.

The following tabulation exhibits the statistics of attendance in the State normal schools of Castine, Farmington and Gorham for the year 1901-1902.

COMPARATIVE SUMMARY.

COMPARATIVE SUMMARY.					LARGEST ATTENDANCE.	
School.	Year ending.	Number entering.	Number graduated.	Average attendance per term.	Number.	Term.
Farmington	June 13, 1901	115	42	137	166	Winter.
Castine.....	June 4, 1901.....	115	54	158	178	Spring.
Gorham ...	June 19, 1901 ...	71	61	147	152	Winter.
Totals.....	.....	301	157	442	496	
Farmington.....	June 12, 1902 ..	132	46	174	214	Winter.
Castine.....	June 5, 1902.....	116	51	157	178	Spring.
Gorham.....	June 19, 1902...	90	64	105	149	Winter.
Totals.....	.....	338	161	436	541	

In the following reports of the principals of the three normal schools and of the Madawaska Training School, the attendance, condition and needs of these several institutions are set forth in detail.

FARMINGTON, ME., June 12, 1902.

To the Trustees of the State Normal Schools:

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

Number entering	132
Number attending first term	140
Number attending second term	214
Number attending third term	169
Number of different pupils	280
Number graduating	46

The teachers for the year have been: Geo. C. Purington, A. M., principal; assistants, Wilbert G. Mallett, A. B., Sarah Bailey Purington, Ella P. Merrill, B. L., Carolyn A. Stone, Nellie A. Skinner; fall term, Katherine E. Abbott; winter and spring terms, Eliza T. Sewall; critic teacher and principal of the model training schools, Lillian I. Lincoln; assistants, Louise W. Richards, grammar grade; Martha J. McPhail, intermediate grade; Eudora W. Gould, primary grade; music teacher, Mrs. M. T. Wade.

The following pupils have faithfully completed the work of the course, and having shown a character and disposition suitable to become instructors of youth, are recommended for graduation.

NAMES OF THE CLASS OF 1902.

Helen Weaver Adams, Spruce Head; Mary Maud Bickford, Norway; Francis Wilbert Bisbee, Sumner; Carrie Frances Bradstreet, Vinalhaven; Harriet Wyman Buck, West Farmington; Everett Merrill Burbank, New Portland; Mary Raymond Carsley, Farmington; Mae Mantor Clark, New Sharon; Lola Hamilton Durrell, Kennebunk; Charley Bartlett Erskine, Jefferson; Mary Elma Frye, Vassalboro; Mabel Jane Goding, East Peru; Alixe LePearl Goodwin, Vanceboro; May Ellen Gould, Sprague's Mills; Mildred Frances Greenwood, Malden, Mass.; Celestia Caroline Grover, Pemaquid; Susan Lyon Hackett, New Vineyard; Jennie Maria Hammond, East Clifton, P. Q.; Georgia Luella Hayden, Haverhill, Mass.; Angie May Higgins, Clinton; Irene Mae Higgins, Skowhegan; Daisy Emma Holway, Skow-

hegan; Arthur Dinsmore Ingalls, Farmington; Sadie Bowman Judkins, Lakeside; Irene Perham Ladd, Farmington; Winnifred Ladd, Mercer; Helen Mildred March, Sandy Creek; Grace Angeline Martin, Eastport; Annie Woods McLeary, Farmington; Beatrice Leone McMurray, Auburn; Mary Maude Hersey Milliken, Farmington; Nellie Estella Potter, Bowdoin Center; Florence Pearle Robinson, Farmington; Virginia Fay Rowell, Wilton; Ella Briggs Russell, Livermore; Etta Maude Sawyer, Roxbury, Mass.; Blanche Mae Smith, Auburn; Grace Mabel Stone, South Vassalboro; Winnifred Florence Stone, Farmington; Rose Frances Storer, West Poland; Vernie Scribner Thomas, Topsham; Bertha May Tobey, Auburn; Ethel Martin Tracy, Mt. Vernon; Olena Vere Viles, Flagstaff; Margaret Esther Waterhouse, Mt. Vernon; Isabel Agnes Woodbury, North Waterford.

This graduation class is one of marked ability, and is sure to make a fine record. The demand for teachers has for many years been in excess of the supply, and for the past year has been far beyond our ability to meet. The attendance has been almost twenty-five per cent greater than last year. The work has gone along pleasantly and the most cordial relations have existed between teachers and pupils.

The work of the new teachers has been of high order of merit and amply justifies their selection. Mrs. Purington has taken Miss Merrill's work during her year's absence in Europe. Miss Eila P. Merrill, a graduate of the school in 1891 and of Smith College, 1899, and for two years past a teacher in the New Hampshire State Normal School, took Miss Young's place. Miss Carolyn A. Stone, '98, comes back to us after two years' service in the State Normal School at New Britain, Conn., taking Miss Swift's work.

At the end of the fall term Miss Skinner, who had been a teacher with us for the preceding eight years, resigned to assume the duties and responsibilities of a home. Her work has always been distinguished by thoroughness and accuracy, and her influence has been most powerful for good upon the lives of her pupils. She will carry with her into her new home the kindest wishes and loving remembrance of several hundred pupils.

Miss Katherine E. Abbott, '91, and Boston Manual Art School, 1901, succeeded Miss Skinner. The work of these new teachers

has been most satisfactory and in some directions has brought an added life to the school that is very desirable.

There are some important needs that we trust may be supplied. It would be real economy if the school could have a stenographer and typewriter. The principal ought not to be obliged to spend half his time in writing letters and doing merely clerical work.

But our most pressing need is another model school teacher. With such a teacher the efficiency of our training school could be very largely increased.

Among our other needs are books for reference, text-books, library books, apparatus and furniture.

Respectfully submitted,

GEO. C. PURINGTON.

CASTINE, MAINE, June 5, 1902.

To the Trustees of the State Normal Schools:

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

ATTENDANCE.

Number entering the school.....	116
Number attending the fall term.....	137
Number attending the winter term.....	157
Number attending the spring term.....	178
Total enrollment for the year.....	472
Total number graduating.....	50
Number graduating, advanced course.....	1

TEACHERS.

The teachers for the year have been Albert F. Richardson, A. M., principal; assistants, Edward E. Philbrook, M. D., Nellie F. Harvey, Kate S. Russell, Mabel P. Ridley, Mary L. Mudgett, Caroline S. Hoffman, A. B., 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 these assistant teachers.

I recommend that the salaries of Misses Russell, Ridley and Hoffman be increased fifty dollars each, that Miss Mudgett's and Dr. Philbrook's be increased one hundred dollars each, and that the latter be the teacher of vocal music, taking such other studies as time permits. The school met with a great loss in the resignations of Joel W. Reynolds, who was elected to a position in his own city, Marblehead, Mass., at double the salary he received here, and of Mary C. Richardson, who entered Wellesley College.

THE YEAR'S WORK.

In point of numbers the school has been almost exactly the same as last year. One more has entered and the total enrollment has been two less. We have not been able to supply the call for teachers. The conduct of the pupils has been excellent and we have had no difficulty of any kind in the discipline of the school during the year. 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 needs of a school like this are constantly increasing. If the Maine normal schools are to try to keep in the front ranks in these times more money must be appropriated for them. We need an annual appropriation of three hundred dollars for textbooks. We ought to have \$500 expended at once for reference books. We need more room. There is no separate room for the principal, but the greatest need of this school is another recitation room. I recommend that the legislature be asked to appropriate a small sum for the erection of a separate building for the model school on the south side of the present building and that the room now used for the model school be used for a recitation room. In this way grammar grades might be taught in the new building and the annual expense for the village grammar school be saved. The present arrangement is far from satisfactory, but if it is to be continued I recommend that the trustees vote to pay one-half of the salary of the teacher in the grammar school, not limiting the sum to \$500 a year as now. The model room needs some repairs.

DIPLOMAS.

I recommend that diplomas be granted the following persons.

Advanced Class—Edwin S. Conner, Castine.

Regular Course—Ivan H. Bates, Montague; Ruby I. Bickford, North Dixmont; Hattie E. Black, South Brooksville; Alice R. Blake, South Orrington; Mary A. Bridgham, Columbia; Fannie B. Calderwood, Vinalhaven; Stephen W. Cash, Waite; Sophia H. Coffin, Ashland; Ina I. Coombs, Islesboro; Effie B. Cook, Castine; Esther F. Farnham, East Orland; Minnie E. Fernald, Camden; Josie M. Gray, East Surry; Mary A. Harmon, Castine; Laura K. Haskell, Deer Isle; Amelia D. Herrick, Charleston; Edna M. Hoffses, Cushing; Edith M. Hutchings, Penobscot; Ruth G. Kimball, Hermon; Bula B. Leach, Penobscot; Augusta C. Leighton, Harrington; Mary K. Leith, Southwest Harbor; Susie E. Lewis, Caribou; Lucien H. Lord, Burlington; Edith B. Lufkin, Brooklin; Chester A. Maddocks, North Ellsworth; Lula M. Matthews, Warren; Agnes M. McFarland, Brooklin; Joseph C. Morin, Fort Kent; Grace M. Payson, Warran; Ethel M. Peabody, Milbridge; Amy S. Perkins, Castine; Harriet M. Peasley, Monsapec; Edna H. Polleys, Baring; Sadie F. Poole, Bristol; Cora E. Rand, Stetson; Annie E. Rhodes, Northport; Belva L. Sellers, Penobscot; Mabelle C. Shaw, Caribou; Clarence R. Simmons, Appleton; Frances M. Stevens, Belfast; Elsie T. Stover, Castine; Idella M. Stubbs, Hampden; Charles H. Swan, Princeton; Beulah M. Sylvester, Castine; Georgia P. Wardwell, Brookline, Mass.; Bessie M. Weymouth, Troy; Mabel B. Wilson, North Castine; Mary K. Wood, South Orrington.

Respectfully,

ALBERT F. RICHARDSON.

GORHAM, ME., June 19, 1902.

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, 1902.

Whole number of pupils during year.....	172
Number entered	90
Graduates in first class, January 22.....	23
Graduates in second class, June 19.....	41
Whole number graduates for the year.....	64

GRADUATES OF FIRST CLASS.

Maud L. Clark, 195 High St., Portland; Gertrude E. Dow, Springvale; Augusta M. Farmer, Boothbay Harbor; Eva C. Goddard, East Vassalboro; Olive E. Goding, Somersworth, N. H.; Lucina B. Haynes, Hollis Center; Celia H. Jones, Cumberland; Margaret I. Kateon, Bath; Nettie E. Knight, Rockland; Katharine H. Merrill, Oldtown; Susan Norton, Westbrook; Annette G. Peasley, Jonesport; Bessie N. Rand, Standish; Florence B. Robbins, Fort Kent; Mary A. Rosborough, South Buxton; Agnes W. Rounds, North Abington, Mass.; Alice M. Rounds, North Abington, Mass.; Amy E. Rowe, The Elms; Edna M. Sawyer, Yarmouthville; Myra D. Sawyer, Jonesport; John Smith, South Windham; Julia V. Spear, Easthampton, Mass.; Ethel L. Winn, Ogunquit.

The following named persons graduated June 20, 1902.

Advanced Course—Annie E. Brown, Milbridge; Ethel M. Flynn, Machiasport; Angie M. Lawrence, Long Island, Portland; Eliza V. Lawrence, Long Island, Portland; Agnes M. MacWilliam, Red Beach.

Regular Course—Alice M. Barry, 12 Gannett Street, Augusta; Edith W. Bean, Box A, Westbrook; Beatrice P. Boothby, Cornish; Mary S. Byrne, Box 497, Westbrook; Alice E. Cole, South Portland; Annie M. Chadbourne, East Waterboro; Sadie M. Concannon, 8 Howard Street, Augusta; Agnes B. Connellan, 121 Franklin Street, Portland; Estelle P. Damon, Eastport; Eva M. Demick, 161 St. John Street, Portland; Elizabeth Donaldson, 89 Grove Street, Augusta; Blanche E. Douglass, South Wind-

ham; Annie E. Doyle, Westbrook; Edna H. Dyer, Sebago; Laura B. Fuller, West Gardiner; Royal R. Giles, Boothbay; Sadie C. Goodwin, Pleasantdale; Julia B. Harvell, Robbinston; Bessie G. Hirst, 14 Homer Street, New Bedford, Mass.; Maud B. Huff, Goodwin's Mills; Almira Jewett, Head Tide; Lulu M. Littlefield, Ogunquit; Annie T. McCurdy, West Lubec; Ella A. Miller, Westbrook; Alma C. Moulton, Limington; Annabel Northcott, 122 Pitt Street, Portland; A. Rebecca Parsons, York Corner; Grace M. Ricker, Rochester, N. H.; Emily M. Rogers, Hingham, Mass.; Elizabeth E. Thompson, Springvale; Florence F. Symonds, 144 Leland Street, Woodfords; Edith V. Weeks, East Lebanon; Rilla M. Welch, North Berwick; Gertrude White, 33 Jackson Street, Augusta; Sadie S. Wyman, New-castle; Anna M. Waldron, 548 Cumberland Avenue, Portland.

TEACHERS.

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

LIBRARY AND APPLIANCES.

Ninety-two volumes of valuable books have been added to the general library. Two hundred and twelve volumes of text books have been bought in the various departments. We need very intensely additional apparatus for the departments of chemistry, physics, and natural history.

ADDITIONAL PUBLIC SCHOOLS.

I very earnestly recommend that the board employ Miss Reed as a teacher of the lower practice school, and pay her a salary of six hundred dollars. It is very necessary that the normal school should control that school. This school cannot do the work of a normal school, as the State needs it to be done, till it has a better and more enlarged system of practice work. Additional rooms are demanded by the necessity of giving the graduates the best that advancing knowledge of the art and science of teaching is making known.

MANUAL TRAINING.

The teachers of the next generation must be able to give their pupils knowledge of, and practice in manual training. To meet this want, this demand, provision needs to be made at once to give the graduates the chance to get the needful knowledge and skill.

Very respectfully,
W. J. CORTHELL.

FORT KENT, MAINE, June 12, 1902.

To the Trustees of the State Normal Schools:

GENTLEMEN: The following is a report of the Madawaska Training School for the year ending June 2, 1902.

ATTENDANCE.

Number entering the school.....	62
Number attending the first term.....	78
Number attending the second term.....	124
Number attending the third term.....	48
Number of different pupils.....	130
Number graduating.....	11

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

Miss Conry owing to sickness at home was unable to be present for the first part of the year; her place was kindly taken until Thanksgiving by Miss Mary E. Hughes of Penn.

The school has been larger this year than ever before. During the winter term one hundred and twenty-four were registered of whom sixty-two were self-boarders in the house connected with the school.

The conduct of the pupils throughout the year has been irreproachable. I cannot speak in too cordial praise of the work done not only by teachers, but pupils, particularly those of the graduating class.

The appearance of the place is greatly improved by the coat of paint given to the buildings and fences last autumn.

THE GRADUATING CLASS OF 1902.

Joseph H. Audibert, Fort Kent; Adèle J. Bernard, Grand Isle; Eda Bradbury, Fort Kent; Lizzie B. Daigle, Madawaska; Thos. D. Dufour, Madamaska; Anna Dubé, St. Agatha; Joseph Dumais, Frenchville; George Henderson, Allagash Plantation; Isabelle Martin, Fort Kent; Fred E. Michaud, Eagle Lake; G. B. McC. Parker, Springfield, Mass.

Very respectfully,

MARY P. NOWLAND.

FISCAL STATEMENT.

The resources and expenditures for the normal and training schools for the fiscal year 1902 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, 1902.

Annual appropriation for normal schools.....	\$31,000 00
Special appropriation for Farmington Normal School	700 00
Total resources	\$31,700 00

EXPENDITURES, 1902.

For salaries	\$27,913 58
fuel	1,855 18
light	95 45
water	375 00
repairs	46 82
insurance (boiler)	202 50
miscellaneous (diplomas, appliances, etc.).....	511 47
Farmington (special appropriation).....	700 00
Total expenditures	\$31,700 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, 1902.

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.*

	1901.	1902.
Whole number of persons between ages of four and twenty-one in State.....	211,864	213,526
Increase	1,662	
Whole number of different scholars at- tending school during the year.....	132,862	133,537
Increase	675	
Average registered attendance per term for year	114,861	115,896
Increase	1,035	
Average daily attendance per term for year	97,038	98,918
Increase	1,880	

II. *Length of Schools.*

Average length for year.....	29w 1d	29w 2d
Increase	1d	
Aggregate number of weeks per year...	123,559	123,983
Increase	424	

III. *Teachers.*

	1901.	1902.
Number of male teachers in spring term,	476	459
Decrease		17
Number of male teachers in fall and winter terms	790	705
Decrease		85
Number of female teachers in spring terms	4,194	4,255
Increase		61
Number of female teachers in fall and winter terms	4,212	4,191
Decrease		21
Number of different teachers employed during year	6,587	6,634
Increase		47
Number continued in same school during year	2,425	2,564
Increase		139
Number who had had previous experience	5,597	5,501
Decrease		96
Number who were graduates of normal schools	1,408	1,481
Increase		73
Average wages of male teachers per month	\$35.66	\$36.05
Increase		\$.39
Average wages of female teachers per week	\$6.72	\$6.81
Increase		\$.09
Amount paid for teachers' services and board and janitors' services.....	\$1,136,542	\$1,172,577
Increase		\$36,035

IV. *Text-books and School Appliances.*

Amount expended for free text-books...	\$85,459	\$88,915
Increase		\$3,456
Amount expended for fuel.....	\$83,829	\$95,490
Increase		\$11,661

SUPERINTENDENT'S REPORT.

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	1901.	1902.
Amount expended for new buildings, repairs, insurance and school appli- ances	\$273,456	\$307,817
Increase	\$34,361	
Value of all schoolroom and schoolyard improvements not paid for by town...	no data	\$5,709

V. *Number and Character of Schools.*

Whole number of schools in State.....	4,245	4,210
Decrease	35	
Number of graded schools.....	1,349	1,382
Increase	33	
Number of ungraded schools.....	2,896	2,828
Decrease	68	
Number of schools located in rural com- munities	no data	2,773
Number of different pupils registered in rural schools	“ “	58,328
Number of schools located in villages...	“ “	1,052
Number of different pupils registered in village schools	“ “	45,801
Number of schools located in cities.....	“ “	385
Number of different pupils registered in city schools	“ “	29,408
Number of rural schools using a pre- scribed course of study.....	“ “	694
Number of village schools not using a prescribed course of study.....	“ “	245
Number of schools having libraries.....	“ “	419
Number of volumes in school libraries..	“ “	27,651

VI. *Number and Condition of Schoolhouses.*

Number of schoolhouses in State.....	4,018	3,964
Decrease	54	
Number reported in good condition.....	3,153	3,149
Decrease	4	
Number supplied with flags.....	1,956	2,035
Increase	79	

	1901.	1902.
Number built during year.....	66	60
Decrease		6
Cost of same.....	\$103,458	\$172,425
Increase	\$68,967	
Estimated value of all school property..	\$4,538,018	\$4,728,743
Increase	\$190,725	

VII. *School Superintendence.*

Number of terms of school reported as not visited as law requires.....	363	333
Decrease		30
Number of teachers who failed to return registers	no data	7
Amount paid by towns for superintend- ence	\$56,880	\$59,538
Increase	\$2,658	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries,	\$840,722	\$838,807
Decrease	\$1,915	
Amounts available from State treasury..	\$534,568	\$562,461
Increase	\$27,893	
Amounts derived from local funds.....	\$34,748	\$38,042
Increase	\$3,294	
Total current resources (school fund proper)	\$1,410,038	\$1,439,310
Increase	\$29,272	
Total current expenditures (school fund proper)	\$1,311,380	\$1,338,235
Increase	\$26,855	
Net balance unexpended (school fund proper)	\$98,658	\$101,075
Increase	\$2,417	
Amounts expended for new schoolhouses,	\$103,458	\$172,425
Increase	\$68,967	
Amounts expended for free text-books..	\$85,459	\$88,915
Increase	\$3,456	

SUPERINTENDENT'S REPORT.

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	1901.	1902.
Amounts expended for local superintendence	\$56,880	\$59,538
Increase	\$2,658	
Amounts expended for repairs, insurance, apparatus, etc.....	\$169,998	\$135,392
Decrease	\$34,606	
Total expenditure for common schools..	\$1,727,175	\$1,794,505
Increase	\$67,330	
Amount of common school fund voted by towns	\$769,788	\$751,495
Decrease	\$18,293	
Excess above amount required by law (net)	\$256,401	\$208,681
Decrease	\$47,720	
Amounts raised by towns less than required by law.....	\$483	\$1,255
Increase	\$772	
Average amount raised by towns per scholar	\$3.64	\$3.52
Decrease	\$0.12	
Average percentage of valuation assessed by towns .....	.002 3-10	.002 2-10
Decrease .....	.000 1-10	

FREE HIGH SCHOOLS.

In the latter part of the appendix will be found a tabulation of free high schools, showing their number and condition for the year ending July 1, 1902.

The returns show an increase of thirteen in the number of schools, of 100 in the number of pupils enrolled and of 563 in the average attendance.

While, by a liberal interpretation of the law, the advantages of the free high school system have been extended, in as great a degree as possible, to small towns and rural precincts having a limited number of high school pupils, at the same time an increased effort has been made to raise the rank of this class of schools and to exclude from the list all those which were obviously unworthy.

COMPARATIVE STATEMENT.

I. *Number and Length.*

	1901.	1902.
Number of free high schools receiving aid from the State.....	211	224
Increase	13	
Number established by towns.....	209	221
Increase	12	
Number established by precincts.....	2	3
Increase	1	
Total number of weeks.....	6,250	6,597
Increase	347	
Average number of weeks to each school,	29w 3d	29w 4d
Increase	1d	

II. *Attendance.*

	1901.	1902.
Number of pupils registered.....	13,183	13,283
Increase	100	
Average attendance	10,677	11,240
Increase	563	
Per cent of average attendance.....	.81	.85
Increase .....	.04	
Number of common school teachers who were pupils	583	571
Decrease	12	
Number attending from rural commu- nities	no data	5,112
Number attending from villages.....	“ “	4,649
Number attending from cities.....	“ “	3,522

III. *Scope of Instruction.*

Number pursuing academic studies ex- clusively	no data	9,638
Number of resident pupils pursuing academic studies exclusively.....	“ “	8,683
Number of non-resident pupils pursuing academic studies exclusively.....	“ “	4,600
Number pursuing common school studies, Number pursuing English academic course	“ “	3,291
“ “	“ “	7,007
Number pursuing college preparatory course	“ “	3,226
Number pursuing training course for teachers	“ “	194
Number studying higher mathematics..	“ “	10,981
Number studying English literature, rhetoric, etc.	“ “	11,340
Number studying ancient and modern history	“ “	6,702
Number studying the natural sciences...	“ “	6,787
Number studying modern languages....	“ “	2,660
Number studying ancient languages....	“ “	5,218
Number who were graduated the present year	“ “	1,513

	1901.	1902.
Number who intend to enter a Maine college	no data	620
Number who intend to enter other colleges	“ “	153
Number who intend to enter technical schools	“ “	133
Number who intend to study in institutions not named above.....	“ “	397
Number rural residents intending to enter college	“ “	265
Number village residents intending to enter college	“ “	379
Number city residents intending to enter college	“ “	235

APPENDIX.

COMMON SCHOOL STATISTICS.

Compiled from Annual Returns of School Superintendents and Fiscal Returns of Municipal Officers, for the Year Ending April 1, 1902.

ANDROSCOGGIN 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.
Anburn	3,871	1,795	1,546	1,751	1,522	.40	1,905	12	12	2,232	32	30	25	-	-	\$150,000	5	5	67	67	19
Durham	403	173	134	181	145	.34	225	11	11	300	11	10	10	-	-	5,000	-	4	10	10	4
East Livermore	616	344	307	423	365	.54	581	12	12	432	8	8	6	1	20,000	26,000	1	1	11	11	6
Greene	188	124	110	128	110	.59	152	9	9	158	9	6	3	-	-	2,000	1	1	5	5	7
Leeds	324	172	150	191	163	.48	222	10	10	242	12	8	7	-	-	2,500	1	1	7	7	5
Lewiston	8,415	3,557	2,188	2,691	2,291	.27	2,841	11	13	2,584	26	26	19	1	30,103	266,200	5	5	77	78	58
Lisbon	1,332	817	765	847	785	.58	1,109	12	10	736	19	19	10	-	-	30,000	1	1	25	27	6
Livermore	277	137	122	144	122	.44	149	10	11	166	7	6	1	-	-	2,600	-	2	5	5	2
Mechanic Falls	410	253	223	259	235	.56	259	12	11	175	4	3	5	-	-	15,175	-	-	9	9	3
Minot	238	125	117	132	119	.50	148	9	9	214	7	6	6	-	-	3,000	-	1	7	7	4
Poland	387	243	225	245	207	.56	287	10	10	420	16	15	12	-	-	4,800	8	-	16	16	3
Turner	482	246	214	220	184	.41	263	10	5	411	20	18	8	-	-	9,000	3	1	15	17	8
Wales	128	65	57	67	59	.45	74	7	2	84	7	3	3	-	-	1,500	-	-	3	3	1
Webster	345	207	192	210	188	.55	216	11	11	221	2	5	3	-	-	7,200	-	-	9	8	4
Total	17,416	8,263	6,350	7,491	6,495	.37	8,431	10	10	8,375	186	163	118	2	50,103	\$524,975	25	24	267	264	130

PUBLIC SCHOOLS.

ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Auburn	72	\$56 16	\$3 82	\$1,200	\$19,000	\$8,639	-	\$4 98	.002 7-10	\$19,000	\$10,045	\$433	\$29,478	\$29,560	-	\$82
Durham	-	33 00	6 00	100	1,200	216	-	2 97	.003 6-10	1,364	1,014	-	2,378	2,046	-	\$332
East Livermore	5	-	8 91	150	2,200	497	-	3 57	.002 4-10	3,436	1,733	456	5,625	5,874	-	-
Greene	-	30 00	6 70	48	750	89	-	4 00	.002 6-10	1,017	491	220	1,728	1,566	162	-
Leeds	10	21 33	5 95	76	1,000	148	-	3 09	.003 2-10	1,082	847	-	1,929	1,822	107	-
Lewiston	69	131 65	10 09	1,900	24,800	5,792	-	2 95	.001 8-10	24,800	22,032	325	47,157	37,899	9,258	-
Lisbon	35	69 00	8 00	250	3,000	118	-	2 25	.001 4-10	3,011	3,521	-	6,532	6,441	91	-
Livermore	-	21 00	6 39	70	1,100	200	-	3 97	.002 4-10	1,456	764	64	2,284	1,969	315	-
Mechanic Falls	5	-	7 33	100	2,200	850	-	5 36	.002 4-10	2,323	1,120	31	3,474	3,419	55	-
Minot	4	32 00	5 47	85	700	54	-	2 94	.002 1-10	833	624	-	1,457	1,449	8	-
Poland	-	26 67	4 98	188	2,000	682	-	5 17	.002 6-10	2,385	1,040	130	3,555	3,441	114	-
Turner	20	25 52	7 18	168	1,800	326	-	3 73	.002 6-10	2,638	1,247	-	3,885	3,258	627	-
Wales	3	-	6 30	25	450	101	-	3 52	.002 3-10	491	342	121	954	942	12	-
Webster	-	-	7 43	78	1,650	745	-	4 80	.003 2-10	1,828	921	-	2,749	2,418	331	-
Total	223	\$44 63	\$7 11	\$4,438	\$61,850	\$18,457	-	\$3 55	.002 2-10	\$65,664	\$45,741	\$1,780	\$113,185	\$102,104	\$11,412	\$331

APPENDIX.

Madawaska.....	762	447	332	336	272	.40	448	12	12	459	15	13	7	1	225	3,800	7	6	11	11	11	11
Mapleton	308	167	136	174	144	.45	200	8	9	206	8	6	1	-	-	2,300	1	1	8	7	8	7
Mars Hill	449	307	240	308	239	.53	373	12	12	262	10	8	-	-	-	4,800	1	1	10	10	10	5
Masardis	128	77	59	61	49	.42	83	9	9	57	3	1	-	-	-	2,525	-	1	2	2	1	1
Monticello.....	524	274	212	260	199	.40	390	10	11	293	10	9	1	-	-	3,325	1	3	8	7	2	2
New Limerick.....	194	116	95	115	88	.47	167	10	9	122	6	5	3	-	-	2,350	1	1	4	4	3	3
New Sweden.....	348	161	119	186	132	.36	218	12	15	216	8	7	6	-	-	3,500	2	4	6	4	4	4
Oakfield.....	351	207	164	149	113	.40	246	13	9	229	9	8	-	-	-	3,000	3	2	6	8	8	4
Orient.....	61	58	51	45	39	.73	58	10	10	60	3	3	3	-	-	400	1	1	3	3	3	3
Perham	253	140	118	142	107	.44	161	12	11	170	5	5	2	-	-	2,700	1	2	4	3	3	3
Presque Isle.....	1,538	822	638	850	780	.43	936	9	2 10	913	24	20	15	-	-	30,800	2	-	28	31	13	13
Sherman	351	215	183	196	170	.50	284	8	10	196	7	6	7	-	-	3,000	1	2	7	4	4	4
Smyrna	148	81	61	77	65	.42	106	12	15	81	4	3	1	-	-	1,500	-	-	3	3	3	3
St. Agatha.....	678	622	482	249	198	.50	622	12	3 10	406	9	7	3	1	245	2,250	8	7	3	4	2	2
Van Buren.....	716	377	289	348	232	.36	416	12	10	350	12	7	4	1	550	3,375	1	1	12	12	1	1
Washburn	466	256	220	243	196	.44	379	10	9	274	12	10	2	-	-	4,200	-	2	11	10	3	3
Weston.....	131	69	56	78	60	.44	84	9	3 10	117	4	4	1	-	-	1,500	-	1	4	4	4	4
Woodland.....	401	289	201	236	175	.47	499	11	4 14	286	11	10	1	1	306	3,625	1	3	11	8	2	2

APPENDIX.

Stockholm	97	44	38	65	59	.50	65	9	11	40	2	2	1	1	500	1,000	-	1	1		
Wade	125	91	71	59	46	.46	93	8	8	107	5	1	-	-	-	1,300	-	-	5	3	1
Wallgrass	380	190	160	180	150	.41	190	12	12	192	6	4	2	1	150	1,000	1	1	5	5	3
Westfield	126	61	48	63	52	.40	64	12	2	90	3	3	3	-	-	1,300	1	1	3	3	1
Westmanland	51	33	23	31	17	.40	38	14	14	28	1	1	-	-	-	485	-	-	1	1	1
Winterville	77	69	37	47	39	.50	69	12	13	50	1	1	1	-	-	600	1	1	1	1	1
Total	23,698	13,873	10,965	11,956	9,544	.41	16,196	11	2	13,973	471	351	218	19	13,251	\$270,142	76	110	417	398	140

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Amity.....	4	\$30 00	\$6 63	\$25	\$350	\$27	-	\$2 20	.005 4-10	\$575	\$394	\$352	\$1,321	\$ 1,257	\$64	
Ashland.....	4	40 00	102 00	175	1,220	10	-	2 42	.005 2-10	1,391	1,359	321	3,071	2,502	569	
Bancroft.....	5	-	- 26	25	300	46	-	2 27	.004 6-10	325	342	253	920	873	47	
Benedicta.....	4	-	6 18	23	253	-	-	1 64	.004 3-10	362	398	50	810	803	-	
Blaine.....	5	39 18	7 07	50	763	-	-	2 15	.004 5-10	763	1,014	28	1,805	1,723	82	
Bridgewater.....	6	28 06	6 23	88	943	-	-	2 23	.003 2-10	552	1,117	123	1,797	1,890	-	
Caribou.....	27	29 00	7 75	406	3,892	86	-	3 00	.005	5,736	4,963	-	10,699	5,521	2,178	
Crystal.....	4	32 00	5 00	42	500	204	-	3 33	.003 7-10	719	350	78	1,147	942	205	
Dyer Brook.....	5	25 00	6 25	50	224	-	-	1 93	.002 6-10	266	212	195	673	673	-	
Easton.....	6	24 00	7 23	140	1,000	28	-	2 33	.003 9-10	1,177	1,202	143	2,522	2,246	276	
Fort Fairfield.....	26	30 00	7 40	400	5,500	2,155	-	3 24	.004 9-10	6,603	4,400	131	11,134	7,632	3,502	
Fort Kent.....	23	23 00	5 07	75	350	-	-	-	.001 7-10	987	3,194	56	4,237	3,364	873	
Frenchville.....	3	29 33	5 47	40	375	-	-	58	.003 2-10	375	1,603	47	2,025	2,011	14	
Grand Isle.....	10	32 50	4 29	40	250	-	-	58	.002	470	1,454	23	1,947	1,753	194	
Haynesville.....	3	-	6 39	15	300	47	-	2 83	.004 3-10	324	298	146	768	723	45	
Hersey.....	1	-	6 28	15	200	41	-	2 41	.003 4-10	290	202	75	567	475	92	
Hodgdon.....	5	33 00	6 72	115	1,200	296	-	3 20	.004 4-10	1,425	1,027	65	2,517	2,352	165	
Houlton.....	24	32 00	6 62	300	6,000	2,251	-	4 60	.002 6-10	6,483	3,843	-	10,326	9,527	799	
Island Falls.....	10	36 00	6 00	70	850	-	-	2 02	.003 6-10	870	1,154	172	2,196	2,006	190	
Limestone.....	-	24 00	7 34	80	1,044	139	-	3 00	.004 4-10	1,185	1,065	132	2,382	2,123	259	
Linneus.....	-	33 20	6 00	90	911	244	-	3 32	.003 7-10	1,065	673	90	1,828	1,529	299	
Littleton.....	2	28 50	6 29	75	1,400	635	-	3 12	.004 5-10	1,449	862	-	2,311	2,223	88	
Ludlow.....	4	-	6 65	35	400	85	-	3 74	.003 5-10	724	244	83	1,051	1,035	16	
Madawaska.....	18	24 00	5 00	38	325	-	-	43	.001 6-10	348	2,148	50	2,546	2,514	32	

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PUBLIC SCHOOLS.

Mapleton	4	28 00	7 00	80	682	-	-	2 21	.003 5-10	1,090	870	50	2,010	1,901	109	
Mars Hill	7	34 00	7 00	80	960	-	14	2 14	.003 6-10	1,147	1,157	65	2,369	2,024	345	
Masardis	1	40 00	7 60	15	350	-	-	2 74	.003 4-10	309	353	-	662	618	44	69
Monticello	6	40 00	7 13	75	1,066	-	-	2 03	.003 6-10	1,168	1,332	61	2,561	2,630	-	
New Limerick	1	32 00	7 23	65	480	-	-	2 47	.002 7-10	879	610	46	1,535	1,186	349	
New Sweden	-	29 67	6 90	50	700	-	6	2 01	.004 8-10	878	897	66	1,841	1,713	128	
Oakfield	-	30 25	6 94	75	688	-	-	1 96	.006 8-10	1,162	857	419	2,438	1,676	762	
Orient	3	28 00	7 00	17	200	-	34	3 28	.004 6-10	200	194	100	494	531	-	37
Perham	4	36 06	7 28	35	465	-	1	1 84	.004 3-10	594	645	319	1,558	1,028	530	
Presque Isle	20	28 50	7 40	486	4,500	1,457	-	2 93	.003 2-10	4,500	3,962	127	8,589	9,552	-	963
Sherman	-	36 50	7 07	73	943	159	-	2 69	.005 1-10	1,139	963	108	2,210	1,967	243	
Smyrna	6	-	7 20	20	370	41	-	2 50	.003 6-10	377	398	32	867	746	61	
St. Agatha	6	25 63	5 21	40	375	-	-	55	.004 2-10	534	1,953	4	2,491	2,488	3	
Van Buren	-	35 00	5 50	52	935	-	-	1 31	.004 1-10	1,885	1,904	-	3,789	3,078	711	
Washburn	5	40 00	7 50	100	980	-	-	2 11	.004 2-10	1,948	1,258	247	3,453	2,368	1,085	
Weston	-	32 60	5 79	28	323	-	29	2 47	.005 3-10	339	361	56	756	772	-	16
Woodland	-	29 00	6 58	89	875	-	-	2 18	.004 7-10	908	1,088	226	2,222	1,897	325	

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Allagash	4	\$23 00	\$5 56	\$15	\$80	-	-	\$ 74	.001 9-10	\$92	\$268	\$156	\$516	\$437	\$79	
Cary	2	36 00	6 50	20	320	-	-	3 20	.011 2-10	636	456	-	1,092	898	194	
Castle Hill	2	24 00	6 50	54	467	\$13	-	2 23	.004 6-10	542	668	-	1,210	1,006	204	
Caswell	2	28 67	6 00	20	169	-	-	90	.004 1-10	452	454	-	906	706	200	
Chapman	-	-	6 28	50	250	22	-	2 55	.003 3-10	295	385	60	740	701	39	
Connor	-	24 00	6 50	25	200	-	-	88	.003 7-10	240	607	-	847	731	116	
Cyr	2	-	5 00	-	75	-	-	32	.001 5-10	387	750	30	1,167	979	188	
E Pl	1	-	5 00	3	175	140	-	5 64	.004 5-10	208	25	-	233	118	115	
Eagle Lake	3	31 50	5 00	21	100	-	-	4 43	.002 9-10	127	592	52	771	723	42	
Garfield	-	40 00	9 00	8	90	1	-	2 57	.001 5-10	255	69	138	462	309	153	
Glenwood	1	-	6 00	14	180	38	-	2 81	.004 7-10	180	182	124	486	468	18	
Hamlin	-	-	5 03	25	150	-	-	66	.001 9-10	171	624	41	836	762	74	
Hammond	1	-	7 00	10	125	32	-	3 29	.001 9-10	301	96	25	422	249	173	
Macwahoc	3	-	6 50	110	110	-	12	1 70	.002 6-10	182	265	-	447	383	64	
Merrill	-	32 00	6 50	19	250	12	-	2 25	.003 3-10	311	300	41	652	560	92	
Moro	2	20 00	5 00	18	169	-	5	2 11	.003 3-10	199	247	225	671	687	-	
Nashville	-	-	4 12	-	79	53	-	6 07	.001 8-10	179	23	61	263	98	165	
New Canada	3	-	4 32	23	100	-	-	5 3	.002 9-10	193	504	-	697	623	74	
Oxbow	1	-	6 88	7	115	-	7	2 39	.003 8-10	216	297	-	513	473	40	
Portage Lake	3	-	6 30	15	280	87	-	12 63	.007 7-10	410	220	-	630	516	114	
Reed	5	34 00	7 42	30	332	13	-	2 53	.002 6-10	818	357	-	1,175	1,175	-	
Silver Ridge	2	-	7 73	11	132	-	2	2 16	.003 4-10	150	234	-	384	328	56	
St. Francis	5	-	6 00	15	150	-	-	52	.003 3-10	153	717	52	922	892	30	

St. John.....	3	-	5 75	12	100	-	-	57	.002 5-10	122	445	-	567	553	14	
Stockholm	1	28 00	6 00	10	125	-	25	1 32	.003 6-10	244	202	-	446	305	141	
Wade	5	-	6 10	-	280	63	-	2 24	.005 3-10	387	311	63	761	534	227	
Wallagrass	6	26 00	5 38	25	100	-	-	26	.002 4-10	168	854	38	1,060	1,017	43	
Westfield	3	28 00	6 00	25	228	21	-	1 81	.002 7-10	373	279	114	766	612	154	
Westmanland	-	-	7 00	6	86	6	-	1 68	.001 8-10	103	130	-	233	229	4	
Winterville.....	2	24 00	5 00	10	60	-	-	78	.001 9-10	110	223	-	333	311	22	
Total	321	\$30 34	\$6 45	\$4,282	\$48,522	\$8,536	\$772	\$2 06	.003 5-10	\$61,731	\$63,104	\$5,758	\$130,593	\$114,255	\$17,532	\$1,194

Scarboro	524	302	261	323	278	.51	354	11	9	3	330	11	10	9	-	-	8,500	-	-	12	12	11
Sebago	147	79	68	81	73	.48	108	8	8		192	8	8	-	-	-	2,200	-	-	8	8	8
South Portland	1,879	1,395	1,261	1,384	1,292	.67	1,410	10	12		986	16	13	13	-	-	55,000	3	3	36	36	7
Standish	430	272	264	262	238	.58	275	10	10		422	14	4	13	-	-	7,000	4	4	11	11	5
Westbrook	2,580	1,091	978	1,193	1,075	.40	1,339	12	12		1,042	11	10	10	-	-	100,000	6	5	28	29	20
Windham	528	310	278	302	258	.50	362	10	11		405	16	14	11	1	554	8,500	2	2	15	15	2
Yarmouth	702	342	308	362	304	.43	383	11	11		231	8	8	3	-	-	25,715	-	-	10	10	3
Total	30,355	16,302	12,864	16,110	13,488	.43	17,617	10	10	2	10,233	320	265	208	2	\$1,190	\$989,698	43	54	506	507	199

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Baldwin.....	4	\$34 00	\$7 11	\$75	\$1,000	\$343	-	\$4 52	.002 6-10	\$1,449	\$594	\$72	\$2,115	\$1,778	\$337	
Bridgton.....	20	66 67	7 76	350	3,500	1,206	-	4 65	.002 6-10	4,806	1,919	52	6,777	5,682	1,095	
Brunswick.....	25	28 80	2 64	600	5,800	355	-	2 77	.001 5-10	6,199	5,660	229	12,088	11,044	1,044	
Cape Elizabeth.....	-	40 00	7 40	50	850	140	-	3 68	.001 4-10	1,000	632	-	1,632	1,662	-	\$30
Casco.....	-	27 67	5 86	70	920	294	-	4 11	.003 4-10	960	632	-	1,592	1,598	-	6
Cumberland.....	2	35 33	7 36	142	1,404	281	-	3 58	.001 7-10	1,404	1,051	547	3,002	2,854	148	
Falmouth.....	4	35 00	7 25	97	2,000	791	-	4 38	.001 9-10	2,267	1,213	-	3,480	3,193	287	
Freeport.....	4	47 00	6 53	180	3,600	1,729	-	6 00	.003 1-10	3,529	1,648	28	5,205	5,091	114	
Gorham.....	16	52 50	3 10	203	3,300	1,268	-	4 42	.002 8-10	3,948	2,102	38	6,088	5,781	307	
Gray.....	4	-	5 75	75	1,150	40	-	2 33	.002	1,234	1,088	70	2,392	2,382	10	
Harpswell.....	-	32 40	6 42	124	1,800	400	-	3 36	.002 7-10	1,942	1,385	-	3,327	3,205	122	
Harrison.....	10	27 00	6 38	94	1,200	225	-	4 90	.003	1,414	655	136	2,205	2,009	196	
Naples.....	4	32 66	6 48	80	1,100	459	-	4 80	.004 4-10	1,100	602	25	1,727	1,559	168	
New Gloucester.....	5	-	7 67	75	1,800	870	-	5 34	.001 7-10	2,589	897	220	3,706	2,848	858	
North Yarmouth.....	5	-	8 10	60	800	286	-	4 44	.002 4-10	818	493	200	1,511	1,476	35	
Otisfield.....	-	22 00	6 21	80	1,000	418	-	5 85	.004	1,264	478	90	1,832	1,585	247	
Portland.....	201	130 63	14 50	2,250	63,779	23,663	-	4 16	.001 3-10	63,779	39,820	-	103,599	103,599	-	
Pownal.....	-	-	6 00	40	800	326	-	5 41	.002 9-10	1,091	435	20	1,546	1,065	481	
Raymond.....	-	33 33	6 20	75	661	3	-	2 71	.003 1-10	770	658	131	1,559	1,550	9	
Scarboro.....	1	-	7 57	110	1,700	208	-	3 34	.001 8-10	1,700	1,356	-	3,056	3,170	-	114

Sebago	-	-	5 00	75	600	139	-	4 08	.003 9-10	658	460	28	1,146	1,083	63	
South Portland.....	38	70 64	8 86	700	7,000	1,970	-	3 72	.002 7-10	7,981	4,811	2,806	15,598	14,950	648	
Sta dish	15	34 00	7 00	169	1,500	297	-	3 50	.002 6-10	2,057	1,104	-	3,161	2,943	218	
Westbrook	-	-	10 25	650	9,151	3,325	-	3 55	.002 4-10	9,151	6,724	65	15,940	15,937	3	
Windham	8	40 00	6 42	114	2,225	682	-	4 21	.002 3-10	2,886	1,377	146	4,409	4,265	144	
Yarmouth	10	-	8 54	100	2,045	226	-	2 91	.001 5-10	2,632	1,750	25	4,437	3,578	859	
Total.....	384	\$43 92	\$7 45	\$6,638	\$120,685	\$39,935	-	\$3 97	.001 7-10	\$128,628	\$79,574	\$4,928	\$213,130	\$205,887	\$7,393	\$150

PLANTATIONS.																						
Coplin	19	11	10	10	9	.50	11	10	10	20	1	-	1	-	-	200	-	-	1	1	1	
Dallas	54	50	43	51	38	.73	54	9	3	11	45	2	2	2	-	500	-	-	1	2	2	
Greenville	16	13	9	12	10	.60	14	10		10	20	1	1	1	-	250	-	-	1	1	1	
Lang	45	30	29	35	30	.65	35	8		12	40	2	2	1	1	\$425	1,000	-	1	2	1	
Rangeley	21	18	14	16	13	.64	20	8		10	42	1	1	1	-	1,000	-	-	2	2	2	
Total.....	5,321	3,223	2,826	3,172	2,745	.52	3,767	9		10	2	4,304	150	112	70	1	\$425	\$96,962	25	34	133	131

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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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Avon	2	\$24 00	\$6 00	\$35	\$500	\$142	-	\$3 93	.003 2-10	\$532	\$340	-	\$872	\$785	\$87	
Carthage	1	-	5 93	40	350	53	-	3 53	.003 3-10	490	284	-	814	558	256	
Chesterville.....	3	30 00	6 00	55	750	183	-	3 55	.002 9-10	948	552	37	1,537	1,212	325	
Eustis	1	51 00	6 14	57	400	51	-	2 63	.003 2-10	546	387	170	1,103	976	127	
Farmington	25	43 00	7 22	350	2,700	70	-	2 97	.001 4-10	2,700	2,449	617	5,766	5,766	-	
Freeman	4	-	6 29	36	422	103	-	3 40	.004 2-10	574	350	-	924	855	69	
Industry.....	4	-	5 31	50	500	58	-	2 96	.005	506	462	30	992	1,001	-	9
Jay	22	45 50	7 29	128	2,425	219	-	2 62	.001 4-10	2,861	2,152	45	5,058	4,585	473	
Kingfield.....	4	55 00	8 50	90	555	1	-	2 66	.001 8-10	639	552	78	1,269	952	317	
Madrid	4	-	6 92	55	360	99	-	2 90	.004 6-10	370	313	55	718	708	10	
New Sharon.....	1	23 33	5 59	101	1,000	241	-	4 03	.002 6-10	1,188	698	36	1,922	1,667	255	
New Vineyard.....	1	-	5 90	63	600	133	-	3 85	.003 5-10	640	409	15	1,064	952	112	
Phillips	7	32 00	6 83	200	1,670	551	-	4 55	.003 1-10	1,881	1,032	154	3,067	2,830	237	
Rangleley.....	2	36 00	8 07	60	1,000	231	-	3 86	.003 4-10	1,219	674	54	1,947	1,883	64	
Salem	2	-	7 17	6	185	29	-	3 08	.004 1-10	258	159	4	421	257	164	
Strong.....	3	-	6 00	50	600	90	-	3 30	.002 3-10	856	494	88	1,438	1,502	-	64
Temple	5	32 00	6 25	13	316	1	-	2 68	.002 6-10	426	279	2	707	637	70	
Weld.....	1	48 50	5 05	70	620	30	-	2 66	.003 4-10	780	613	4	1,397	1,400	-	3
Wilton.....	15	34 67	6 79	147	1,447	129	-	2 97	.002	1,411	1,332	150	2,893	2,936	-	43

PLANTATIONS.

Coplin.....	-	-	6 50	4	100	44	-	5 26	.002 6-10	113	58	56	227	160	67	
Dallas.....	-	28 00	6 50	15	144	6	-	2 67	.002 9-10	482	249	-	731	366	365	
Greenville.....	-	-	5 95	2	50	4	-	3 12	.002 1-10	93	63	-	156	129	27	
Lang.....	1	28 00	6 62	19	70	-	-	1 55	.002 1-10	139	106	138	383	310	73	
Rangeley.....	-	-	7 30	25	250	172	-	11 90	.002 2-10	267	50	330	647	359	288	
Total.....	106	\$36 86	\$6 58	\$1,461	\$17,014	\$2,670	-	\$3 20	.001 9-10	\$19,913	\$14,057	\$2,083	\$36,053	\$32,786	\$3,386	\$119

Sorrento.....	32	20	17	26	16	.51	26	10	15		50	2	1	-	-	-	500	-	1	2	1	1	
Stonington.....	524	363	307	369	314	.59	382	10	10		330	5	5	5	-	-	7,000	-	1	11	11	8	
Sullivan.....	346	221	186	223	186	.54	256	9	4	8	1	182	6	6	5	-	6,000	2	2	6	7	1	
Surry.....	279	179	156	182	153	.55	203	9		7	3	216	8	6	-	-	4,000	1	1	8	8	2	
Swan's Island.....	228	120	103	123	84	.41	137	9		8	3	130	3	2	2	-	4,500	2	2	3	4		
Tremont.....	700	361	316	384	328	.46	449	8		8	3	421	13	9	8	1	1,567	-	3	17	17	4	
Trenton.....	121	84	71	98	65	.57	98	9	1	8	2	130	7	2	4	-	3,000	2	1	3	4	5	
Verona.....	88	36	28	39	21	.28	41	8		12		52	4	4	2	-	775	-	-	2	3	2	
Waltham.....	54	42	40	42	37	.71	44	10		11		42	3	2	2	-	1,600	-	-	2	2	2	
Winter Harbor.....	174	98	72	102	83	.45	119	10		9	3	101	1	1	-	-	1,700	2	3	2	1	1	
PLANTATIONS.																							
Long Island.....	66	28	18	36	28	.38	37	6		11		28	2	2	-	-	800	-	-	1	1	1	
No. 8.....	6	6	6	-	-	1.00	6	10		10		20	1	1	-	-	500	-	-	1	1	1	
No. 21.....	14	13	11	10	9	.71	14	10		11		21	1	1	-	-	205	-	-	1	1	1	
No. 33.....	38	19	13	21	15	.37	23	10		11		21	1	1	-	-	500	1	1				
Total.....	11,594	7,005	6,157	7,131	6,160	.53	8,081	9	2	10		7,779	266	220	167	3	\$5,435	\$216,830	22	47	269	266	126

APPENDIX.

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Amherst.....	-	-	\$6 74	\$20	\$292	\$1	-	\$2 78	.003 6-10	\$299	\$308	\$75	\$632	\$626	\$56	
Aurora.....	-	-	6 25	10	140	18	-	2 80	.003 5-10	230	119	36	385	259	126	
Bluehill.....	16	\$31 38	6 11	232	1,800	338	-	2 77	.003 2-10	1,836	1,741	175	3,752	3,560	192	
Brooklin.....	9	30 00	7 50	75	1,000	251	-	3 32	.005 2-10	1,170	825	26	2,021	1,962	59	
Brooksville.....	-	32 00	7 23	62	939	2	-	2 38	.004 4-10	1,050	1,032	-	2,082	1,935	147	
Bucksport.....	-	-	7 67	300	3,200	1,329	-	5 40	.003 1-10	3,106	1,736	-	4,842	4,677	165	
Castine.....	12	60 00	8 00	95	1,100	360	-	4 51	.002 3-10	1,392	669	50	2,111	1,883	223	
Cranberry Isles.....	3	-	6 32	44	600	301	-	6 06	.005	601	257	-	858	815	43	
Dedham.....	2	-	6 69	38	400	138	-	3 81	.004 6-10	405	279	137	821	754	67	
Deer Isle.....	17	31 50	7 75	425	2,500	862	-	3 15	.007	2,801	2,055	-	4,856	4,705	151	
Eastbrook.....	4	-	5 60	27	225	27	-	2 34	.004 4-10	225	260	24	509	463	46	
Eden.....	19	62 10	10 04	1,200	6,100	2,597	-	6 00	.001 4-10	6,170	3,014	110	9,294	7,405	1,889	
Ellsworth.....	24	30 00	7 81	550	5,000	1,562	-	3 41	.002 5-10	5,326	3,962	21	9,309	7,922	1,381	
Franklin.....	9	44 00	7 75	85	965	4	-	1 93	.003 1-10	1,032	1,298	-	2,330	2,259	71	
Gouldsboro.....	6	39 00	-	80	1,004	-	\$3	2 75	.003 4-10	1,004	931	13	1,948	1,904	44	
Hancock.....	7	45 00	7 28	66	720	-	-	2 39	.002 5-10	843	788	-	1,631	1,622	9	
Isle au Haut.....	-	42 00	7 00	100	425	279	-	6 16	.006 1-10	425	188	-	613	610	3	
Lamoine.....	3	-	7 35	60	581	106	-	3 41	.003 2-10	599	483	-	1,082	1,084	-	
Mariaville.....	2	-	5 19	19	200	26	-	4 00	.003 6-10	206	154	50	410	454	-	
Mt. Desert.....	-	42 67	8 00	241	2,500	1,220	-	5 01	.002 6-10	3,295	1,364	-	4,659	3,209	1,450	
Orland.....	5	32 75	6 68	140	1,001	-	-	2 80	.003 7-10	1,202	929	135	2,266	1,803	463	
Otis.....	-	-	7 33	9	175	53	-	4 17	.008	455	129	34	618	301	317	
Penobscot.....	4	24 00	7 16	110	1,068	143	-	3 05	.004 1-10	1,068	955	62	2,085	2,040	45	
Sedgwick.....	7	33 80	6 97	100	1,000	278	-	3 40	.004 6-10	1,024	751	52	1,827	1,760	67	

Sorrento.....	3	32 00	7 50	15	325	231	-	10 15	.001 7-10	345	88	-	433	425	-	8
Stonington.....	13	40 00	8 00	300	1,500	182	-	2 86	.006 8-10	1,589	1,436	-	3,025	3,048	-	23
Sullivan.....	8	38 25	8 50	111	1,150	323	-	3 32	.003 6-10	1,150	992	52	2,194	2,185	9	
Surry.....	6	26 00	6 77	120	720	-	-	4 12	.004 2-10	722	780	96	1,598	1,597	1	
Swan's Island.....	-	40 00	8 00	57	605	-	1	2 65	.004 5-10	575	610	-	1,185	1,188	27	
Tremont.....	-	40 00	7 65	249	2,010	402	-	2 87	.003 9-10	2,069	1,866	-	3,935	3,888	47	
Trenton.....	8	28 00	7 00	37	700	333	-	5 78	.005 3-10	706	332	-	1,038	998	40	
Verona.....	4	-	5 60	12	187	-	-	2 12	.003	234	204	-	438	382	56	
Waltham.....	2	-	8 56	8	154	-	-	2 85	.002 1-10	280	175	81	536	435	101	
Winter Harbor.....	-	35 25	8 50	50	480	23	-	2 76	.001 4-10	758	419	-	1,177	945	232	
PLANTATIONS.																
Long Island.....	-	-	8 25	5	300	161	-	5 00	.012 7-10	558	167	-	725	282	443	
No. 8.....	1	-	6 00	10	125	111	-	20 83	.010 4-10	201	23	-	224	114	110	
No. 21.....	1	-	5 01	-	75	29	-	5 35	.004 5-10	175	45	13	233	117	116	
No. 33.....	-	26 00	-	5	80	14	-	2 11	.002 4-10	84	106	-	190	143	47	
Total.....	192	\$36 90	\$7 21	\$5,067	\$41,346	\$11,704	\$4	\$3 57	.002 7-10	\$45,210	\$31,470	\$1,242	\$77,022	\$69,740	\$8,251	\$69

Vassalboro	650	301	252	314	264	.40	377	10	10	390	11	9	9	-	-	7,000	1	2	12	11	4		
Vienna	106	60	55	62	50	.50	78	9	9	108	8	-	-	-	-	1,000	-	1	5	5	5		
Waterville	3,380	1,160	1,013	1,167	1,019	.30	1,305	11	12	1,324	7	7	7	-	-	77,000	-	-	38	38	38		
Wayne	189	98	83	96	79	.43	166	9	10	154	8	4	5	-	-	4,000	1	1	5	4	4		
West Gardiner	169	93	81	102	87	.50	109	10	9	140	8	5	3	1	850	2,200	1	1	4	4	4		
Windsor	212	159	131	148	126	.60	166	8	8	178	10	8	4	-	-	3,500	1	1	8	7	7		
Winslow	768	290	244	287	230	.31	323	10	13	502	15	12	8	-	-	9,700	1	-	13	14	14		
Winthrop	551	377	336	359	310	.58	412	10	11	320	8	6	6	-	-	10,000	-	2	9	10	10		
Unity Pl.	16	9	8	14	12	.62	16	8	12	20	1	1	-	-	-	600	-	-	1	1	1		
Total.....	16,074	7,816	6,780	7,961	6,801	.42	9,086	9	3	10	2	9,561	288	214	185	2	\$1,250	\$352,050	21	30	309	305	76

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Albion..	4	\$28 00	\$5 50	\$64	\$1,046	\$304	-	\$4 94	.002 2-10	\$1,086	\$608	\$12	\$1,706	\$1,435	\$271	
Augusta.....	53	105 50	8 90	450	9,346			3 09	.001 2-10	9,346	5,150		17,496	26,838		\$9,342
Belgrade.....	-	-	6 26	80	1,300	454		4 80	.003 2-10	1,393	711	33	2,137	2,068	69	
Benton.....	4	28 00	6 33	87	1,000	122		3 02	.002 3-10	1,000	207	-	1,214	1,895		81
Chelsea.....	-	-	5 75	55	900			3 86	.003 5-10	1,006	732	-	1,732	1,588	150	
China.....	-	20 00	5 89	100	1,379	276		4 30	.002 5-10	1,478	958	-	2,436	2,417	19	
Clinton.....	-	28 00	6 87	138	1,700	582		4 37	.002 8-10	1,781	1,064	58	2,903	2,797	106	
Farmingdale.....	4	-	7 13	49	1,200	522		6 66	.002 1-10	1,200	472	-	1,672	1,667	5	
Fayette.....	-	27 33	6 02	74	448			3 09	.002 1-10	705	409	56	1,170	1,147	23	
Gardiner.....	20	83 50	9 91	400	7,700	3,299		5 06	.002 1-10	7,700	2,560	-	10,260	10,248	12	
Hallowell.....	12	-	9 00	250	2,850	679		3 61	.001 5-10	2,610	1,990	81	4,681	4,852		171
Litchfield.....	10	25 00	6 00	80	1,000	154		3 65	.002 7-10	1,021	754	20	1,775	1,757	18	
Manchester.....	7	-	6 91	35	600	186		3 92	.002 4-10	623	340	20	983	1,086		103
Monmouth.....	-	30 00	6 80	88	1,200	211		4 00	.001 7-10	1,200	770	8	1,978	1,974	4	
Mt. Vernon.....	8	-	6 00	75	906	181		4 87	.002 7-10	976	555	37	1,568	1,839		271
Oakland.....	8	-	7 56	200	2,300	770		4 53	.002 4-10	3,237	1,425	220	4,882	3,427	1,455	
Pittston.....	18	22 28	5 80	85	1,000	58		3 19	.002 1-10	1,660	817	34	2,511	2,442	69	
Randolph.....	-	-	8 10	40	862			3 18	.002 6-10	1,299	804	30	2,133	1,751	382	
Readfield.....	6	40 00	6 97	55	1,150	355		4 64	.002 3-10	1,829	605	79	2,513	1,844	669	
Rome.....	-	-	5 57	40	400	64		3 18	.005	416	353	-	769	715	54	
Sidney.....	-	28 00	6 21	105	1,000	146		3 84	.002 2-10	1,065	693	95	1,853	1,811	42	

PUBLIC SCHOOLS.

Vassalboro	13	40 00	7 00	100	2,500	850	-	3 84	.002 7-10	2,563	1,698	-	4,261	3,527	734	
Vienna.....	-	29 00	5 54	30	400	74	-	3 77	.003 1-10	606	289	-	895	705	190	
Waterville.....	38	-	9 65	1,500	15,500	7,918	-	4 58	.002 7-10	15,500	8,673	411	24,584	20,074	4,510	
Wayne.....	-	20 50	5 69	50	620	54	-	3 28	.002 8-10	635	509	68	1,212	1,160	52	
West Gardiner	7	28 00	6 06	60	800	256	-	4 73	.002 6-10	818	456	16	1,290	1,231	59	
Windsor.....	-	35 50	6 00	8	850	224	-	4 01	.003 5-10	937	613	-	1,550	1,455	95	
Winslow.....	15	28 00	7 60	205	3,300	1,478	-	4 30	.001 7-10	6,087	2,052	-	8,139	6,050	2,089	
Winthrop	16	40 00	8 40	200	1,800	130	-	3 26	.001 5-10	1,804	1,483	196	3,483	3,640	-	
Unity Pl.	-	-	6 59	-	60	20	-	3 75	.003 7-10	65	23	-	94	89	5	
Total.....	235	\$36 14	\$6 87	\$4,703	\$65,117	\$19,367	-	\$4 05	.002 1-10	\$71,646	\$41,379	\$1,461	\$114,486	\$113,529	\$11,082	10,125

KNOX 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 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.	w.	d.					
Appleton	299	191	171	203	174	.58	218	8	8	256	11	10	4	1	\$370	\$4,950	1	2	2	2	11	3																							
Camden	920	469	387	493	431	.44	498	11	3	419	6	6	3			11,000	1	2	2	15	14																								
Cushing	183	96	78	96	81	.43	101	8	9	156	6	6	4			2,400				6	6																								
Friendship	250	139	112	143	122	.47	152	8	9	200	7	4	4			4,200			1	9	8																								
Hope	152	101	89	100	84	.56	114	8	9	130	5	5	2			1,800				5	5																								
Hurricane Isle	97	60	54	65	61	.61	72	10	11	82	1	1	1			165				1	1																								
North Haven	170	104	92	112	93	.54	127	8	1	137	6	5	3			500				5	5																								
Rockland	2,121	1,507	1,496	1,495	1,471	.70	1,510	11	12	3	1,224	8	3			78,576	2	2	2	34	34	10																							
Rockport	653	393	359	392	342	.54	428	11	10	416	7	7	7			16,000			3	13	12	5																							
South Thomaston	469	319	278	341	291	.60	362	9	10	356	13	11	9			3,900	1	1	1	12	12	6																							
St. George	615	424	356	421	364	.44	536	10	10	518	14	13	8			8,200	3	3	3	15	14	5																							
Thomaston	721	477	412	492	426	.58	540	12	11	340	9	9	9			22,000	2	3	2	12	12																								
Union	338	201	173	198	178	.52	231	8	8	272	13	11	6			6,000	1	4	1	11	10	4																							
Vinalhaven	818	492	443	481	423	.53	523	10	10	480	11	11	6			20,000	1	1	1	16	16	13																							
Warren	539	327	282	298	256	.50	361	9	2	530	18	17	12			8,000	2	3	3	17	17	5																							
Washington	296	161	133	160	133	.45	198	8	7	161	11	6	3			4,000			3	7	7																								
Criehaven Pl.	12	9	9	9	7	.58	9	10	10	20	1	1	1			350				1	1																								
Matinicus Isle Pl.	58	34	29	38	34	.54	39	8	10	28	1	1			800				1	1																									
Total	8,911	5,504	4,951	5,537	4,971	.56	6,014	9	2	5,675	150	127	90	1	\$370	\$192,841	16	29	189	185	65																								

PUBLIC SCHOOLS.

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Appleton	-	\$29 50	\$5 00	\$71	\$866	\$86	-	\$2 89	.003 4-10	\$978	\$783	\$21	\$1,782	\$1,587	\$195	
Camden	15	75 00	8 70	300	4,000	1,740	-	4 35	.001 9-10	4,643	2,195	30	7,068	6,119	949	
Cushing	6	20 00	5 73	37	483	-	-	2 64	.004 1-10	521	496	-	1,017	1,013	4	
Friendship	6	-	6 67	75	652	1	-	2 61	.003	869	650	-	1,519	1,645	-	\$16
Hope	3	-	6 84	35	500	21	-	3 29	.002 4-10	526	419	17	962	947	15	
Hurricane Isle	1	-	12 75	12	400	195	-	4 12	.009 3-10	954	211	-	1,165	474	691	
North Haven	10	-	7 60	55	650	209	-	3 82	.003	663	441	-	1,104	1,100	4	
Rockland	38	-	10 10	1,000	10,750	4,230	-	5 07	.002 1-10	10,750	5,761	70	16,581	14,527	2,054	
Rockport	15	44 00	6 46	202	2,700	849	-	4 13	.002 4-10	3,849	1,582	6	5,437	4,500	937	
South Thomaston	10	-	7 20	100	1,500	359	-	3 20	.004 1-10	1,661	1,181	115	2,957	3,006	-	49
St. George	15	36 00	7 75	190	2,000	235	-	2 45	.004 7-10	2,860	2,163	-	5,023	4,832	191	
Thomaston	15	-	8 11	250	3,000	850	-	4 17	.002 3-10	3,662	1,889	38	5,589	5,604	-	15
Union	4	24 32	5 97	110	1,062	64	-	3 14	.002	1,147	838	-	1,985	1,944	41	
Vinalhaven	26	32 00	9 00	425	3,000	1,114	-	3 66	.004 7-10	3,858	2,152	-	6,010	5,162	848	
Warren	25	31 33	6 23	131	1,665	-	-	3 09	.002	1,818	1,441	385	3,644	3,557	87	
Washington	1	35 00	7 00	110	815	-	-	2 75	.002 9-10	862	671	-	1,533	1,455	78	
Criehaven Pl	-	-	5 00	-	75	37	-	6 25	.009 6-10	97	26	-	123	100	23	
Matinecus Isle Pl	1	40 00	8 50	10	200	53	-	3 45	.005 4-10	369	141	-	510	309	201	
Total	191	\$36 72	\$7 48	\$3,113	\$34,318	\$10,043	-	\$3 85	.002 4-10	\$40,287	\$23,040	\$682	\$64,009	\$57,871	\$6,318	\$180

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 1901.	Not less than 80 cents for each inhabitant.		Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.	
						Excess above amount required by law.	Less than the amount required by law.									
Alna	3	-	\$6 50	\$40	\$500	\$145	-	\$4 06	.003	\$572	\$297	-	\$869	\$667	\$202	
Boothbay	14	\$40 00	6 38	500	2,000	587	-	3 80	.003 6-10	2,000	1,428	\$11	3,439	3,397	42	
Boothbay Harbor	15	36 00	8 54	500	2,000	459	-	2 91	.002 2-10	2,033	1,828	3	3,864	3,450	414	
Bremen	-	30 00	6 66	42	500	274	-	4 55	.005 6-10	813	472	85	1,370	1,180	190	
Bristol	18	42 50	7 25	200	3,500	1,492	-	4 91	.004 5-10	3,602	1,974	-	5,576	5,170	406	
Damariscotta	5	-	7 88	60	800	99	-	4 37	.001 7-10	881	492	-	1,373	1,238	135	
Dresden	6	7 00	50	50	750	44	-	3 11	.001 9-10	798	682	-	1,480	1,274	206	
Edgecomb	-	36 00	6 10	60	675	189	-	4 09	.003 7-10	688	565	-	1,253	1,240	13	
Jefferson	19	25 91	6 07	75	1,100	176	-	3 22	.002 4-10	1,295	907	35	2,237	2,182	55	
Newcastle	-	30 00	7 04	85	1,300	440	-	4 46	.002	1,543	754	-	2,297	2,299	-	
Nobleboro	16	23 50	6 31	75	1,200	552	-	5 38	.004 8-10	1,296	584	-	1,880	1,659	221	
Somerville	3	33 00	6 37	25	299	-	-	2 43	.005 7-10	520	343	-	863	610	253	
Southport	3	40 00	8 40	35	421	-	\$1	2 78	.001 5-10	612	395	-	1,007	808	199	
Waldoboro	26	25 00	6 60	230	2,804	288	-	3 18	.003	3,108	2,266	4	5,368	5,132	236	
Westport	-	-	7 60	20	400	136	-	4 12	.004 8-10	413	263	-	676	650	26	
Whitefield	10	22 00	5 70	75	1,000	75	-	3 11	.002 2-10	1,233	865	14	2,112	1,952	160	
Wiscasset	12	-	7 63	90	1,300	282	-	3 22	.002 6-10	1,652	1,014	-	2,666	2,383	283	
Monhegan Pl.	-	-	8 00	-	140	65	-	4 24	.006 1-10	305	80	-	385	266	119	
Total	150	\$32 24	\$7 00	\$2,162	\$20,989	\$5,303	\$1	\$3 70	.002 9-10	\$23,364	\$15,199	\$152	\$38,715	\$33 557	\$3,160	\$2

APPENDIX.

OXFORD 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 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.	w.	d.					
Albany..	153		89		73		98		86		.52	113	11	12		12		154		7		7		1		-		-		\$2,500		-		2		-		2		-		5		1	
Andover..	205		148		132		138		116		.60	160	10	2	11		3		225		7		6		5		-		-		4,000		-		-		-		-		-		1		
Bethel..	558		292		254		271		241		.42	384	10		9				310		12		12		12		-		-		16,000		-		-		-		-		-		13		
Brownfield..	260		162		136		147		132		.52	167	9		9				297		11		4		5		-		1		3,000		-		-		-		-		-		10		
Buckfield..	320		177		160		170		157		.49	213	10		10				300		10		10		3		-		-		9,400		-		-		-		-		-		10		
Byron..	55		39		33		41		32		.59	45	9		9		3		76		4		2		2		-		-		2,000		-		-		-		-		-		3		
Canton..	241		196		136		205		148		.56	208	10		10				206		7		6		6		-		-		6,850		-		2		-		-		-		6		
Denmark..	158		91		82		99		86		.53	108	8		4	9	1		197		9		7		2		-		-		3,500		-		-		-		-		-		7		
Dixfield..	284		189		161		189		163		.57	237	10		10		4		269		9		6		1		1		-		4,850		-		2		-		-		-		9		
Fryeburg..	336		198		172		195		150		.50	237	9		4	9	4		320		13		9		9		-		-		3,000		-		-		-		-		-		11		
Gilead..	80		33		28		39		28		.35	48	10		12				64		5		1		-		-		-		300		-		-		-		-		-		3		
Grafton..	20		11		11		12		11		.55	12	10		12				30		1		1		1		-		-		100		-		-		-		-		-		1		
Greenwood..	237		132		105		120		106		.44	157	10		10				255		9		7		4		-		-		3,000		-		1		-		-		-		9		
Hanover..	51		39		37		43		39		.74	44	9		9				54		2		2		1		-		-		600		-		-		-		-		-		3		
Hartford..	172		104		88		105		85		.50	120	8		9				182		8		8		3		-		-		2,500		-		-		-		-		-		5		
Hebron..	134		71		69		70		66		.50	74	8		3				138		7		6		5		1		-		3,200		-		1		-		-		-		6		
Lovell..	277		164		145		170		148		.53	191	8		1	9	3		243		9		5		1		-		-		4,000		-		1		-		-		-		1		
Mason..	172		96		82		98		86		.49	116	9		9				156		9		6		4		-		-		2,000		-		-		-		-		-		2		
Mexico..	28		17		15		15		15		.54	17	10		12				22		1		1		-		-		-		800		-		1		-		-		-		1		
Newry..	487		194		165		227		171		.34	288	8		12				150		2		2		2		-		-		6,000		-		2		-		-		-		3		
Hiram..	78		60		47		50		47		.60	60	9		9				130		5		4		-		-		-		3,500		-		-		-		-		-		2		
Norway..	768		485		418		461		418		.53	550	10		2	10			588		17		15		8		-		-		16,000		-		-		-		-		-		4		
Oxford..	316		206		178		184		154		.52	214	10		10				283		9		7		4		-		-		5,000		-		-		-		-		-		9		
Paris..	876		502		439		469		407		.48	561	10		10				660		20		18		7		-		-		18,000		-		2		-		-		-		6		
Peru..	221		130		114		145		129		.55	152	8		9				160		10		6		3		-		-		3,000		-		-		-		-		-		4		
Porter..	290		183		155		186		162		.55	209	8		7				220		9		9		1		1		-		3,000		-		3		-		-		-		1		

Roxbury.....	82	66	51	61	53	.63	66	10	10		94	4	3	2	-	-	1,500	1	-	3	4	1	
Rumford.....	1,510	649	584	793	723	.43	908	10	11		715	18	15	16	-	-	14,500	1	-	27	27	8	
Stoneham.....	87	61	54	60	53	.62	62	9	10	3	93	3	1	1	-	-	1,000	-	-	3	3		
Stowe.....	85	46	37	51	42	.46	54	8	9	3	88	5	5	1	-	-	1,500	-	1	3	3		
Sumner.....	233	150	117	139	122	.54	160	8	1	8	197	9	6	3	-	-	4,500	-	-	8	9	2	
Sweden.....	75	47	40	47	40	.53	63	9	7		92	7	5	1	-	-	1,400	-	-	4	5		
Upton.....	71	53	45	60	48	.65	61	8	10	3	48	1	1	1	-	-	2,000	1	1	1	2		
Waterford.....	261	170	146	172	146	.56	193	9	8	3	234	12	10	4	-	-	5,000	-	-	9	9	3	
Woodstock.....	220	144	127	140	114	.55	180	7	8		187	7	7	5	-	-	3,000	-	-	8	6	1	
PLANTATIONS.																							
Lincoln.....	24	22	18	20	18	.75	24	10	8		26	1	1	1	-	-	600	-	-	1	1		
Magalloway.....		No re	turns																				
Milton.....	64	23	18	17	12	.23	24	8	8	2	25	1	-	-	-	-	400	1	1				
Total.....	9,480	5,419	4,672	5,507	4,754	.50	6,481	9	1	9	4	7,488	280	221	117	3	\$1,305	\$161,500	22	44	267	264	63

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Albany.....	5	\$20 00	\$5 00	\$50	\$535	\$105	-	\$3 50	.004	\$571	\$409	\$38	\$1,018	\$919	\$99	
Andover.....	5	-	6 80	25	900	318	-	4 39	.004 4-10	918	557	21	1,496	1,344	152	
Bethel.....	18	28 00	6 90	145	2,500	1,032	-	4 48	.002 9-10	2,690	1,332	42	4,064	3,910	154	
Brownfield.....	13	26 00	5 95	90	1,134	319	-	4 36	.003 7-10	1,150	706	115	1,971	1,966	5	
Buckfield.....	14	26 00	6 13	75	1,350	439	-	4 22	.003 5-10	1,428	833	126	2,388	2,164	219	
Byron.....	-	-	5 83	17	350	187	-	6 36	.004 2-10	391	159	22	572	518	54	
Canton.....	-	32 00	6 50	100	1,050	293	-	4 35	.003	1,069	738	61	1,862	1,656	212	
Denmark.....	4	-	5 35	92	850	343	-	5 38	.003 7-10	948	414	35	1,395	1,341	54	
Dixfield.....	4	29 00	6 45	106	832	-	-	2 93	.002 3-10	1,072	738	155	1,965	1,879	86	
Fryeburg.....	-	40 00	7 62	125	2,000	-	\$10	5 95	.002 4-10	2,040	873	19	2,932	2,737	195	
Gilead.....	-	-	5 66	25	272	899	-	3 40	.002	291	191	15	497	464	33	
Grafton.....	-	-	6 00	5	75	10	-	2 75	.001 3-10	90	53	90	233	225	8	
Greenwood.....	10	21 00	5 53	60	850	257	-	3 59	.003 7-10	965	578	61	1,604	1,558	46	
Hanover.....	4	28 00	4 75	8	200	29	-	3 92	.003 5-10	205	151	12	368	310	58	
Hartford.....	-	26 50	6 16	64	600	72	-	3 49	.002 4-10	797	456	60	1,313	1,285	28	
Hebron.....	3	28 00	5 50	50	600	205	-	4 48	.002 9-10	725	284	128	1,137	896	241	
Hiram.....	-	42 00	6 00	87	1,000	188	-	3 61	.002 9-10	1,050	796	20	1,866	1,944	-	\$78
Lovell.....	-	33 00	5 94	50	700	146	-	4 65	.001 7-10	740	483	229	1,452	1,407	45	
Mason.....	-	28 00	-	5	109	46	-	3 57	.002 9-10	107	61	-	168	160	8	
Mexico.....	9	32 00	8 00	100	800	147	-	1 64	.003 6-10	1,286	791	-	2,077	1,469	608	
Newry.....	-	-	5 40	35	400	171	-	5 06	.003 4-10	468	236	70	774	763	11	
Norway.....	20	30 00	7 00	291	3,000	678	-	3 91	.002 3-10	3,053	2,051	6	5,104	5,470	-	366
Oxford.....	3	-	7 22	100	1,600	535	-	5 06	.003 6-10	1,982	876	6	2,864	2,411	453	
Paris.....	24	34 00	7 12	299	3,945	1,365	-	4 50	.003	4,442	2,285	250	6,977	6,693	284	
Peru.....	-	33 00	6 85	88	900	282	-	4 07	.003 9-10	948	597	34	1,579	1,538	41	
Porter.....	4	32 00	6 00	70	850	141	-	2 93	.003 4-10	850	754	142	1,746	1,757	-	11

Roxbury.....	6	28 00	6 00	25	400	210	-	4 86	.006 5-10	445	215	-	660	616	44	
Rumford.....	37	-	9 80	900	4,700	1,684	-	3 11	.002 7-10	6,376	3,206	183	9,765	7,289	2,476	
Stoneham.....	-	-	5 00	20	300	73	-	3 33	.003 7-10	300	244	9	553	550	3	
Stowe.....	-	35 00	4 66	30	500	284	-	5 88	.004 3-10	543	239	-	782	757	25	
Sunner.....	6	30 52	5 74	85	800	158	-	3 59	.003 3-10	861	565	110	1,536	1,404	72	
Sweden.....	-	-	5 00	20	250	24	-	3 33	.001 6-10	423	170	19	612	554	58	
Upton.....	-	34 00	5 06	16	194	-	-	2 73	.001 9-10	291	210	150	651	544	107	
Waterford.....	15	26 00	6 30	100	1,206	466	-	4 59	.002 2-10	1,206	722	22	1,950	1,870	80	
Woodstock.....	8	29 50	5 85	46	1,000	347	-	4 55	.004 7-10	1,193	516	33	1,742	1,667	75	
PLANTATIONS.																
Lincoln.....	-	-	7 00	8	66	8	-	2 75	.001	1,235	58	278	1,571	232	1,339	
Magalloway.....		no re	turns													
Milton.....	1	32 00	-	5	175	13	-	2 73	.003 1-10	175	157	-	332	332		
Total.....	208	\$30 14	\$6 17	\$3,417	\$36,978	\$11,474	\$10	\$3 90	.002 7-10	\$43,320	\$23,704	\$2,553	\$69,577	\$62,659	\$7,373	\$455

Greenfield.....	66	39	32	42	34	.50	42	10	12		44	3	3	-	-	-	800	-	-	2	2		
Hampden.....	527	266	250	281	267	.42	285	8	11		426	14	12	6	-	-	8,000	-	-	14	14		
Hermon.....	388	199	174	244	216	.50	278	7	8	3	247	14	6	4	-	-	3,500	-	5	13	10		
Holden.....	188	117	102	110	98	.53	137	9	10		174	7	6	6	-	-	2,000	-	-	6	6		
Howland.....	176	117	79	102	85	.46	117	9	11		124	3	2	-	-	-	500	-	-	4	4		
Hudson.....	123	71	55	70	59	.46	73	8	9	4	82	7	4	1	-	-	1,690	-	1	3	3		
Kenduskeag.....	101	71	62	72	64	.62	85	10	9		56	3	1	-	-	-	2,000	-	1	1	1		
Kingman.....	410	209	171	214	176	.42	236	10	8	3	189	6	1	4	-	-	1,500	-	1	6	6		
Lagrange.....	175	117	99	109	92	.55	133	7	10		155	5	5	1	-	-	2,200	-	-	6	5		
Lee.....	190	164	146	161	148	.77	167	8	8		160	8	6	1	1	500	3,700	-	2	9	10		
Levant.....	296	208	185	197	176	.61	243	8	8		157	7	7	1	-	-	3,000	-	1	4	7		
Lincoln.....	582	334	282	324	276	.48	385	10	9	2	438	13	10	6	-	-	6,500	-	1	16	15		
Lowell.....	102	39	28	45	34	.30	52	12	12		72	4	4	1	-	-	700	-	-	4	3		
Mattamiscontis.....	7	7	3	3	3	.43	7	10	8	4	19	1	1	-	-	-	300	-	-	1	2		
Mattawamkeag.....	189	130	111	128	108	.58	143	10	10		186	4	4	1	-	-	2,000	-	1	5	3		
Maxfield.....	49	32	29	37	22	.52	40	10	12		66	3	2	-	-	-	600	-	-	3	3		
Medway.....	164	118	88	110	85	.55	121	9	11		110	6	2	1	-	-	2,000	-	1	6	4		
Milford.....	295	161	146	151	135	.48	179	10	11		128	2	2	-	-	-	3,000	-	4	3	3		
Millinocket.....	711	289	232	359	323	.39	437	-	8		16	1	1	-	1	17,016	18,000	-	4	5	5		
Mt. Chase.....	134	98	75	92	70	.54	105	11	11		109	5	3	2	-	-	1,400	-	-	5	5		
Newburg.....	185	95	83	107	91	.47	138	9	4	3	169	9	2	-	-	-	3,000	-	1	3	5		
Newport.....	329	196	173	198	176	.53	256	12	12		245	5	4	1	-	-	3,500	-	-	7	7		
Old Town.....	1,662	856	731	897	789	.46	972	10	12		804	11	9	5	-	-	47,000	-	1	22	24		
Orono.....	1,085	594	526	560	461	.45	727	9	3	11	457	11	10	7	-	-	10,000	-	-	14	14		
Orrington.....	344	207	181	199	175	.52	229	9	10		319	11	11	9	-	-	6,000	-	1	10	11		
Passadumkeag.....	155	81	70	101	86	.50	117	8	4	9	91	4	3	2	-	-	3,550	-	-	4	3		
Patten.....	480	283	248	314	299	.57	345	9	4	10	306	8	6	4	1	712	15,000	-	4	5	6		
Plymouth.....	191	133	118	125	106	.59	133	8	7		146	3	3	4	-	-	3,850	-	-	8	7		
Prentiss.....	192	150	126	132	97	.58	172	10	8		146	6	3	5	-	-	2,500	-	-	6	5		
Springfield.....	156	106	80	67	57	.44	124	10	10		125	6	5	5	-	-	5,000	-	2	4	5		
Stetson.....	130	79	70	78	68	.53	94	8	9		164	7	2	-	-	-	4,000	-	-	6	6		
Veazie.....	147	75	66	89	74	.48	89	12	12		107	2	2	1	-	-	1,500	-	-	3	3		
Winn.....	274	188	119	157	140	.47	168	10	9		160	7	6	3	-	-	1,500	-	2	4	4		
Woodville.....	77	42	38	33	28	.43	58	10	8	3	79	3	-	1	-	-	325	-	1	2	3		
PLANTATIONS.																							
Drew.....	50	32	28	32	23	.71	32	10	9		56	2	2	2	-	-	600	-	-	2	3		
Lakeville.....	41	18	15	24	20	.43	26	10	10		60	2	1	1	-	-	800	-	1	1	1		
No 2, Grand Falls.....	24	21	17	22	20	.77	22	10	10		20	1	1	1	-	-	425	-	1	-	1		
Seboeis.....	32	20	17	18	15	.50	24	8	8		24	1	1	1	-	-	300	-	1	1	-		
Stacyville.....	170	137	100	121	90	.56	155	10	10		150	5	3	4	1	900	2,500	-	-	5	5		
Webster.....	57	30	24	34	24	.42	36	10	9		44	2	2	1	-	-	600	-	-	2	2		
Total.....	22,867	13,208	11,466	13,176	12,397	.52	15,023	9	1	9	3	14,138	438	341	197	8	21,773	\$543,050	38	76	494	480	198

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Alton.....	-	-	\$6 00	\$25	\$400	\$149	-	\$3 57	.006 4-10	\$400	\$273	-	\$673	\$666	\$7	
Argyle.....	3	\$ -	8 50	15	400	144	-	5 26	.005 7-10	400	226	\$29	655	659	-	\$4
Bangor.....	112	166 66	11 25	1,500	32,200	14,720	-	5 32	.002	32,200	16,262	71	48,533	48,628	-	95
Bradford.....	7	25 75	5 54	75	900	137	-	3 04	.003 6-10	983	735	105	1,823	1,794	29	
Bradley.....	2	-	7 80	66	660	114	-	3 73	.004 5-10	691	587	49	1,327	1,304	23	
Brewer.....	12	40 00	7 90	300	4,000	132	-	4 21	.002 3-10	4,000	3,792	77	7,869	7,440	429	
Burlington.....	3	-	6 25	19	372	57	-	2 62	.002 7-10	241	345	181	767	649	118	
Carmel.....	6	28 50	5 43	76	746	-	-	4 89	.002 5-10	1,005	751	64	1,820	1,698	122	
Carroll.....	7	24 00	6 00	42	435	69	-	3 51	.003 3-10	435	463	72	970	955	15	
Charleston.....	6	27 20	5 46	86	700	26	-	3 56	.002 4-10	799	809	79	1,687	1,533	154	
Chester.....	4	24 00	6 63	40	300	10	-	3 13	.004 4-10	579	382	123	1,084	834	250	
Clifton.....	-	-	5 82	25	186	-	\$3	3 15	.003 3-10	403	167	103	673	457	216	
Corinna.....	8	30 00	6 00	100	1,100	164	-	3 61	.002 4-10	1,211	966	104	2,281	2,091	190	
Corinth.....	12	32 00	6 23	100	1,000	166	-	3 83	.002 4-10	1,125	732	65	1,922	1,762	160	
Dexter.....	12	30 00	8 73	225	3,000	647	-	3 23	.002 5-10	3,000	2,102	132	5,240	5,041	199	
Dixmont.....	-	32 86	4 31	64	735	61	-	3 18	.002 3-10	751	605	79	1,435	1,312	123	
Edgington.....	-	36 00	6 50	50	600	70	-	3 68	.003 7-10	510	494	-	1,004	1,046	-	42
Edinburg.....	-	-	5 75	8	100	50	-	7 14	.003 3-10	100	69	-	169	127	-	
Enfield.....	7	36 50	7 08	75	650	-	200	1 73	.002 5-10	700	971	95	1,766	1,905	-	139
Etna.....	5	22 00	5 90	50	486	14	-	2 66	.003 2-10	456	448	35	939	956	-	17
Exeter.....	13	-	5 83	50	719	7	-	3 21	.002 1-10	834	602	156	1,592	1,499	93	
Garland.....	9	-	5 67	100	825	139	-	3 55	.002 4-10	825	549	134	1,508	1,508	-	72
Glenburn.....	-	-	5 98	41	500	131	-	3 90	.003 5-10	607	350	180	1,137	1,018	119	
Greenbush.....	6	-	7 11	50	600	131	-	3 21	.006 2-10	640	501	30	1,171	1,188	33	

Greenfield.....	1	-	6 50	151	400	272	-	6 06	.008 2-10	493	162	-	655	436	219	
Hampden.....	14	-	6 67	200	2,500	754	-	4 65	.003 6-10	3,907	1,293	-	5,200	3,599	1,601	
Heron.....	2	28 80	5 31	115	1,100	154	-	2 81	.003	1,256	934	-	2,190	2,103	87	
Holden.....	6	-	6 26	40	700	218	-	3 72	.004 5-10	771	483	46	1,300	1,234	66	
Howland.....	3	-	6 44	45	600	185	-	3 41	.001 9-10	683	478	-	1,161	1,148	13	
Hudson.....	3	32 00	6 00	20	350	6	-	2 85	.003 2-10	546	257	111	914	837	77	
Kenduskeag.....	2	-	7 67	25	500	162	-	4 95	.003	526	247	54	827	776	51	
Kingman.....	7	50 00	8 00	50	550	-	199	1 34	.003 4-10	458	1,038	121	1,617	1,790	-	
Lagrange.....	3	29 00	6 51	60	600	141	-	3 43	.003 2-10	626	517	95	1,238	1,149	89	
Lee.....	12	28 00	6 52	72	641	-	-	3 37	.005	641	746	60	1,447	1,447	-	
Levant.....	12	39 60	5 80	65	704	73	-	2 38	.002 7-10	735	658	85	1,478	1,501	-	
Lincoln.....	17	56 64	6 51	184	2,000	615	-	3 44	.004 1-10	2,003	1,499	237	3,739	3,739	23	
Lowell.....	4	-	5 00	28	250	10	-	2 45	.002 9-10	317	210	66	593	455	138	
Mattamiscontis.....	-	-	4 50	-	65	43	-	9 28	.003 4-10	80	17	18	115	83	32	
Mattawamkeag.....	6	60 00	7 20	48	507	85	-	2 68	.004	595	536	223	1,354	1,187	167	
Maxfield.....	2	-	4 67	14	150	58	-	3 06	.006 1-10	198	114	40	352	316	36	
Medway.....	5	29 24	5 39	25	240	2	-	1 46	.002 3-10	240	443	112	795	714	81	
Milford.....	4	68 75	8 00	50	889	219	-	3 02	.002 9-10	889	844	-	1,733	1,701	32	
Millinocket.....	5	-	9 00	100	1,500	585	-	2 11	.003	1,500	1,414	-	2,914	1,224	1,690	
Mt. Chase.....	-	-	5 46	30	250	10	-	1 86	.004 5-10	320	358	97	775	596	179	
Newburg.....	6	32 80	6 20	60	1,000	413	-	5 41	.003 7-10	1,478	493	-	1,971	2,022	-	
Newport.....	3	-	6 80	125	1,800	574	-	5 47	.003 1-10	2,037	892	151	3,080	2,938	142	
Old Town.....	24	34 00	8 50	600	5,000	390	-	3 01	.003	5,000	4,347	144	9,491	9,239	252	
Orono.....	14	-	8 00	104	3,450	844	-	3 18	.003 3-10	3,450	2,710	23	6,183	5,990	193	
Orrington.....	10	36 00	6 81	151	1,300	335	-	3 78	.003 1-10	1,545	889	69	2,503	2,399	104	
Passadumkeag.....	5	44 00	8 05	30	400	73	-	2 58	.009	405	366	-	771	767	4	
Patten.....	12	34 00	9 00	125	1,200	262	-	2 50	.002 8-10	1,869	1,200	176	3,245	3,222	23	
Plymouth.....	4	38 20	5 50	60	600	74	-	3 14	.003 3-10	620	488	8	1,116	1,173	-	
Pretiss.....	11	26 00	6 57	35	405	3	-	2 11	.005 3-10	578	515	119	1,212	1,034	178	
Springfield.....	6	26 00	6 00	36	450	24	-	2 88	.003 8-10	700	451	72	1,223	1,021	202	
Stetson.....	15	-	4 90	60	575	173	-	4 42	.002 4-10	670	358	162	1,190	218	218	
Veazie.....	2	-	8 00	35	500	56	-	2 40	.001 9-10	677	335	-	1,012	1,054	-	
Winn.....	5	57 50	6 82	50	750	200	-	3 01	.004 9-10	799	693	65	1,557	1,544	13	
Woodville.....	2	28 00	5 25	40	200	72	-	2 60	.004 2-10	298	173	89	560	541	19	
PLANTATIONS.																
Drew.....	5	-	6 16	12	250	156	-	5 00	.005	297	136	-	427	402	25	
Lakeville.....	2	26 00	6 17	18	100	-	3	2 44	.001 4-10	104	119	240	463	427	36	
No. 2, Grand Falls.....	1	31 00	-	15	50	8	-	2 08	.001 1-10	50	50	56	156	165	-	
Sebocis.....	1	36 60	-	7	125	48	-	4 00	.002 8-10	138	101	-	239	224	15	
Stacyville.....	15	-	5 10	40	500	222	-	2 94	.009 5-10	790	443	66	1,299	1,011	288	
Webster.....	-	-	5 67	11	100	-	-	1 75	.003 8-10	241	222	-	463	259	204	
Total.....	494	\$38 58	\$6 49	\$5,985	\$84,806	\$24,657	\$405	\$3 69	.002 5-10	\$91,425	\$60,404	\$4,774	\$156,603	\$148,531	\$8,796	\$724

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 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.												
Abbot.....	191	128	107	127	106	.56	146	9		8			174	2	6	4	-	-	\$3,300	-	-	7	2	1
Atkinson.....	143	82	73	82	73	.51	86	2		8			96	2	5	2	-	-	1,500	-	-	4	4	
Blanchard.....	70	45	37	55	46	.60	62	2	3	9	2		74	2	2	1	-	-	400	-	1	2	3	
Brownville.....	448	311	262	268	249	.57	315	10		10			324	9	9	2	1	\$1,566	6,300	-	9	10	6	
Dover.....	459	265	228	279	238	.51	293	10		10	3		341	14	11	4	-	-	16,000	-	1	11	11	3
Foxcroft.....	508	259	228	268	232	.45	284	10		9	2		257	5	2	2	-	-	8,000	-	1	2	2	
Greenville.....	372	192	170	192	166	.45	195	10		2	2		146	4	4	3	-	-	2,000	-	-	5	5	3
Gulford.....	460	304	269	319	290	.61	332	10		2	1		312	7	6	6	-	-	18,000	-	2	11	10	2
Medford.....	86	64	47	61	43	.52	65	2		12			60	3	3	2	-	-	1,500	1	1	2	2	
Milo.....	430	268	227	308	251	.56	328	9	1	11			341	2	7	1	-	-	8,000	2	2	10	10	
Monson.....	427	258	222	268	230	.53	299	10		10	3		252	2	7	-	-	-	6,200	3	2	7	8	2
Orneville.....	118	65	55	67	57	.47	77	2		9			104	5	4	1	-	-	950	1	2	3	2	
Parkman.....	202	132	118	137	112	.57	169	2		8	1		160	9	5	2	-	-	800	1	1	6	6	2
Sangerville.....	337	192	161	198	172	.50	250	10		10			297	8	8	3	-	-	12,000	-	1	10	10	3
Sebec.....	177	105	82	96	79	.45	112	10		10			170	10	6	4	-	-	3,500	-	-	6	6	5
Shirley.....	84	58	45	54	40	.50	62	9		9			75	3	3	-	-	-	1,100	-	2	2	1	
Wellington.....	118	77	67	75	59	.54	81	2		12			120	2	5	-	-	-	800	1	2	5	5	2
Williamsburg.....	53	32	24	28	19	.41	32	9		10			49	3	-	-	-	-	800	-	1	2	2	1
Willimantic.....	121	96	78	87	74	.63	102	10		10			120	4	4	3	1	200	2,000	-	1	4	3	2
Barnard Pl.....	30	20	16	23	20	.60	25	9		11			20	1	1	-	-	-	400	-	-	1	1	
Bowerbank Pl.....	22	19	17	15	12	.66	20	10		10			30	2	2	-	-	-	600	-	-	1	1	
Elliottsville Pl.....	10	5	4	4	4	.40	5	10		10			20	1	1	-	-	-	250	-	-	1	1	
Kingsbury Pl.....	46	35	27	31	25	.78	36	10		14			72	3	3	-	-	-	800	-	-	3	3	4
Lake View Pl.....	50	31	26	25	22	.48	33	9		9			27	1	1	1	-	-	375	-	1	1	-	1
Total.....	4,962	3,044	2,590	3,067	2,619	.52	3,409	9	2	10	1	3,641	134	105	41	2	\$1,766	\$95,575	13	19	121	121	35	

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Abbot	10	-	\$6 25	\$59	\$1,000	\$427	-	\$5 23	.005 7-10	\$ 212	\$517	\$60	\$1,789	\$1,361	\$428	
Atkinson	4	\$32 00	5 71	45	600	204	-	4 19	.003 8-10	790	406	97	1,293	905	388	
Blanchard	4	-	4 75	39	200	-	-	2 85	.003 2-10	326	196	41	563	563	-	
Brownville	4	20 00	-	100	1,300	44	-	4 99	.003 -	1,383	1,239	94	2,716	2,801	-	\$85
Dover	11	-	6 94	250	2,000	882	-	4 36	.002 2-10	5,162	1,200	180	4,542	4,003	539	51
Foxcroft	9	50 50	7 59	163	1,500	197	-	4 35	.002 3-10	1,514	1,245	52	2,842	2,899	-	146
Greenville	6	-	7 60	44	900	6	-	4 42	.002 2-10	2,619	1,352	50	3,598	1,558	2,040	
Guilford	12	24 00	2 30	150	2,000	765	-	4 35	.003 4-10	2,000	1,165	36	3,204	3,350	-	
Medford	-	33 00	6 75	20	300	74	-	3 49	.004 4-10	300	255	11	566	566	-	6
Milo	10	32 00	6 40	69	1,200	280	-	2 79	.003 6-10	1,316	1,035	52	2,433	2,410	23	
Monson	9	30 00	4 60	35	893	-	-	3 39	.004 1-10	1,044	1,120	37	2,201	1,056	1,145	
Orneville	5	23 20	4 96	34	400	140	-	3 09	.003 1-10	505	321	40	896	734	162	
Parkman	-	28 33	6 43	40	700	126	-	3 46	.003 1-10	746	549	61	1,356	1,376	-	20
Sangerville	17	36 00	6 60	103	1,200	165	-	3 56	.002 3-10	1,418	1,054	127	2,421	2,427	-	6
Sebec	5	30 00	6 50	57	900	425	-	5 08	.005 3-10	1,054	464	164	1,682	1,567	115	
Shirley	5	30 00	5 75	20	232	34	-	2 76	.003 -	248	205	144	597	551	46	
Wellington	1	27 00	5 10	30	530	200	-	4 49	.005 5-10	542	334	-	876	272	604	
Williamsburg	1	24 75	5 25	11	130	36	-	2 45	.003 8-10	141	117	21	279	272	7	
Williamantic	9	36 00	5 50	30	400	65	-	3 31	.003 7-10	446	337	94	877	854	23	
Barnard Pl.	1	-	5 50	5	85	7	-	2 82	.002 6-10	153	80	-	233	110	123	
Bowbank Pl.	2	-	5 50	5	75	22	-	3 41	.001 1-10	148	56	20	224	171	53	
Elliottsville Pl.	1	-	6 00	4	100	31	-	10 00	.001 1-10	173	24	-	197	136	61	
Kingsbury Pl.	-	-	4 56	14	175	90	-	3 80	.003 2-10	194	146	-	340	330	10	
Lake View Pl.	3	40 00	6 50	5	100	-	\$38	2 00	.000 9-10	132	146	-	278	251	27	
Total	133	\$31 12	\$6 25	\$1,373	\$16,920	\$4,229	\$38	\$3 41	.001 6-10	\$21,566	\$12,965	\$1,448	\$35,979	\$32,087	\$4,200	\$308

APPENDIX.

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Arrowsic	1	\$32 00	\$2 00	\$2	\$175	\$31	-	\$3 18	.002 5-10	\$223	\$146	-	\$369	\$280	\$89	
Bath	51	57 79	10 68	1,500	20,200	11,848	-	7 00	.003 1-10	20,400	2,006	\$4,226	32,632	32,630	2	
Bowdoin	12	-	5 73	79	1,000	250	-	3 44	.003 4-10	1,235	756	12	2,003	1,918	85	
Bowdoinham	10	24 00	-	125	1,200	156	-	2 26	.002 1-10	1,527	1,008	-	2,535	2,515	20	
Georgetown	7	28 20	-	60	800	161	-	3 33	.003 7-10	803	594	-	1,397	1,333	64	
Perkins	-	-	5 00	5	43	-	\$6	3 58	.001	70	45	-	115	104	11	
Phippsburg	-	31 00	-	75	1,500	497	-	4 24	.003 6-10	1,502	990	-	2,492	2,241	251	
Richmond	4	41 33	-	250	2,500	861	-	4 75	.002 3-10	2,500	1,319	-	3,819	4,129	-	\$310
Topsham	10	-	6 31	167	2,000	322	-	3 07	.002	2,523	1,717	36	4,275	3,843	432	
West Bath	4	-	-	30	680	447	-	2 61	.005 1-10	707	217	-	924	824	100	
Woolwich	14	-	7 00	68	950	246	-	4 15	.002 9-10	954	602	-	1,556	1,495	61	
Total	113	\$35 83	\$7 25	\$2,361	\$31,048	\$14,819	\$6	\$5 32	.002 9-10	\$32,443	\$15,400	\$4,274	\$52,117	\$51,312	\$1,115	\$310

APPENDIX.

PLANTATIONS.																					
Bigelow.....	23	18	16	19	15	.67	19	8	12	20	1	-	-	-	-	150	-	-	1	1	2
Brighton.....	145	93	76	85	66	.49	93	9	11	140	8	3	2	-	-	800	-	-	1	6	6
Caratunk.....	28	53	50	62	56	.60	69	10	10	50	3	2	1	-	-	2,500	1	-	1	3	1
Dead River.....	26	16	14	14	12	.50	16	12	12	44	2	2	1	-	-	350	-	-	1	2	1
Dennistown.....	40	24	20	25	20	.50	26	10	10	35	1	1	1	-	-	200	-	-	-	2	1
Flagstaff.....	42	28	26	39	35	.73	40	6	9	48	1	1	1	-	-	1,700	-	1	-	1	4
Highland.....	28	16	12	13	12	.43	16	10	11	21	1	1	1	-	-	700	-	-	1	1	1
Jackman.....	90	49	45	42	40	.47	53	9	10	30	1	1	1	-	-	2,500	-	1	1	1	4
Lexington.....	69	55	49	56	46	.69	61	8	4 12	62	3	3	1	-	-	600	-	-	-	3	3
Mayfield.....	29	17	12	17	14	.45	18	10	10	40	2	1	-	-	-	400	-	1	-	1	2
Moose River.....	73	44	35	41	33	.46	47	10	10	70	2	2	1	-	-	1,000	-	-	-	3	3
Pleasant Ridge.....	28	15	10	19	15	.45	19	8	12	40	3	-	2	-	-	100	-	1	-	1	2
The Forks.....	53	31	23	31	29	.54	34	10	10	60	3	3	2	-	-	600	-	-	1	3	2
West Forks.....	61	37	32	39	32	.52	43	10	10	40	2	-	1	-	-	100	-	-	1	2	1
Total.....	9,598	5,604	4,821	5,533	4,763	.50	6,436	9	10	6,972	264	191	99	3	11,991	\$204,500	30	34	240	237	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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Anson.....	15	\$28 00	\$6 72	\$141	\$1,608	\$144	-	\$2 81	.002 6-10	\$1,630	\$1,425	-	\$3,055	\$2,967	\$88	
Athens.....	-	34 00	5 00	50	800	83	-	3 35	.002 5-10	800	741	\$2	1,543	1,466	47	
Bingham.....	-	21 25	6 60	106	1,060	327	-	4 15	.003 8-10	1,001	629	68	1,698	1,685	13	
Cambridge.....	-	28 00	5 37	25	291	-	-	3 38	.002 5-10	420	247	\$8	705	620	85	
Canaan.....	- 4	32 00	5 50	90	824	42	-	2 65	.002 6-10	894	812	\$8	1,734	1,781	-	\$47
Concord.....	-	24 00	5 76	25	276	43	-	3 33	.004	388	266	-	654	568	146	
Cornville.....	-	29 67	5 77	22	800	249	-	4 12	.002 6-10	864	488	66	1,418	1,440	-	22
Detroit.....	- 4	43 00	6 10	45	475	53	-	3 20	.003 3-10	592	395	64	1,051	1,051	53	
Embsden.....	-	37 50	5 81	46	453	-	\$1	2 55	.001 6-10	886	414	-	1,300	1,122	178	
Fairfield.....	- 8	26 00	7 10	400	4,500	1,398	-	4 04	.002 9-10	4,500	3,097	92	7,689	7,065	624	
Harmony.....	-	28 00	5 48	40	523	66	-	2 83	.002 7-10	543	448	6	997	985	12	
Hartland.....	- 7	32 00	6 50	81	1,040	148	-	3 66	.002 3-10	1,147	825	223	2,195	2,017	178	
Madison.....	16	34 00	7 61	400	4,200	1,989	-	5 68	.002 4-10	5,681	1,911	204	7,796	5,897	1,899	
Mercer.....	-	14 00	6 00	36	600	206	-	2 22	.003 7-10	594	371	-	965	981	-	16
Moscow.....	- 1	30 67	5 64	38	375	73	-	2 82	.003 6-10	456	345	36	837	750	87	
New Portland.....	-	-	6 40	80	750	20	-	3 26	.002 6-10	307	695	30	1,632	1,550	82	
Norridgewock.....	- 6	-	6 05	150	1,950	754	-	4 74	.003 3-10	2,371	1,077	47	3,495	2,890	605	
Palmyra.....	-	-	6 06	75	1,100	368	-	4 31	.002 5-10	1,189	693	103	1,985	1,976	9	
Pittsfield.....	- 12	54 50	9 60	200	3,500	1,187	-	4 23	.002 6-10	3,500	2,051	-	5,551	5,764	-	213
Ripley.....	-	28 50	5 79	37	382	23	-	2 71	.002 9-10	417	364	32	813	851	-	38
Skowhegan.....	-	-	8 53	1,000	5,883	1,745	-	4 11	.001 7-10	5,889	3,795	-	9,684	9,334	350	
Smithfield.....	- 6	25 33	5 66	30	500	141	-	3 60	.003 5-10	557	364	-	921	921	42	
Solon.....	-	28 00	6 37	93	1,100	303	-	4 00	.003	1,262	799	55	2,116	2,006	110	
St. Albans.....	-	25 33	6 50	99	1,100	270	-	3 95	.002 7-10	1,390	855	61	2,306	2,243	63	
Starks.....	- 7	30 00	5 41	43	650	141	-	3 59	.003 1-10	696	462	-	1,158	1,136	22	

PLANTATIONS.

Bigelow.....	-	-	6 50	2	80	34	-	3 48	.002 2-10	100	53	-	153	128	25	
Brighton.....	3	20 00	4 50	27	350	56	-	2 41	.005 8-10	386	390	15	791	836	-	45
Caratunk.....	-	40 00	8 00	27	350	176	-	3 98	.004 3-10	468	314	13	795	568	227	
Dead River....	-	24 00	6 00	9	125	52	-	4 81	.003 8-10	179	66	72	317	270	47	
Dennistown....	2	-	5 50	6	80	3	-	2 00	.001 8-10	86	99	7	192	205	-	13
Flagstaff.....	4	50 00	7 25	12	150	58	-	3 60	.003 7-10	190	111	112	413	409	4	
Highland.....	1	-	7 50	4	61	7	-	2 18	.002 8-10	64	56	38	158	158	-	
Jackman.....	4	40 00	7 50	-	300	18	-	3 33	.003 4-10	201	117	54	372	564	-	192
Lexington.....	1	-	6 25	16	200	15	-	2 90	.003 6-10	212	236	12	460	439	21	
Mayfield.....	-	20 00	4 58	6	125	54	-	4 31	.002 7-10	125	88	-	213	194	19	
Moose River...	5	-	8 00	19	200	9	-	2 74	.002 9-10	356	196	4	556	530	26	
Pleasant Ridge..	-	29 00	5 75	8	150	59	-	5 36	.005 6-10	152	126	8	286	283	3	
The Forks.....	6	24 00	7 25	25	225	99	-	4 24	.004 1-10	388	204	10	602	433	169	
West Forks.....	3	40 00	8 50	40	150	22	-	4 26	.003 4-10	381	170	120	671	360	311	
Total.....	116	\$31 56	\$6 43	\$3,553	\$37,232	\$9,435	\$1	\$3 88	.002 7-10	\$41,862	\$25,795	\$1,620	\$69,277	\$64,318	\$5,545	\$586

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
							Excess above amount required by law.	Less than the amount required by law.									
Belfast.....	25	\$53 13	\$8 51	\$1,000	\$7,500	\$4,008	-	\$6 30	.002 6-10	\$7,500	\$3,325	\$105	\$10,930	\$10,210	\$720		
Belmont.....	2	-	5 50	15	416	134	-	4 66	.004 1-10	450	207	-	657	662	-	\$5	
Brooks.....	2	38 00	6 50	45	584	49	-	2 96	.002 2-10	686	486	-	1,172	1,066	106		
Burnham.....	2	-	6 29	50	684	71	-	2 77	.003 1-10	683	669	-	1,352	1,389	-	37	
Frankport.....	2	-	7 81	75	1,000	31	-	2 49	.004 1-10	1,054	1,008	-	2,062	1,868	194		
Freedom.....	3	34 00	6 00	30	600	217	-	4 96	.003 6-10	600	337	897	1,834	1,746	88		
Islesboro.....	2	42 00	7 63	60	775	37	-	2 40	.001 6-10	886	852	-	1,738	1,719	19		
Jackson.....	1	26 00	5 50	39	500	149	-	4 07	.003 5-10	408	249	-	657	753	-	96	
Knox.....	1	26 00	4 33	38	447	1	-	3 00	.002 2-10	383	374	-	757	768	-	11	
Liberty.....	1	21 00	5 61	60	590	-	-	2 71	.002 7-10	688	618	-	1,306	1,308	-	2	
Lincolnton.....	21	28 00	6 26	75	1,190	122	-	2 94	.003 4-10	-1,100	1,002	-	2,108	2,086	22		
Monroe.....	1	28 00	4 60	50	1,000	234	-	4 93	.003 4-10	897	586	-	1,483	1,458	25		
Montville.....	1	23 50	5 00	56	786	-	-	3 41	.002 4-10	797	613	20	1,430	1,411	19		
Morrill.....	2	42 50	5 80	23	336	-	-	2 80	.002 4-10	336	321	-	657	713	-	56	
Northport.....	1	-	6 33	31	700	264	-	6 14	.002 4-10	713	362	-	1,075	997	78		
Palermo.....	1	28 71	5 45	61	757	151	-	3 36	.004 1-10	809	624	22	1,455	1,377	78		
Prospect.....	3	35 00	6 83	63	518	-	-	2 68	.003	699	517	70	1,286	1,272	14		
Searsboro.....	2	27 50	6 00	66	949	190	-	3 19	.002 8-10	1,314	749	283	2,346	1,983	363		
Searsport.....	2	-	7 43	150	1,400	321	-	4 09	.002 1-10	1,727	824	-	2,551	2,297	254		
Stockton Springs.....	1	34 00	6 00	87	800	102	-	3 60	.003 1-10	880	576	-	1,456	1,278	178		
Swanville.....	2	35 00	6 00	40	550	148	-	3 55	.003 6-10	716	446	-	1,162	1,003	159		
Thorndike.....	6	26 00	4 00	45	430	32	-	2 76	.001 8-10	443	425	10	878	730	148		
Troy.....	2	32 00	5 52	70	613	-	-	3 24	.002 3-10	637	597	49	1,283	1,248	35		
Unity.....	2	28 00	5 82	77	1,000	298	-	4 35	.002 7-10	1,213	597	-	1,810	1,628	182		
Waldo.....	6	26 00	5 50	25	475	101	-	3 52	.003 1-10	524	385	-	909	824	85		
Winterport.....	12	32 00	7 00	60	1,800	502	-	3 84	.003 2-10	1,724	1,250	-	2,974	3,009	-	35	
Total.....	194	\$31 73	\$6 05	\$2,391	\$26,310	\$7,162	-	\$3 92	.002 7-10	\$27,867	\$18,005	\$1,456	\$47,328	\$44,803	\$2,767	\$242	

WASHINGTON 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 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.	w.	d.										
Addison.....	316	209	181	190	168	.55	225	8	3	8	3	265	12	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1							
Alexander.....	122	56	46	72	52	.40	79	10	10	10	10	98	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1					
Baileyville.....	73	60	42	59	47	.65	67	10	10	10	10	120	6	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
Baring.....	85	60	52	61	50	.61	71	10	10	10	10	64	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Beddington.....	20	7	7	7	7	.35	17	10	10	10	10	23	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Brookton.....	100	70	50	65	52	.51	83	10	10	10	10	90	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Calais.....	2,699	1,328	1,196	1,394	1,236	.45	1,667	13	13	13	936	12	9	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
Centerville.....	33	17	15	16	11	.40	19	8	8	8	18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Charlotte.....	82	50	44	51	40	.51	58	8	8	8	110	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Cherryfield.....	618	469	424	451	410	.67	507	11	11	11	379	10	9	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	
Columbia.....	164	105	89	105	90	.55	112	11	11	11	115	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			
Columbia Falls.....	216	134	112	104	87	.46	162	10	10	10	100	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Cooper.....	75	51	43	47	36	.53	59	10	10	10	60	4	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Crawford.....	40	25	21	27	19	.50	31	10	10	10	42	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Cutler.....	187	123	90	121	112	.54	149	10	10	10	137	6	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
Danforth.....	393	254	214	255	213	.54	255	11	11	11	217	7	7	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6		
Deblois.....	20	17	15	16	15	.75	17	10	10	10	20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Dennysville.....	185	93	75	115	95	.46	131	11	11	11	80	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
East Machias.....	476	297	248	287	248	.52	364	11	11	11	318	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	
Eastport.....	1,793	924	755	895	755	.42	1,043	13	13	13	457	7	7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
Edmunds.....	201	135	96	117	76	.43	141	10	10	10	122	5	5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Forest City.....	45	35	27	36	26	.58	39	10	10	10	32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Harrington.....	340	216	200	225	210	.60	245	10	10	10	225	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8

Jonesboro	216	153	125	138	116	.86	184	9	10	1	147	6	5	3	-	-	3,500	-	1	5	5	1
Jonesport	346	511	467	468	397	.51	601	10	10	1	450	12	11	6	-	-	9,600	-	1	14	15	7
Lubec	1,163	600	490	615	525	.44	695	10	12	1	480	11	11	10	-	-	15,000	2	3	15	16	16
Machias	596	443	412	446	401	.68	457	10	12	1	391	9	9	4	-	-	15,000	1	1	13	13	3
Machiasport	392	235	173	244	189	.46	296	8	2	9	263	8	7	5	-	-	5,000	2	2	7	8	3
Marion	29	21	17	19	14	.53	21	12	15	1	27	1	1	1	-	-	500	-	-	1	1	1
Marshfield	81	41	35	43	37	.44	45	12	9	1	60	2	-	1	-	-	500	-	-	2	2	1
Meddybemps	47	33	29	33	27	.51	33	9	8	3	26	1	1	1	-	-	3,065	-	-	1	1	1
Milbridge	594	379	312	357	321	.53	400	8	9	1	384	11	9	4	-	-	7,500	3	4	11	10	1
Northfield	30	24	21	20	17	.63	26	10	8	3	27	2	1	-	-	-	250	-	1	1	1	1
Pembroke	537	360	294	332	277	.53	403	11	11	1	407	12	10	6	-	-	15,400	-	4	12	11	1
Perry	336	177	136	182	145	.42	248	8	8	2	223	9	7	7	1	455	3,000	1	-	8	9	2
Princeton	359	201	166	211	159	.45	249	11	11	3	232	6	6	4	-	-	9,000	1	1	6	6	2
Robbinston	276	145	121	177	149	.50	196	8	11	1	172	6	5	2	2	950	2,550	1	1	3	5	3
Roque Bluffs	41	22	18	23	20	.42	23	10	11	1	42	2	2	1	-	-	700	-	-	2	2	1
Steuken	265	193	159	185	160	.60	235	10	10	1	220	11	9	4	-	-	3,750	2	4	9	8	3
Talmadge	34	21	16	18	12	.41	21	12	11	1	23	1	1	-	-	-	300	1	1	1	1	1
Topsfield	105	65	57	71	65	.58	79	8	16	1	92	3	3	3	-	-	1,200	-	-	4	4	4
Trescott	163	99	78	87	59	.42	109	10	12	1	110	5	4	2	-	-	2,600	-	-	5	5	4
Vanceboro	191	116	102	115	83	.48	140	12	13	1	114	2	2	-	-	-	1,000	-	-	3	3	1
Waite	36	31	28	26	23	.71	33	10	8	1	47	2	2	1	-	-	500	-	1	2	1	1
Wesley	76	58	51	58	48	.65	59	10	9	3	78	4	4	2	-	-	525	-	-	4	4	4
Whiting	171	109	95	106	84	.52	118	11	3	12	120	5	5	4	-	-	1,250	1	-	4	5	1
Whitneyville	126	77	64	69	61	.50	102	10	10	3	61	1	1	1	-	-	1,000	-	-	2	2	2
PLANTATIONS.																						
Codyville	25	21	17	20	16	.66	22	10	12	1	22	1	-	-	-	-	150	-	-	1	1	2
Grand Lake Stream	80	51	38	49	37	.47	55	11	10	1	52	2	1	1	-	-	600	1	-	1	1	2
No. 14	27	23	21	24	19	.74	26	10	10	4	26	2	1	-	-	-	500	1	2	1	-	-
No. 21	34	23	19	16	13	.83	28	10	8	1	40	1	1	-	-	-	500	1	1	-	-	2
Total	15,159	8,974	7,609	8,868	7,529	.50	10,510	10	10	4	8,394	254	216	148	7	\$3,057	\$241,565	45	60	280	287	100

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Addison.....	8	\$30 00	\$5 99	\$100	\$1,029	\$182	-	\$3 25	.005 1-10	\$1,158	\$884	82	\$2,044	\$1,287	\$157	
Alexander.....	2	41 00	5 00	30	266	-	-	2 18	.004 4-10	384	294	100	778	700	78	
Baileyville.....	3	-	4 56	35	350	178	-	4 20	.004 6-10	435	194	-	629	606	23	
Baring.....	1	50 00	6 00	20	220	35	-	2 59	.003	229	226	73	528	490	38	
Beddington.....	-	-	7 00	16	70	1	-	3 50	.001 8-10	193	77	71	341	254	87	
Brookton.....	1	-	7 01	15	300	72	-	3 00	.005	434	321	102	857	717	140	
Calais.....	37	111 11	6 33	300	6,140	16	-	2 27	.002 1-10	6,440	7,306	-	13,746	13,353	393	
Centerville.....	1	-	9 00	13	92	19	-	2 79	.001 8-10	110	77	55	242	189	53	
Charlotte.....	4	-	4 70	23	305	53	-	3 72	.003 7-10	342	213	48	608	564	44	
Cherryfield.....	5	24 00	7 20	150	1,500	13	-	2 43	.002 8-10	1,751	1,651	28	3,430	3,062	368	
Columbia.....	5	32 00	8 50	30	470	57	-	2 87	.005	549	437	60	1,046	1,069	-	\$23
Columbia Falls.....	2	43 18	9 00	50	456	1	-	2 11	.003 6-10	517	504	31	1,052	993	59	
Cooper.....	2	30 00	5 38	18	170	4	-	2 29	.003 8-10	229	202	129	560	509	51	
Crawford.....	2	25 62	-	10	112	22	-	2 80	.004 2-10	112	117	64	293	272	21	
Cutler.....	4	32 00	6 00	35	530	78	-	2 33	.006 4-10	542	459	56	1,057	1,008	49	
Danforth.....	-	32 00	7 00	85	975	101	-	2 47	.003 9-10	1,139	1,032	9	2,180	1,989	191	
Deblois.....	-	-	6 75	8	65	7	-	2 25	.002 9-10	78	61	27	166	146	20	
Dennysville.....	3	53 00	9 00	35	362	-	-	1 95	.002 4-10	446	488	75	1,009	1,015	-	6
East Machias.....	12	36 00	6 95	97	1,310	93	-	2 75	.003 1-10	1,310	1,282	56	2,648	2,536	112	
Eastport.....	32	84 21	7 97	200	4,500	251	-	2 51	.002 1-10	4,500	4,604	6	9,110	9,493	-	383
Edmunds.....	4	30 70	7 06	35	394	-	-	1 96	.005 1-10	459	536	120	1,115	1,075	40	
Forest City.....	-	42 00	9 00	10	250	129	-	5 55	.014	952	164	-	1,116	372	744	
Harrington.....	10	47 50	6 75	60	1,000	62	-	3 00	.004 1-10	1,048	870	-	1,918	1,784	134	

Jonesboro	-	26 00	7 10	20	500	14	-	2 31	.004 2-10	500	608	24	1,132	1,104	28		
Jonesport	25	50 00	7 18	200	1,702	3	-	2 01	.003 8-10	2,133	2,192	75	4,400	3,877	523		
Lubec	16	45 00	8 00	75	2,404	-	-	2 08	.002 7-10	2,669	2,635	75	5,379	5,140	239		
Machias	13	-	7 45	100	1,800	134	-	3 02	.002 1-10	1,800	1,651	184	3,635	3,578	57		
Machiasport	11	43 00	6 80	75	1,200	226	-	3 06	.005 6-10	1,200	1,339	-	2,439	2,239	200		
Marion	1	-	7 00	8	100	24	-	3 45	.003 4-10	183	79	13	275	235	40		
Marshfield	2	-	7 00	13	240	58	-	3 00	.004 2-10	248	207	-	455	450	5		
Meddybemps	1	-	9 38	7	125	2	-	2 66	.004 7-10	125	141	-	266	263	3		
Milbridge	2	50 66	6 00	100	1,600	63	-	2 72	.003 2-10	1,384	1,502	-	2,886	2,763	123		
Northfield	-	35 00	4 07	12	175	74	-	5 83	.005 3-10	196	101	41	338	338	-		
Pembroke	12	29 00	6 42	75	1,322	-	-	2 46	.003 9-10	1,517	1,404	-	2,921	2,855	66		
Perry	8	28 00	7 00	52	760	4	-	2 26	.004 3-10	977	870	71	1,918	1,806	112		
Princeton	7	45 00	6 90	75	900	25	-	2 51	.003 7-10	905	940	86	1,931	1,873	58		
Robbinston	3	32 50	7 50	60	700	25	-	2 54	.004 4-10	835	706	101	1,642	1,423	219		
Roque Bluffs	1	-	6 13	5	150	16	-	3 66	.005 3-10	161	111	-	272	261	11		
Steuben	-	26 00	6 00	50	786	65	-	2 96	.004 4-10	838	754	12	1,604	1,476	128		
Talmadge	2	30 00	7 00	10	100	26	-	3 00	.001 7-10	174	95	40	309	191	118		
Topsfield	6	-	7 00	42	300	74	-	2 86	.003 9-10	341	292	120	753	643	110		
Trescott	1	-	6 55	20	372	2	-	2 28	.006 6-10	385	438	-	823	751	72		
Vanceboro	3	-	9 33	50	444	4	-	2 32	.002 5-10	1,672	568	82	2,322	1,318	1,004		
Waite	2	30 00	5 75	11	100	-	-\$8	2 78	.003 1-10	135	119	106	360	309	51		
Wesley	3	-	5 88	17	200	42	-	2 63	.005 5-10	265	183	78	526	477	49		
Whiting	4	25 00	6 50	30	320	1	-	1 87	.003 6-10	450	438	69	957	849	108		
Whitneyville	4	-	9 37	20	320	-	10	2 54	.005 1-10	414	342	-	756	664	92		
PLANTATIONS.																	
Codyville	1	-	5 00	10	60	6	-	2 40	.001 7-10	119	84	-	203	150	53		
Grand Lake Stream	-	40 00	6 62	13	200	23	-	2 50	.003 4-10	489	207	68	764	444	320		
No. 14	-	27 33	5 50	12	65	3	-	2 41	.002 3-10	158	76	117	351	322	29		
No. 21	1	38 00	-	7	100	31	-	2 94	.004 5-10	100	155	-	255	262	-		
Total		268	\$39 73	\$6 87	\$2,544	\$37,911	\$2,325	\$18	\$2 50	.002 7-10	\$43,730	\$40,141	\$2,474	\$86,345	\$80,144	\$6,620	\$419

Shapleigh	264	163	141	143	120	.50	188	8	8		168	7	6	5	-	-	5,000	1	5	6	5	1	
South Berwick.....	918	518	425	513	440	.47	627	10	3	10	2	520	14	14	-	-	20,000	-	-	17	17		
Waterboro.....	248	137	110	134	108	.44	164	10		9	3	241	13	10	3	-	6,500	-	-	10	9	4	
Wells	592	368	311	378	319	.53	438	10		10		450	17	16	12	2	4,500	13,000	-	1	16	16	
York	713	400	326	356	301	.44	457	11	1	12		456	14	13	8	1	25,000	36,000	3	2	13	15	3
Total	19,771	7,596	7,378	8,547	7,352	.37	10,063	10	1	10	2	10,458	297	244	136	4	54,500	\$513,550	38	48	321	326	69

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Acton	2	\$24 00	\$6 73	\$50	\$750	\$128	-	\$3 64	.002 7-10	\$812	\$554	\$30	\$1,396	\$1,286	\$110	
Alfred	2	28 00	8 50	60	1,200	450	-	4 45	.003 2-10	1,278	778	-	2,056	1,949	107	
Berwick	12	60 00	7 00	150	3,000	1,176	-	4 50	.003 1-10	4,133	1,730	-	5,863	4,416	1,447	
Biddeford	44	100 00	10 65	1,600	12,350	796	-	2 12	.001 5-10	12,350	15,185	970	28,505	28,505	-	
Buxton	14	-	6 11	103	1,700	230	-	4 04	.002 5-10	1,633	1,239	-	2,872	2,713	159	
Cornish	5	24 00	7 44	75	1,000	213	-	3 77	.002 5-10	1,016	714	52	1,782	1,863	-	\$81
Dayton	-	30 00	6 50	25	400	22	-	3 42	.001 7-10	647	289	-	936	905	31	
Eliot	7	36 00	8 65	125	2,000	834	-	5 21	.004 3-10	2,123	1,035	-	3,158	3,006	152	
Hollis	-	22 00	5 47	91	1,050	31	-	3 46	.002 6-10	1,147	794	20	1,961	1,999	-	38
Kennebunk	15	36 00	7 69	250	4,000	1,418	-	4 76	.002	5,290	2,133	-	7,426	6,294	1,132	
Kennebunkport	-	34 50	7 41	160	3,000	1,302	-	5 30	.002 3-10	3,000	1,446	4	4,450	4,346	104	
Kittery	14	50 00	8 46	179	2,900	602	-	4 36	.004 2-10	3,072	1,770	-	4,842	4,863	-	21
Lebanon	-	32 00	7 15	110	1,800	732	-	5 64	.004 7-10	2,080	953	-	3,033	2,629	404	
Limerick	2	-	6 06	75	1,000	221	-	4 71	.002 3-10	1,042	578	30	1,650	1,634	16	
Limington	14	25 60	5 76	80	875	74	-	3 38	.002 7-10	959	679	-	1,638	1,492	146	
Lyman	14	26 00	6 50	50	1,350	800	-	6 34	.003 9-10	1,275	666	-	1,941	1,911	30	
Newfield	-	45 00	6 00	35	541	-	-	4 20	.002 3-10	575	415	4	994	970	24	
North Berwick	14	60 00	6 50	175	2,000	602	-	4 33	.002 6-10	2,075	1,233	24	3,352	3,332	20	
Old Orchard	4	40 00	9 00	35	900	129	-	4 61	.000 9-10	900	515	-	1,415	1,495	-	80
Parsonfield	6	26 00	6 50	81	1,200	295	-	5 45	.002 6-10	1,356	706	43	2,105	2,066	39	
Saco	29	72 00	9 00	626	11,000	6,102	-	4 73	.002 8-10	11,000	5,990	17	17,007	15,499	1,508	
Sanford	25	54 00	9 08	1,000	5,000	138	-	2 28	.002	9,511	5,575	25	15,111	12,240	2,871	

PUBLIC SCHOOLS.

Shapleigh	4	29 43	5 90	50	678	-	-	2 57	.002 7-10	701	693	90	1,484	1,487	-	3
South Berwick	-	-	9 00	250	3,200	650	-	3 48	.002 6-10	4,584	2,630	18	7,232	4,702	2,530	
Waterboro	2	-	6 50	75	1,355	415	-	5 46	.003 7-10	1,381	714	30	2,125	2,075	50	
Wells	16	34 00	7 50	290	2,200	594	-	3 72	.002 6-10	2,200	1,552	-	3,752	3,691	61	
York	16	41 50	8 42	250	4,000	1,866	-	5 61	.002 2-10	4,011	1,892	-	5,903	5,284	619	
Total	253	\$40 43	\$7 39	\$6,050	\$70,449	\$19,820	-	\$3 56	.002 3-70	\$80,151	\$52,481	\$1,357	\$133,989	\$122,652	\$11,560	\$223

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 1901.	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, 1901, to April 1, 1902.	Amount available from State treasury from April 1, 1901, to April 1, 1902.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1901, to April 1, 1902.	Balance unexpended April 1, 1902.	Balance over-expended April 1, 1902.
						Excess above amount required by law.	Less than the amount required by law.									
Androscoggin	223	\$44 63	\$7 11	\$4,438	\$61,850	\$12,457	-	\$3 55	.002 2-10	\$65,664	\$45,741	\$1,780	\$113,185	\$102,104	\$11,412	\$331
Aroostook	321	30 34	6 45	4,282	48,522	5,536	-	2 06	.003 5-10	61,731	63,104	5,758	130,593	114,255	17,532	1,194
Cumberland	384	43 92	7 45	6,638	120,685	39,935	-	3 97	.001 7-10	128,628	79,574	4,922	213,130	205,827	7,393	150
Franklin	106	36 86	6 52	1,461	17,014	2,670	-	3 29	.001 9-10	19,913	14,059	2,083	36,055	32,726	3,388	119
Hancock	192	36 90	7 21	5,067	41,346	11,704	4	3 57	.002 7-10	46,210	31,470	1,242	77,922	69,740	8,251	69
Kennebec	253	36 14	6 87	4,703	65,117	19,367	-	4 05	.002 1-10	71,646	41,379	1,461	114,486	113,529	11,082	10,125
Knox	191	36 72	7 42	3,113	34,318	10,043	-	3 25	.002 4-10	40,287	23,040	682	64,009	57,871	6,318	180
Lincoln	150	32 24	7 00	2,162	20,989	5,303	1	3 70	.002 9-10	23,364	15,199	132	35,715	35,557	3,160	2
Oxford	208	30 14	6 17	3,417	36,978	11,474	10	3 90	.002 7-10	43,320	23,704	2,553	69,577	62,659	7,373	455
Penobscot	494	38 58	6 49	5,985	84,806	24,657	405	3 69	.002 5-10	91,425	60,404	4,774	156,603	147,531	8,796	724
Piscataquis	133	31 12	6 33	1,373	16,920	4,229	38	3 41	.001 6-10	21,566	12,965	1,448	35,979	32,087	4,200	308
Sagadahoc	113	35 83	7 25	2,361	31,048	14,819	6	5 32	.002 9-10	32,443	15,400	4,274	52,117	51,312	1,115	310
Somerset	116	31 56	6 43	3,553	37,232	9,435	1	3 88	.002 7-10	41,862	25,795	1,620	69,277	64,318	5,545	586
Waldo	194	31 73	6 05	2,391	26,310	7,162	-	3 92	.002 4-10	27,867	18,005	1,456	47,328	44,803	2,767	249
Washington	268	39 73	6 87	2,544	37,911	2,325	18	2 50	.002 4-10	43,730	40,141	2,474	86,345	80,144	6,620	419
York	253	40 43	7 39	6,050	70,449	19,820	-	3 56	.002 3-10	80,151	52,481	1,357	133,989	122,652	11,560	223
Total	3,599	\$36 05	\$6 81	\$59,538	\$751,495	\$209,936	\$1,255	\$3 52	.002 2-10	\$838,807	\$562,461	\$38,042	\$1,439,310	\$1,338,235	\$116,512	15,437

APPENDIX.

SPECIAL PUBLIC SCHOOL STATISTICS.

COUNTIES.	Number of towns making returns.	Number of different schools in county.	Number graded schools.	Number ungraded schools.	Number schools located in farming communities.	Number different pupils registered in rural schools for year ending April 1, 1902.	No. schools located in village.	Number different pupils registered in village schools for year ending April 1, 1902.	Number schools located in city.	Number different pupils registered in city schools for year ending April 1, 1902.	Number of rural schools using course of study.	Number village schools not using course of study.	Number schools having libraries.	Number volumes in these libraries.
Androscoggin	14	218	122	96	120	2,347	40	1,994	58	4,090	49	7	29	2,303
Aroostook	71	498	70	428	424	12,479	74	3,717	-	-	67	15	27	927
Cumberland	26	327	135	192	196	4,217	53	2,900	78	10,500	95	9	52	7,958
Franklin	24	150	44	106	100	1,762	50	2,005	-	-	10	9	12	560
Hancock	38	285	93	192	202	4,605	67	2,744	16	732	69	6	36	1,376
Kennebec	30	286	112	174	172	3,500	47	1,962	67	3,624	29	21	45	3,261
Knox	18	194	82	112	100	1,892	61	2,611	33	1,511	22	15	12	715
Lincoln	18	153	34	119	117	2,378	36	1,387	-	-	14	1	13	1,195
Oxford	37	277	70	207	204	3,434	73	3,047	-	-	52	27	54	1,291
Penobscot	64	504	202	302	295	5,449	175	7,906	34	1,668	86	39	42	2,204
Piscataquis	24	129	41	88	89	1,516	40	1,893	-	-	14	8	10	764
Sagadahoc	11	88	26	62	55	1,112	20	818	13	2,010	19	6	26	1,247
Somerset	39	268	79	189	179	3,092	69	3,344	-	-	20	11	17	1,017
Waldo	26	201	37	164	161	3,246	27	1,036	13	501	10	16	4	87
Washington	51	304	112	192	180	3,985	95	4,222	29	2,238	47	35	26	1,911
York	27	328	123	205	179	3,314	105	4,215	44	2,534	68	20	21	835
Total	518	4,210	1,382	2,828	2,773	58,328	1,052	45,801	385	29,408	694	245	419	27,661

SPECIAL PUBLIC SCHOOL STATISTICS—Concluded.

COUNTIES.	Value of all schoolroom and schoolyard improvements not paid for by town.	Number different teachers employed.	Number continued in same school for the year.	Number having had previous experience.	Number not having had previous experience.	Per cent. of experienced teachers to whole number.	Number who failed to return register.	Number schools not visited by superintendent twice each term.	Amount expended for teachers' wages and board and janitors' services school year 1901-2.	Amount expended for fuel.	Amount expended for new buildings, repairs and insurance school year 1901-1902.	Amount expended for text-books.	Amount expended for transportation of scholars.	Amount expended for board and tuition.
Androscoggin	\$534	349	179	255	94	.73	-	13	\$90,668	\$7,368	\$49,514	\$5,098	\$3,450	\$618
Aroostook.....	302	697	277	523	169	.76	1	61	102,204	7,431	25,169	9,936	3,886	784
Cumberland	472	682	399	570	112	.83	2	43	185,731	13,314	73,912	11,605	6,229	613
Franklin.....	206	242	63	205	37	.84	-	6	28,579	1,610	4,559	2,341	2,046	551
Hancock	842	443	130	399	44	.90	-	27	62,801	4,659	15,236	5,533	1,372	908
Kennebec	130	465	178	413	52	.89	-	17	95,673	9,137	14,576	5,833	8,133	586
Knox	482	294	111	244	50	.83	-	7	50,608	5,207	12,289	4,925	1,919	137
Lincoln	163	241	64	206	35	.86	-	15	30,943	2,075	8,271	1,555	2,318	221
Oxford	650	429	129	343	86	.80	-	30	53,019	3,540	8,318	4,704	5,269	831
Penobscot.....	664	739	305	624	115	.84	2	35	129,144	11,075	52,838	9,963	7,961	351
Piscataquis	241	206	56	169	37	.82	-	2	27,603	1,832	4,569	2,009	2,456	195
Sagadahoc	58	165	77	126	39	.77	-	4	43,968	6,073	4,099	4,340	1,209	62
Somerset.....	184	426	113	348	78	.82	1	26	52,357	4,106	7,204	4,325	6,898	957
Waldo.....	202	352	53	293	59	.83	-	10	37,523	2,573	3,703	3,389	4,355	352
Washington.....	285	462	171	386	76	.84	1	15	73,053	5,534	10,264	5,614	1,123	434
York	282	442	259	392	50	.89	-	22	108,703	9,955	13,296	7,405	3,605	389
Total	\$5,709	6,634	2,564	5,501	1,133	.83	7	333	\$1,172,577	\$95,490	\$307,817	\$88,915	\$62,179	\$7,989

APPENDIX.

COMPARATIVE STATEMENT—I.

Items.	1902.	1901.	Increase.	Decrease.
Whole number of scholars between four and twenty-one.....	213,526	211,864	1,662	
Number registered in spring terms...	116,779	114,751	2,048	
Average attendance in spring terms..	98,752	96,426	2,326	
Number registered in fall and winter terms ..	115,012	114,882	130	
Average attendance in fall and winter terms	99,083	97,649	1,434	
Per cent of average attendance of whole number .....	.46	.46		
Whole number of different scholars registered during the year.	133,537	132,862	675	
Number of schoolhouses in State.....	3,964	4,018		54
Number reported in good condition ..	3,149	3,153		4
Number having flags..	2,035	1,956		79
Number of schoolhouses built during the year.....	60	66		6
Cost of same.....	\$172,425	\$103,458	\$68,967	
Estimated value of school property in State	\$4,728,743	\$4,538,018	\$190,725	
Number of male teachers employed in spring terms.....	459	476		17
Number of male teachers employed in winter terms	705	790		85
Number of female teachers employed in spring terms..	4,255	4,194	61	
Number of female teachers employed in winter terms.....	4,191	4,212		21
Number of teachers graduates of normal schools.....	1,481	1,408		73
Average wages of male teachers per month	\$36 05	\$35 66	.39	
Average wages of female teachers per week	6 81	6 72	.09	
Amount of school money raised by towns.....	751,485	769,788		\$18,293
Excess above amount required by law	209,936	256,884		46,948
Average amount per scholar	3 52	3 64		0.12
Average per cent. of valuation assessed by towns for common schools	.002 2-10	.002 3-10		.000 1-10
Amount available from town treasuries for school year.....	838,807	840,722		1,915
Amount available from State treasury	562,461	534,568	27,893	
Amount derived from local funds.....	38,042	34,743	3,294	
Total school resources, school fund proper	1,439,310	1,410,038	29,272	
* Amount expended for common schools, meaning amount allowed to be taken from school fund proper ..	1,338,235	1,311,380	26,855	
Total amount expended for common schools	1,794,505	1,727,175	67,330	
Net balance of school fund proper unexpended	191,075	98,658	2,417	
Amount paid by towns for school superintendence.....	59,538	56,880	2,658	

*By "school fund proper" is meant the amount raised by towns for common schools, plus the amount of State school fund and amounts received from local funds. From this "school fund proper" only the following expenses can be paid, viz.: wages and board of teachers, fuel, janitors' services, conveyance of scholars and tuition and board of scholars. Money for all other school expenses must be raised separately.

COMPARATIVE STATEMENT—II.

Items.	1902.	1892.
Whole number of scholars between four and twenty-one.....	213,526	210,472
Number registered in spring terms.....	116,779	112,676
Average attendance in spring terms.....	98,752	91,779
Number registered in fall and winter terms.....	115,012	114,717
Average attendance in fall and winter terms.....	99,083	88,603
Per cent. of average attendance of whole number.....	.46	.47
Whole number of different scholars registered for the year....	133,537	136,634
Number of schoolhouses in State.....	3,964	4,378
Number reported in good condition.....	3,149	3,242
Number supplied with flags.....	2,035	
Number built during the year.....	60	58
Cost of same.....	\$172,425	\$62,302
Estimated value of all school property.....	\$4,728,743	\$3,803,970
Number of male teachers employed in spring term.....	459	283
Number of male teachers employed in fall and winter terms..	705	1,274
Number of female teachers employed in spring terms.....	4,255	4,636
Number of female teachers employed in fall and winter terms	4,191	4,532
Number of teachers graduates of normal schools.....	1,481	756
Wages of male teachers per month.....	\$36 05	\$35 75
Wages of female teachers per week.....	6 81	4 58
Amount of school fund proper raised by towns.....	751,495	730,476
Excess above amount required by law.....	209,936	216,815
Average amount per scholar.....	3 52	3 47
Average percentage of valuation.....	.002 2-10	
Amount of common school fund received from State.....	562,461	471,955
Amount of common school fund received from local funds....	38,042	49,009
Amount paid for superintendence.....	59,538	42,479

FREE HIGH SCHOOL STATISTICS.
Returns for the Year Ending July 1, 1902.

TOWNS.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	Whole number of weeks.	Number of scholars registered.	Average attendance.	Number pursuing academic studies exclusively.	Average number pursuing academic studies exclusively.	No. resident pupils pursuing academic studies exclusively.	Average No. resident pupils pursuing academic studies exclusively.	No. non-resident pupils pursuing academic studies exclusively.	Average No. non-resident pupils pursuing academic studies exclusively.	Number pursuing common school studies.	Average number pursuing common school studies.	Number pursuing English academic course.	Average number pursuing English academic course.	Number in college preparatory course.	Average number in college preparatory course.
Addison.....	\$484 95	\$150 00	\$150 00	37	30	17	10	10	10	10	1	1	8	8	10	10		
Alfred.....	556 00	250 00	250 00	33	29	20	5	5	5	-	-	-	18	16	17	14		
Andover.....	330 00	400 00	165 00	32	73	74	63	56	61	54	2	2	10	7	63	61		
Anson (two schools).....	892 00	625 00	250 00	63	53	81	83	83	74	62	29	26	-	-	58	50	33	30
*Alna.....	100 00	100 00	50 00	10	20	18												
Ashland.....	522 00	250 00	250 00	32	38	25	26	17	26	17	-	-	12	8	26	17		
Atkinson.....	250 00	125 00	125 00	20	40	29	28	20	23	20	-	-	12	9	28	20		
Auburn.....	6,947 75	8,500 00	250 00	36	351	315	346	306	281	262	25	21	-	-	85	73	137	123
Augusta.....	4,800 00	6,000 00	250 00	38	151	147	151	151	138	133	13	13	-	-	58	55	17	17
Bangor.....	10,621 55	10,500 00	250 00	36	358	340	358	340	348	340	10	10	-	-	300	300	59	55
Baring.....	240 00	100 00	100 00	32	19	17	2	2	2	2	-	-	17	15				
Bath.....	4,925 00	5,176 25	250 00	38	209	189	209	202	202	202	9	9	-	-	111	111	32	32
Belfast.....	2,000 00	2,000 00	250 00	35	115	106	115	106	100	100	6	6	-	-	61	57	54	50
Berwick.....	1,260 00	1,000 00	250 00	36	58	54	58	54	55	51	3	3	-	-	43	39	15	15
Biddeford.....	4,000 00	4,750 00	250 00	36	150	142	150	142	147	139	3	3	-	-	69	69	12	12
Bingham.....	469 50	400 00	227 17	34	25	21	25	17	19	12	6	5	25	21	25	17		
*Blaine.....	150 00	100 00	75 00	10	35	25							35	25	35	25		
Bluehill.....	500 00	250 00	250 00	36	85	66	80	69	61	55	19	14	5	4	59	51	9	7
Boothbay.....	525 00	250 00	250 00	42	46	46	46	46	46	46	-	-	-	-	34	34	12	12
Boothbay Harbor.....	1,000 00	500 00	250 00	33	39	36	39	39	39	39	-	-	-	-	17	17	22	22
Bowdoinham.....	876 00	500 00	250 00	36	37	34	37	34	34	34	3	3	-	-	9	9	28	28
Bradford.....	49 50	49 50	22 00	10	13	11	13	11	13	11	-	-	12	9	13	11		
Brewer.....	1,800 00	1,800 00	250 00	36	88	84	88	84	78	76	10	9	-	-	11	10	77	75

Bridgton	1,742 00	1,500 00	250 00	36	74	65	74	65	64	61	8	8	-	-	35	30	11	9
Bridgewater	275 00	100 00	100 00	24	45	35	45	36	43	34	2	2	-	-	45	36	-	-
Brighton	100 00	50 00	50 00	10	20	18	9	9	9	9	-	-	11	11	-	-	-	-
Brooklin	195 00	125 00	97 50	15	24	17	2	2	2	2	-	-	22	15	-	-	-	-
Brooks	250 00	125 00	123 75	40	33	27	14	12	14	12	-	-	19	19	8	8	7	7
Brownville	500 00	250 00	250 00	30	25	19	15	13	15	13	-	-	-	-	-	-	-	-
Brunswick	3,410 00	3,200 00	250 00	36	63	87	93	93	90	90	3	3	-	-	27	27	30	30
Buckfield	450 00	450 00	225 00	30	39	31	13	11	13	11	-	-	20	18	13	11	30	30
Bucksport	817 50	750 00	250 00	36	30	28	26	26	26	26	-	-	4	4	13	13	9	9
Buxton	777 50	750 00	250 00	36	38	33	38	33	35	31	3	3	-	-	38	33	24	24
Calais	3,406 00	3,000 00	250 00	36	135	121	135	121	121	107	14	12	-	-	27	24	108	94
Cambridge	5 00	40 00	37 50	10	28	18	10	9	10	9	-	-	-	-	27	24	9	9
Camden	1,832 67	1,600 00	250 00	34	66	60	-	-	-	-	-	-	-	26	20	40	34	
Canaan	322 00	150 00	150 00	26	70	36	26	22	26	22	-	-	-	-	40	30	15	14
Canton	500 00	500 00	250 00	30	31	28	-	-	-	-	-	-	-	50	40	24	14	
Cape Elizabeth	346 00	200 00	173 00	34	16	15	-	-	-	-	-	-	-	15	13	-	-	
Caratunk	100 00	50 00	47 50	10	24	22	5	5	4	4	1	1	-	19	5	-	-	
Caribou	1,601 00	1,285 00	250 00	35	84	72	84	72	63	56	21	19	-	-	12	10	12	10
Castine	450 00	300 00	225 00	33	54	22	17	8	7	8	7	7	-	-	6	5	-	-
Cherryfield	1,306 00	900 00	250 00	36	87	80	87	80	57	7	30	-	-	-	44	40	43	40
Chester	230 00	100 00	100 00	20	33	20	7	7	7	7	-	-	-	-	19	15	-	-
Chesterville	229 00	127 00	114 50	10	43	36	-	-	-	-	-	-	-	38	32	-	-	
China (village precinct)	102 00	57 00	51 00	10	38	32	31	31	26	25	-	-	4	-	31	31	4	4
China, precinct 13, 14, 17	350 00	175 00	175 00	36	32	28	24	21	24	21	-	-	-	-	24	21	-	-
Clinton	400 00	250 00	250 00	32	37	28	6	6	4	4	2	2	-	31	28	6	6	
Columbia	150 00	100 00	75 00	10	21	16	-	-	-	-	-	-	-	-	-	-	-	-
Columbia Falls	260 00	130 00	130 00	19	52	22	-	-	-	-	-	-	52	46	52	46	-	-
Corinna	1,000 00	250 00	250 00	33	72	68	72	68	37	35	35	33	-	-	67	65	7	7
Corinth	1,000 00	500 00	250 00	33	61	42	46	42	27	24	19	18	-	-	40	37	4	4
Cornish	850 00	500 00	250 00	33	27	27	27	27	20	20	7	7	-	-	6	6	20	20
Cranberry Isles	275 00	130 00	130 00	20	35	33	-	-	-	-	-	-	-	35	2	-	-	
Cumberland	1,440 00	1,340 00	250 00	44	78	69	78	69	41	62	7	7	-	-	63	51	15	15
Danforth	831 00	300 00	250 00	32	55	50	55	48	78	45	7	6	-	55	54	18	17	
Deer Isle	582 50	300 00	250 00	30	40	35	40	40	35	35	-	-	-	-	38	35	37	35
Dennysville	382 00	158 45	158 45	28	38	31	11	11	8	8	3	3	-	17	17	40	40	
Dexter	1,561 68	1,300 00	250 00	33	73	70	73	73	67	67	6	6	-	-	40	40	7	7
Dixfield	500 00	250 00	250 00	34	25	17	15	11	13	10	2	1	-	10	8	-	6	
Dixmont	400 00	250 00	250 00	40	87	75	67	66	67	66	-	-	-	72	-	-	-	
Dover	950 00	700 00	250 00	31	41	37	41	37	39	35	-	-	-	-	41	37	-	-
East Livermore	1,690 00	500 00	250 00	35	55	52	32	32	27	27	2	2	-	-	20	20	16	15
East Machias	510 00	250 00	250 00	35	36	32	19	19	19	19	5	5	-	-	26	22	10	10
Easton	530 50	300 00	250 00	24	73	51	-	-	-	-	-	-	-	17	13	73	48	
Eastport	2,216 00	2,000 00	250 00	38	109	91	109	91	105	87	-	-	-	-	71	68	27	26
Eddington	300 00	300 00	148 50	30	38	26	-	-	-	-	4	4	-	-	38	26	-	-
Eden	3,066 00	2,580 00	250 00	34	46	46	46	40	44	40	2	2	-	-	32	31	14	14

Returns for the Year Ending July 1, 1902—Continued.

TOWNS.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	Whole number of weeks.	Number of scholars registered.	Average attendance.	Number pursuing academic studies exclusively.	Average number pursuing academic studies exclusively.	No. resident pupils pursuing academic studies exclusively.	Average No. resident pupils pursuing academic studies exclusively.	No. non-resident pupils pursuing academic studies exclusively.	Average No. non-resident pupils pursuing academic studies exclusively.	Number pursuing common school studies.	Average number pursuing common school studies.	Number pursuing English academic course.	Average number pursuing English academic course.	Number in college preparatory course.	Average number in college preparatory course.
Ellsworth	\$1,929 00	\$2,100 00	\$250 00	36	122	115	122	106	120	104	2	2	-	-	76	70	18	16
Etna	200 00	100 00	100 00	20	53	22	-	-	-	-	-	-	53	42	-	-	-	-
Eustis	408 50	280 00	200 00	29	24	22	-	-	-	-	-	-	24	22	-	-	-	-
Exeter	100 00	50 00	50 00	10	34	28	24	24	22	22	2	2	10	10	22	22	-	-
Fairfield	750 00	500 00	250 00	36	60	55	60	55	55	50	5	5	55	50	18	18	3	3
Farmingdale	272 00	200 00	200 00	37	11	10	11	10	11	10	-	-	-	4	4	4	4	-
Farmington	1,450 00	1,000 00	250 00	36	116	94	112	94	96	80	16	116	112	94	12	10	18	16
Fort Fairfield	1,350 00	1,200 00	250 00	36	107	96	107	96	106	95	1	1	-	-	49	45	58	51
Foxcroft	750 00	750 00	250 00	36	42	37	40	38	40	37	-	-	-	-	26	25	6	6
Freeport	1,820 06	1,500 00	250 00	36	79	73	79	73	75	72	4	4	-	-	49	44	8	7
Friendship	200 00	100 00	100 00	14	39	34	23	20	22	20	-	-	17	15	22	20	-	-
Gardiner	3,628 95	3,629 17	250 00	36	144	135	144	130	106	95	38	34	-	-	74	62	62	60
Garland	375 00	175 00	175 00	30	31	26	8	1	8	-	-	-	-	-	16	16	-	-
Georgetown	150 00	75 00	75 00	12	26	22	1	1	1	1	-	-	9	8	16	16	1	1
Gorham	1,500 00	1,100 00	250 00	38	72	64	68	64	50	55	10	9	-	-	33	31	9	9
Gray	1,850 00	2,250 00	250 00	36	87	74	61	57	75	45	12	12	14	11	40	38	33	31
Greenville	456 00	250 00	227 25	31	40	33	27	22	27	22	-	-	13	13	17	14	10	10
Guilford	1,212 66	900 00	250 00	36	44	42	44	42	36	34	8	8	-	-	15	13	8	8
Hallowell	1,900 00	2,300 00	250 00	38	65	61	65	63	60	59	5	4	-	-	40	38	25	24
Hampden	1,476 00	1,000 00	250 00	36	73	62	43	43	35	35	8	8	24	24	36	36	7	7
Hancock	142 50	125 00	70 00	10	36	31	-	-	-	-	-	-	36	31	36	31	-	-
Harrington	198 00	175 00	99 00	12	25	20	10	10	10	10	-	-	15	10	25	20	-	-
Harrison	368 00	400 00	184 00	36	19	18	18	17	17	17	-	-	-	-	12	11	6	6
Hartland	450 00	225 00	225 00	36	36	29	34	21	17	14	11	13	23	20	13	13	-	-
Hebron	510 00	500 00	250 00	38	21	20	21	20	21	20	-	-	-	-	21	21	2	2

PUBLIC SCHOOLS.

Hermon	305 00	200 00	151 42	20	50	36	50	36	48	48	2	2	42	28	28	18	18
Hollis	522 00	250 00	350 00	36	57	42	27	25	26	24	1	1	18	26	25	1	1
Houlton	2,337 50	2,600 00	250 00	36	100	88	100	88	94	82	6	6	-	37	35	56	51
Island Falls	702 00	325 00	250 00	34	50	39	39	33	34	28	5	5	11	23	20	16	14
*Islesboro	320 00	160 00	160 00	20	41	39	-	-	-	-	-	-	41	41	39	-	-
Industry	90 00	49 50	45 00	10	24	13	-	-	-	-	-	-	13	13	6	-	-
Jay	750 00	500 00	250 00	30	51	46	23	20	23	20	-	-	24	21	24	-	-
*Jefferson	125 00	62 50	62 50	10	34	26	-	-	-	-	-	-	34	34	26	-	-
Jonesboro	150 00	90 00	75 00	12	45	35	-	-	-	-	-	-	17	12	28	-	-
Jonesport	1,134 00	1,120 00	250 00	36	55	41	54	40	54	40	54	40	54	54	54	1	1
Kennebunk	1,342 00	1,100 00	250 00	36	65	60	30	25	25	23	2	2	-	35	35	6	6
Kennebunkport	800 00	600 00	250 00	36	30	25	29	25	26	22	3	3	-	17	17	12	12
*Kingfield	180 00	100 00	90 00	12	29	21	-	-	-	-	-	-	29	29	21	-	-
Kittery	1,041 01	800 00	250 00	36	56	48	18	12	18	12	-	-	38	26	38	14	14
Knox	349 50	349 50	174 75	36	21	20	18	18	-	-	-	-	3	3	6	11	11
Lagrange	103 00	103 00	49 00	10	28	22	-	-	-	-	-	-	-	28	22	-	-
Lamoine	187 00	110 00	93 50	11	19	18	-	-	-	-	-	-	19	18	19	-	-
Lebanon	500 00	400 00	245 50	40	77	72	19	19	71	19	-	-	-	19	18	-	-
Lewiston	5,650 00	8,000 00	250 00	38	250	227	250	214	242	227	8	8	-	60	60	61	61
Lexington	100 00	50 00	50 00	10	19	14	-	-	-	-	-	-	19	14	19	-	-
Liberty	380 00	200 00	184 50	38	55	38	-	-	-	-	-	-	55	55	38	-	-
Limerick	815 00	500 00	250 00	33	44	36	44	36	34	26	10	10	-	30	34	14	12
Limestone	380 00	200 00	190 00	27	57	42	-	-	-	-	-	-	57	57	42	-	-
Limington	1,005 84	500 00	250 00	33	66	55	52	46	40	35	12	11	14	17	17	9	9
Lincoln	1,080 00	550 00	250 00	36	52	50	52	50	42	41	10	10	-	45	43	7	7
Lincolville	2,500 00	300 00	125 00	20	35	31	-	-	-	-	-	-	35	35	31	15	17
Lisbon	2,138 00	1,800 00	250 00	34	109	61	35	41	51	39	4	4	80	40	20	7	7
Livermore	255 00	150 00	127 50	20	44	25	-	-	-	-	-	-	44	44	-	2	2
Lubec	1,160 00	900 00	250 00	37	34	27	34	27	33	33	1	1	-	17	17	14	14
Machias	1,620 00	1,000 00	250 00	34	80	72	77	77	60	60	10	10	38	33	25	16	16
Madison	1,480 00	1,200 00	250 00	36	63	55	25	25	28	23	3	3	-	28	25	8	8
Mattawankeag	415 00	225 00	205 12	33	11	8	11	8	8	8	8	8	-	11	11	9	9
Mechanic Falls	1,035 00	800 00	250 00	36	36	32	36	32	28	28	8	8	-	32	32	19	19
Mexico	578 13	500 00	250 00	32	22	15	22	15	22	15	-	-	-	19	14	3	3
Milbridge	637 50	400 00	250 00	30	40	31	-	-	-	-	-	-	-	35	35	-	-
Millinocket	690 00	400 00	250 00	24	42	37	42	23	27	21	-	-	27	23	27	11	9
Milo	675 16	400 00	250 00	30	38	37	25	23	24	22	1	1	19	17	21	11	9
Minot	329 00	150 00	150 00	48	13	12	7	6	6	6	-	-	-	13	12	16	15
Monmouth	950 00	500 00	250 00	32	54	47	51	47	26	26	22	21	-	35	32	3	3
Monroe	122 00	122 00	61 03	36	8	7	6	6	6	6	-	-	-	3	3	12	12
Monson	500 00	500 00	250 00	30	32	26	18	15	16	14	-	-	-	-	-	1	1
Montville	166 70	166 70	83 35	36	10	9	8	8	14	12	-	-	2	6	6	8	8
Newfield	180 00	150 00	89 10	16	25	12	14	14	12	12	2	2	11	11	11	18	18
New Gloucester	896 06	750 00	250 00	32	40	33	40	33	32	31	2	1	-	22	14	18	18
Newport	617 83	350 00	250 00	36	24	22	2	2	2	2	-	-	8	2	2	22	22

APPENDIX.

Returns for the Year Ending July 1, 1902—Continued.

TOWNS.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	Whole number of weeks.	Number of scholars registered.	Average attendance.	Number pursuing academic studies exclusively.	Average number pursuing academic studies exclusively.	No. resident pupils pursuing academic studies exclusively.	Average No. resident pupils pursuing academic studies exclusively.	No. non-resident pupils pursuing academic studies exclusively.	Average No. non-resident pupils pursuing academic studies exclusively.	Number pursuing common school studies.	Average number pursuing common school studies.	Number pursuing English academic course.	Average number pursuing English academic course.	Number in college preparatory course.	Average number in college preparatory course.
New Portland	\$400 00	\$200 00	\$200 00	32	48	40	48	40	48	40	-	-	48	40	48	40	-	-
New Sharon	110 00	75 00	53 25	10	34	30	-	-	-	-	-	-	34	30	13	13	-	-
New Vineyard	200 00	100 00	100 00	20	25	18	-	-	-	-	-	-	25	18	18	18	-	-
Norridgewock	550 00	500 00	250 00	22	52	42	52	42	47	37	-	-	36	28	29	22	23	20
North Berwick	852 84	600 00	250 00	36	39	33	39	33	31	31	2	2	-	-	25	25	4	4
North Haven	125 00	75 00	62 50	10	30	28	-	-	-	-	-	-	-	-	27	22	-	-
Norway	1,744 40	1,500 00	250 00	33	97	85	42	42	40	40	2	2	-	-	36	36	11	11
Oakland	1,296 00	800 00	250 00	36	39	35	33	23	23	23	-	-	9	9	39	35	23	23
Old Orchard	540 00	300 00	250 00	36	13	10	10	9	10	9	-	-	3	3	6	6	-	-
Old Town	2,500 00	2,250 00	250 00	36	83	83	82	82	82	82	-	-	-	-	31	31	50	50
Orono	1,432 00	1,250 00	250 00	36	74	64	50	45	50	45	-	-	23	23	-	-	73	73
Oxford	567 00	250 00	250 00	26	46	20	10	10	10	10	-	-	36	36	36	36	-	-
Paris	720 00	500 00	250 00	36	98	81	25	23	22	22	3	2	-	-	40	39	20	18
Parsonfield	600 00	350 00	250 00	36	60	50	37	30	27	20	10	10	16	16	33	33	23	16
Patten	1,028 00	250 00	250 00	34	73	60	73	60	59	49	14	11	15	12	34	24	39	36
Pembroke	545 00	317 00	250 00	32	56	49	-	-	-	-	-	-	53	53	-	-	-	-
Phillips	816 75	400 00	250 00	27	61	43	25	25	22	22	3	3	45	45	20	20	11	11
Pittsfield	1,001 25	500 00	250 00	37	57	51	49	45	49	45	-	-	8	6	27	24	18	15
Plymouth	100 00	50 00	50 00	10	28	24	20	17	-	-	-	-	28	24	-	-	-	-
Poland	645 00	250 00	250 00	30	31	29	12	12	6	6	6	6	23	21	-	-	-	-
Portland	22,670 00	30,857 51	250 00	38	733	686	733	712	733	733	23	23	-	-	733	733	733	733
Presque Isle	1,850 00	1,500 00	250 00	36	102	89	40	40	25	15	10	10	62	62	-	-	18	18
Princeton	572 25	275 00	250 00	34	40	30	32	32	31	31	1	-	-	-	32	32	-	-
Prospect	130 00	65 00	61 50	10	37	32	-	-	-	-	-	-	32	22	-	-	5	5

Randolph	419 00	200 00	200 00	36	21	18	21	18	-	-	-	-	-	-	18	16	3	3
Richmond	1,210 00	1,000 00	250 00	33	74	68	-	-	-	-	-	-	-	-	-	-	1	1
Rockland	3,375 23	3,500 00	250 00	36	172	163	172	163	-	-	-	-	-	-	172	163	15	15
Rockport	752 00	500 00	250 00	32	31	25	31	25	-	-	-	-	-	-	-	-	1	1
Rumford	2,049 50	1,800 00	250 00	36	80	59	80	59	70	52	10	7	-	-	-	-	45	14
Saco	5,804 50	2,800 00	250 00	37	152	140	152	140	126	117	26	23	-	-	-	-	93	41
Sanford	2,421 78	2,250 00	250 00	36	96	83	95	80	93	78	2	2	-	-	-	-	68	13
Sangerville	550 00	300 00	250 00	30	18	16	11	9	8	7	2	2	-	-	-	-	9	7
Scarboro	537 71	300 00	250 00	30	29	22	-	-	-	-	-	-	-	-	-	-	2	2
Searsmont	100 00	50 00	50 00	10	17	14	7	5	7	5	-	-	-	-	-	-	-	-
Searsport	620 00	500 00	250 00	30	60	48	-	-	-	-	-	-	-	-	-	-	-	-
Shapleigh	457 00	341 55	228 50	22	21	19	21	19	21	19	19	19	-	-	-	-	-	-
Sherman	230 00	175 00	103 75	10	52	46	16	16	10	10	6	6	-	-	-	-	-	-
Skowhegan	2,710 00	2,850 00	250 00	36	109	106	109	106	97	96	12	10	-	-	-	-	68	39
Solon	390 00	200 00	193 65	30	33	25	19	17	17	17	2	2	-	-	-	-	32	1
South Berwick	1,144 00	750 00	250 00	39	102	93	86	82	41	38	45	41	-	-	-	-	41	39
South Portland	2,460 00	1,500 00	250 00	34	111	91	68	60	62	58	10	8	-	-	-	-	30	26
South Thomaston	447 50	250 00	223 75	33	25	21	-	-	-	-	-	-	-	-	-	-	25	21
Springfield	1,085 00	500 00	250 00	30	78	70	58	50	30	25	28	25	-	-	-	-	20	20
St. Albans	230 00	150 00	115 00	10	59	53	10	10	10	10	-	-	-	-	-	-	10	10
Standish	833 25	500 00	250 00	33	48	43	46	46	43	43	3	3	-	-	-	-	32	14
Steuben	125 00	60 45	60 45	10	38	32	30	27	29	26	1	1	-	-	-	-	30	27
St. George	137 50	80 00	68 75	10	33	30	3	2	3	2	-	-	-	-	-	-	3	2
St. George	503 75	350 00	250 00	31	29	24	7	7	7	7	-	-	-	-	-	-	7	7
Stonington	562 50	300 00	250 00	30	39	30	39	30	39	30	-	-	-	-	-	-	39	30
Strong	445 00	250 00	250 00	30	35	31	21	21	21	21	-	-	-	-	-	-	-	-
Sullivan	548 50	200 00	169 62	24	74	39	-	-	-	-	-	-	-	-	-	-	39	39
Thomaston	1,380 00	1,160 00	250 00	32	60	57	60	57	58	54	2	2	-	-	-	-	51	47
Thornlike	100 00	49 00	48 75	10	22	18	-	-	-	-	-	-	-	-	-	-	18	18
Topsham	1,049 38	800 00	250 00	36	51	48	51	48	51	48	-	-	-	-	-	-	29	22
Tremont	330 00	200 00	165 00	24	105	36	6	6	6	6	-	-	-	-	-	-	105	90
Trenton	200 00	200 00	100 00	16	32	29	22	20	22	20	-	-	-	-	-	-	10	10
Troy	390 00	195 00	195 00	40	81	20	-	-	-	-	-	-	-	-	-	-	-	-
Turner	2,750 00	1,902 84	250 00	36	115	103	89	87	63	61	26	26	-	-	-	-	24	48
Union	410 00	225 00	200 00	20	54	44	54	44	53	43	1	1	-	-	-	-	16	54
Unity	150 00	200 00	75 00	10	29	25	-	-	-	-	-	-	-	-	-	-	4	4
Vanceboro	450 62	200 00	200 00	36	14	9	14	9	13	13	1	1	-	-	-	-	14	14
Vinalhaven	1,080 00	900 00	250 00	36	30	29	30	29	30	29	-	-	-	-	-	-	6	6
Waldoboro	680 00	400 00	250 00	30	68	60	38	38	37	37	1	1	-	-	-	-	30	30
Warren	749 50	550 00	250 00	36	51	49	51	49	51	49	-	-	-	-	-	-	18	17
Washburn	260 00	125 00	125 00	20	75	40	20	20	18	18	-	-	-	-	-	-	75	40
Waterville	565 00	250 00	250 00	33	46	42	46	42	46	42	-	-	-	-	-	-	43	43
Waterville	5,847 39	5,500 00	250 00	36	129	124	129	124	127	122	2	2	-	-	-	-	41	40
Wayne	305 00	150 00	150 00	28	30	23	20	16	20	16	-	-	-	-	-	-	10	10
Webster	660 25	400 00	250 00	36	30	26	30	26	25	24	-	-	-	-	-	-	2	2
Wells	537 00	500 00	250 00	33	32	30	16	15	16	15	-	-	-	-	-	-	16	16

Returns for the Year Ending July 1, 1902—Continued.

Towns.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	Whole number of weeks.	Number of scholars registered.	Average attendance.	Number pursuing academic studies exclusively.	Average number pursuing academic studies exclusively.	No. resident pupils pursuing academic studies exclusively.	Average No. resident pupils pursuing academic studies exclusively.	No. non-resident pupils pursuing academic studies exclusively.	Average No. non-resident pupils pursuing academic studies exclusively.	Number pursuing common school studies.	Average number pursuing common school studies.	Number pursuing English academic course.	Average number pursuing English academic course.	Number in college preparatory course.	Average number in college preparatory course.
Weld	\$ 275 00	\$ 150 00	\$137 50	22	14	12	8	8	8	7	1	1	-	6	-	6	-	-
Westbrook	3,224 77	3,700 00	250 00	36	120	116	120	115	116	111	4	4	-	-	56	53	36	36
West Forks	150 00	75 00	75 00	12	12	12	16	5	4	4	1	1	13	11	5	5	-	-
Whitefield	229 00	125 00	113 25	12	62	35	20	20	19	19	-	1	25	21	-	-	-	-
Wilton	950 00	700 00	250 00	32	46	44	46	44	46	44	-	-	-	-	26	23	20	20
Windham	726 00	500 00	250 00	33	42	39	24	23	24	23	-	-	-	-	40	39	2	2
Windsor	254 00	127 00	127 00	30	19	13	17	12	12	12	-	-	-	-	17	12	-	-
Windsor (town school)	130 00	100 00	65 00	10	22	14	-	-	-	-	-	-	22	14	-	-	-	-
Winn	162 25	75 00	75 00	10	27	26	27	26	19	19	-	-	-	2	19	19	-	-
Winslow	906 00	500 00	250 00	36	22	20	22	20	22	20	-	-	-	-	15	15	7	7
Winter Harbor	189 00	100 00	94 50	14	31	23	-	-	-	-	-	-	-	-	22	23	-	-
Winterport	540 00	300 00	250 00	36	50	36	30	20	30	20	-	-	16	13	-	-	4	3
Winthrop	1,120 00	900 00	250 00	32	48	42	46	42	39	37	5	5	-	-	28	24	20	15
Wiscasset	750 00	500 00	250 00	35	60	50	60	50	44	34	16	12	-	-	40	32	20	16
Yarmouth	1,754 99	1,850 00	250 00	36	26	77	86	77	80	78	4	4	16	16	82	82	16	16
York	1,170 00	666 66	250 00	36	70	63	70	63	70	63	70	63	-	-	50	50	7	7
Total	\$241,435 33	\$211,882 68	\$44,379 35	6,597	13,283	11,240	9,638	8,926	8,683	7,869	992	978	3,291	2,793	7,007	6,304	3,226	3,087

PUBLIC SCHOOLS.

* Returns for half-year only.

† Pupils sent to Erskine Academy.

Returns for the Year Ending July 1, 1902—Continued.

TOWNS.	Number in training course for teachers.	Average No. in training course for teachers.	Number studying higher mathematics.	Number studying English literature, rhetoric, etc.	Number studying ancient and modern history.	Number studying the natural sciences.	Number studying modern languages.	Number studying ancient languages.	Number who were graduated present year.	Number who intend to enter a Maine college.	Number who intend to enter other colleges.	Number who intend to enter technical schools.	Number who intend to study in other institutions.	Number who do not intend to pursue studies farther.	Number attending from rural communities.	Number attending from villages.	Number attending from cities.	Number rural residents intending to enter college.	Number village residents intending to enter college.	Number city residents intending to enter college.	No. who have taught or intend to teach within a year.
Addison	-	-	16	17	7	16	15	14	-	4	-	-	-	10	9	21	-	2	-	-	2
Alfred	-	-	16	17	11	5	-	3	-	1	-	-	-	15	11	22	-	-	-	-	1
Andover	-	-	32	20	-	25	2	3	-	-	1	-	3	15	7	22	-	-	-	-	1
Anson (two schools)	17	18	58	83	21	45	24	46	15	23	-	-	22	53	27	52	3	11	16	2	23
*Aina	-	-	20	4	-	6	-	-	-	-	-	-	-	20	20	-	-	-	-	-	-
Ashland	-	-	31	20	16	10	4	4	-	-	-	-	-	15	15	20	-	-	-	-	-
Atkinson	-	-	35	40	15	9	-	-	-	-	-	-	5	32	32	20	-	-	-	-	-
Auburn	-	-	265	346	251	81	135	222	42	16	5	-	12	9	35	311	311	5	2	14	10
Augusta	-	-	103	114	116	100	67	111	20	5	7	-	-	62	62	138	311	5	2	4	10
Bangor	12	12	358	325	300	312	125	225	48	7	-	2	5	13	13	138	138	1	-	4	1
Baring	-	-	19	18	17	4	-	6	2	-	-	-	-	15	15	353	-	-	-	15	-
Bath	-	-	185	211	28	83	97	88	3	2	3	-	8	17	17	209	-	-	-	5	2
Belfast	-	-	80	110	110	59	22	47	12	-	1	-	-	20	-	115	209	-	1	1	2
Berwick	-	-	39	58	28	40	42	35	15	2	1	-	-	6	5	57	115	-	-	-	3
Biddeford	-	-	107	150	86	64	42	92	36	2	1	-	4	28	5	3	147	-	1	-	3
Bingham	-	-	25	25	25	25	4	6	1	-	-	-	2	-	-	3	147	-	-	-	-
*Blaine	-	-	10	34	15	5	-	-	-	-	-	-	-	6	6	19	-	-	-	-	1
Bluehill	-	-	50	49	18	35	15	20	4	-	-	-	-	35	35	43	-	-	-	-	1
Boothbay	-	-	46	46	10	25	12	12	7	2	-	-	5	42	42	11	-	2	-	-	7
Boothbay Harbor	-	-	39	39	21	21	14	22	7	-	-	-	-	35	35	59	-	-	-	3	1
Bowdoinham	-	-	37	20	12	25	28	12	12	6	-	-	3	-	-	9	-	-	1	-	3
Bradford	-	-	11	13	12	-	-	23	-	-	-	-	3	-	28	33	-	-	-	-	1
Brewer	-	-	88	88	-	55	71	71	10	1	-	-	2	69	10	33	-	-	-	-	1
Bridgton	-	-	61	74	14	29	36	37	10	17	3	-	4	6	6	54	79	-	-	17	1
Bridgewater	-	-	32	45	28	-	2	-	-	-	-	-	-	20	20	26	-	-	-	-	1
Brighton	-	-	20	15	5	-	-	7	-	-	-	-	-	19	19	26	-	-	-	-	-
	-	-	20	15	5	-	-	7	-	-	-	-	-	12	12	8	-	-	-	-	-

Returns for the Year Ending July 1, 1902—Continued.

TOWNS.	Number in training course for teachers.	Average No. in training course for teachers.	Number studying higher mathematics.	Number studying English literature, rhetoric, etc.	Number studying ancient and modern history.	Number studying the natural sciences.	Number studying modern languages.	Number studying ancient languages.	Number who were graduated present year.	Number who intend to enter a Maine college.	Number who intend to enter other colleges.	Number who intend to enter technical schools.	Number who intend to study in other institutions.	Number who do not intend to pursue studies farther.	Number attending from rural communities.	Number attending from villages.	Number attending from cities.	Number rural residents intending to enter college.	Number village residents intending to enter college.	Number city residents intending to enter college.	No. who have taught or intend to teach within a year.
Brooklin	-	-	24	22	11	6	1	5	-	-	-	-	4	-	24	-	-	-	-	-	1
Brooks	3	3	33	33	25	15	2	8	-	1	-	-	3	-	15	-	-	-	-	-	5
Brownville	-	-	21	15	10	12	-	13	5	5	-	5	5	0	4	18	-	2	-	-	4
Brunswick	-	-	66	27	29	43	28	59	19	6	1	-	-	-	12	75	-	-	-	-	21
Buckfield	-	-	30	31	31	3	3	1	-	-	-	-	-	-	5	34	-	1	5	-	4
Bucksport	-	-	5	30	4	11	4	11	5	-	-	-	-	-	10	20	-	-	-	-	4
Buxton	5	5	32	38	32	12	-	11	9	-	-	-	1	2	7	31	-	-	-	-	4
Calais	-	-	135	135	135	80	49	108	21	7	-	-	-	4	2	-	-	-	-	-	4
Cambridge	-	-	22	22	22	2	-	1	-	-	-	-	4	-	28	-	133	1	-	6	4
Camden	-	-	61	60	51	25	33	40	12	2	-	-	2	8	4	62	-	-	-	-	2
Canaan	-	-	28	20	16	2	-	-	-	-	-	-	-	-	70	-	-	-	-	-	4
Canton	-	-	31	30	17	21	5	16	7	-	-	-	-	-	8	23	-	-	-	-	2
Cape Elizabeth	-	-	16	16	1	16	-	1	4	1	-	-	2	13	16	-	-	1	-	-	2
Caratunk	-	-	24	22	4	4	-	-	4	-	-	-	4	-	24	-	-	-	-	-	2
Caribou	-	-	28	28	8	22	18	49	11	1	-	1	1	8	51	33	-	5	7	-	15
Castine	-	-	22	22	12	15	-	11	2	2	-	-	-	-	5	49	-	-	2	-	10
Cherryfield	-	-	87	87	87	56	-	43	18	7	-	-	1	-	28	59	-	2	21	-	1
Chester	-	-	26	12	8	3	-	-	-	-	-	-	-	33	33	-	-	-	-	-	1
Chesterville	-	-	43	33	18	30	-	4	-	10	-	12	-	21	12	31	-	4	6	-	3
China (village precinct)	-	-	30	30	10	9	-	-	-	-	-	-	-	-	18	20	-	-	-	-	3
China, precinct 13, 14, 17	-	-	32	32	12	12	-	-	5	-	-	4	-	1	32	-	-	-	-	-	3
Clinton	-	-	31	31	7	23	2	7	5	-	-	-	-	-	18	19	-	-	-	-	2
Columbia	-	-	21	20	9	5	-	1	-	-	-	-	-	20	21	-	-	-	-	-	2
Columbia Falls	-	-	37	38	9	14	2	9	-	-	-	-	2	-	1	51	-	-	-	-	1

PUBLIC SCHOOLS.

Corinna			67	72	72	40	14	45	5	5	2				65	36	36				7			8
Corinth	2	2	46	46	21	40		5	4	1						42	19				3	1		6
Cornish			18	27	26		20	21	1							5	22							
Cranberry Isles			35	32	33	20										35								
Cumberland	4	4	76	55	50	32	8	28	4	2					2	78					2			2
Danforth			55	55	12	15	11	37	9							10								3
Deer Isle			40	19		23	2	7								7								2
Dennysville			88	27	19	23		11								38								2
Dexter			52	49	32	38		36	6						11	17					3	3		3
Dixfield			25	25	25	25		6	3							4								
Dixmont			87	73	13	8										6								10
Dover			41	41	41	41		8	7						2	13								1
East Livermore			25	55	45	12	12	29	9	1		1				54								6
East Machias			36	32	27	36	11	10	3	8	1	1				26								
Easton			30	40	25	25			7	15		1			20	10					10	5		4
Eastport			76	109	64	38	46	67	21	6	2				4	9					99		7	2
Eddington			15	15	3	13		12		1						8								
Eden			46	46	15	40		30	5						1	3								1
Ellsworth			37	122	56	100	6	46	21	8	8	2			1	3					120		14	
Etna			51	26	14	4									2	53								6
Eustis			24	19	5	26				1					10	24								
Exeter			22	22	34	22		4				4			2	34								3
Fairfield			51	33	51	60	15	44	7	2	4	1			2	2								
Farmingdale			10	8	10	3		7				1				5								
Farmington			112	112	96	22	88	13	3	1	4				1	3								2
Fort Fairfield			107	107	45	60	36	58	14	5					2	45								2
Foxcroft	5	4	39	42	30	34	10	13	5	3	2					17								2
Freeport			75	55	34	61	24	21	8	3						29								2
Friendship			39	22	22	22		2	6	1					3	5								1
Gardiner			124	87	62	98	32	62	22	20	4	5			5	33					106		9	5
Garland	6	6	19	31	14	26		15	4	2					3	15								3
Georgetown			25	18	8	12		8	4							26								4
Gorham			47	68	27	37	23	35	15	6	2					34								2
Gray			87	87	30	73	12	33	6	26	5	8				40								
Greenville			40	40	16	27		10	8						4	3								
Guilford			44	44	16	44	14	28	13		2					11								2
Hallowell			60	65	31	48	15	32	13			1			10	5					60			7
Hampden			71	73	52	39	22	24	11	4						13								
Hancock			36	36	12	18										33								1
Harrington			23	25	15	10		10								4								1
Harrison			18	19	8	16		9	4			1				1								1
Hartland			34	29	8	24		16	6							28								4
Hebron	1	1	21	21	10	10	5	6		2						21								5
Hermon			42	46	19	7	1	18		18						43					16			6

Returns for the Year Ending July 1, 1902—Continued.

TOWNS.	Number in training course for teachers.	Average No. in training course for teachers.	Number studying higher mathematics.	Number studying English literature, rhetoric, etc.	Number studying ancient and modern history.	Number studying the natural sciences.	Number studying modern languages.	Number studying ancient languages.	Number who were graduated present year.	Number who intend to enter a Maine college.	Number who intend to enter other colleges.	Number who intend to enter technical schools.	Number who intend to study in other institutions.	Number who do not intend to pursue studies farther.	Number attending from rural communities.	Number attending from villages.	Number attending from cities.	Number rural residents intending to enter college.	Number village residents intending to enter college.	Number city residents intending to enter college.	No. who have taught or intend to teach within a year.
Hollis.....	-	-	45	45	18	22	-	1	6	-	-	-	1	5	30	27	-	-	1	-	1
Houlton.....	-	-	74	100	48	34	31	64	11	3	-	-	-	8	12	99	-	-	-	-	5
Island Falls.....	15	12	33	23	21	18	10	16	-	5	-	1	-	20	13	37	-	-	3	-	4
*Islesboro.....	-	-	14	40	12	31	-	-	-	-	-	-	-	-	41	-	-	-	-	5	5
Industry.....	-	-	20	18	5	9	-	-	-	-	-	-	-	-	24	-	-	-	-	-	-
Jay.....	3	3	47	30	21	24	9	6	5	5	1	-	6	28	12	39	-	-	-	-	6
*Jefferson.....	-	-	32	17	-	-	-	-	-	-	-	-	-	-	34	-	-	1	5	-	6
Jonesboro.....	1	1	45	40	30	15	-	-	-	-	-	-	-	-	10	35	-	-	-	-	1
Jonesport.....	-	-	55	55	55	55	43	20	4	2	-	-	-	-	53	32	-	-	-	-	1
Kennebunk.....	-	-	65	65	42	57	6	30	22	1	5	2	5	10	22	43	-	1	5	-	2
Kennebunkport.....	-	-	29	29	14	12	-	13	3	-	-	1	-	-	8	22	-	-	-	-	2
*Kingfield.....	-	-	-	29	7	-	-	-	-	-	-	-	-	-	29	45	-	-	-	-	2
Kittery.....	-	-	50	56	46	16	-	16	3	1	2	-	-	54	11	-	-	-	3	-	-
Knox.....	1	1	21	21	10	10	6	10	3	1	-	-	-	-	21	-	-	1	-	-	5
Lagrange.....	-	-	28	28	28	28	-	-	-	-	-	-	4	-	19	9	-	-	-	-	1
Lamoine.....	-	-	16	19	3	13	-	2	2	-	-	-	-	24	19	-	-	-	-	-	1
Lebanon.....	-	-	32	32	32	9	-	10	-	-	-	-	-	-	77	-	-	-	-	-	1
Lewiston.....	-	-	250	250	164	80	107	176	35	14	2	1	6	12	1	-	249	-	-	16	-
Lexington.....	-	-	19	19	8	17	-	2	-	-	-	-	-	-	19	-	-	-	-	-	-
Liberty.....	-	-	55	55	55	55	-	-	-	-	-	-	-	-	42	13	-	-	-	-	-
Limerick.....	-	-	44	44	44	18	12	14	9	1	-	-	2	5	32	12	-	1	-	-	2
Limestone.....	-	-	57	57	20	4	-	-	-	-	-	-	11	-	46	13	-	-	-	-	1
Limington.....	-	-	51	38	23	26	-	37	7	5	4	1	-	42	38	28	-	5	-	4	6
Lincoln.....	-	-	52	52	42	45	7	7	10	-	-	-	-	12	12	40	-	6	-	-	3
Lincolntonville.....	-	-	35	35	35	-	-	-	-	-	-	-	-	44	21	14	-	-	-	-	7
Lisbon.....	7	9	40	40	40	27	10	20	13	3	-	-	3	6	49	60	-	-	-	-	2

Returns for the Year Ending July 1, 1902—Concluded.

TOWNS.	Number in training course for teachers.	Average No. in training course for teachers.	Number studying higher mathematics.	Number studying English literature, rhetoric, etc.	Number studying ancient and modern history.	Number studying the natural sciences.	Number studying modern languages.	Number studying ancient languages.	Number who were graduated present year.	Number who intend to enter a Maine college.	Number who intend to enter other colleges.	Number who intend to enter technical schools.	Number who intend to study in other institutions.	Number who do not intend to pursue studies farther.	Number attending from rural communities.	Number attending from villages.	Number attending from cities.	Number rural residents intending to enter college.	Number village residents intending to enter college.	Number city residents intending to enter college.	No. who have taught or intend to teach within a year.
Rockport	-	-	31	9	12	25	6	3	9	1	-	-	-	-	10	21	-	-	-	-	-
Rumford	9	6	80	80	62	74	18	22	16	3	-	-	-	-	25	55	-	-	-	-	8
Saco	-	-	112	150	62	63	52	74	33	23	-	-	-	-	25	14	-	-	-	-	-
Sanford	-	-	79	96	5	67	12	48	11	3	20	-	-	-	60	10	113	-	-	-	-
Sangerville	-	-	16	17	10	9	-	8	2	2	-	-	-	2	26	10	-	-	-	-	-
Scarboro	-	-	24	18	10	18	-	21	2	2	-	-	-	10	18	18	-	-	-	-	-
Searsport	10	9	17	15	8	4	-	2	-	4	-	-	-	-	29	5	-	-	2	-	1
Searsport	-	-	49	49	28	9	9	34	2	2	-	3	-	-	17	43	-	-	1	-	3
Shapleigh	-	-	21	14	3	5	-	3	3	-	6	-	-	37	18	3	-	-	1	-	1
Sherman	-	-	39	35	28	27	3	7	-	-	-	-	-	-	20	7	-	-	-	-	10
Skowhegan	-	-	109	109	82	48	43	41	22	7	2	-	-	-	18	45	-	-	-	-	16
Solon	-	-	33	31	23	-	-	16	8	1	-	-	-	-	20	8	-	-	6	-	2
South Berwick	-	-	33	55	24	13	15	20	2	1	3	1	-	-	25	25	-	-	1	-	2
South Portland	-	-	98	98	18	98	10	39	14	20	8	-	-	-	28	14	-	-	3	-	1
South Thomaston	-	-	25	25	14	14	-	1	1	-	-	-	-	15	55	25	-	-	4	-	1
Springfield	58	50	78	78	50	70	10	15	5	10	-	-	-	3	3	29	86	-	-	24	3
St. Albans	-	-	59	30	20	18	-	5	-	-	-	-	-	-	49	20	-	-	2	-	21
Standish	-	-	46	46	22	34	2	14	-	7	-	-	-	-	52	7	-	-	-	-	8
Stetson	-	-	38	29	16	9	-	-	-	-	-	-	-	-	48	20	-	-	-	-	3
Steuben	-	-	32	22	19	17	-	3	-	2	-	-	-	2	18	33	-	-	2	-	2
St. George	-	-	29	23	27	28	-	10	-	-	-	-	-	-	21	33	-	-	-	-	2
Stonington	-	-	39	30	6	16	-	5	-	-	-	-	-	-	15	8	-	-	-	-	1
Strong	-	-	26	31	26	22	3	25	7	-	-	-	-	4	15	24	-	-	-	-	1
Sullivan	-	-	53	74	13	53	-	14	-	4	-	1	-	-	30	4	-	-	-	-	2
Thomaston	-	-	50	60	28	30	19	46	7	1	1	-	3	-	31	44	-	1	3	-	6
Thorncliffe	-	-	22	18	8	12	-	-	-	-	-	2	-	55	1	59	-	-	1	-	1
Topsham	-	-	51	51	29	29	51	22	17	1	-	-	4	-	10	41	-	-	-	-	8

PUBLIC SCHOOLS.

STATEMENT.

Amount of School Fund and Mill Tax Apportioned to the Several Cities, Towns and Plantations in the State for the Year 1902, and Payable January 1, 1903.

Towns.	Scholars.	School Fund and Mill Tax.
Abbot	191	\$529 40
Acton	206	570 98
Addison	316	875 87
Albany	153	424 08
Albion	212	587 61
Alexander	122	338 14
Alfred	270	748 87
Allagash Plantation	108	299 34
Alna	123	340 92
Alton	112	310 43
Amherst	105	291 03
Amity	159	440 71
Andover	205	568 21
Anson	572	1,585 42
Appleton	299	828 76
Argyle	76	210 65
Arrowsic	55	152 45
Ashland	503	1,394 18
Athens	239	662 45
Atkinson	143	396 36
Auburn	3,871	10,729 35
Augusta	3,019	8,367 85
Aurora	50	138 59
Avon	127	352 00
Baileyville	73	202 34
Baldwin	221	612 55
Bancroft	132	365 86
Bangor	6,056	16,785 58
Baring	85	235 60
Barnard Plantation	30	83 15
Bath	3,029	8,395 56
Beddington	20	55 43
Belfast	1,190	3,298 36
Belgrade	273	756 68
Belmont	85	235 60
Benedicta	154	426 85
Benton	325	900 81
Berwick	645	1,787 77
Bethel	558	1,546 62
Biddeford	5,833	16,167 48
Bigelow Plantation	23	63 74
Bingham	241	667 99
Blaine	354	981 20
Blanchard	70	194 02
Bluehill	646	1,790 54
Boothbay	526	1,457 92
Boothbay Harbor	688	1,906 95
Bowdoin	291	806 58
Bowdoinham	368	1,019 99
Bowerbank Plantation	22	60 98
Bradford	296	820 44
Bradley	241	667 99
Bremen	176	487 82
Brewer	1,424	3,946 94
Bridgewater	423	1,172 44
Bridgton	752	2,084 84
Brighton Plantation	145	401 90

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Bristol.....	712	\$1,973 47
Brooklin.....	301	834 29
Brooks.....	197	546 00
Brooksville.....	394	1,092 07
Brookton.....	100	277 17
Brownfield.....	260	720 65
Brownville.....	448	1,241 73
Brunswick.....	2,093	5,801 23
Buckfield.....	320	886 95
Bucksport.....	393	1,643 64
Burlington.....	132	365 86
Burnham.....	247	684 62
Buxton.....	421	1,166 89
Byron.....	55	152 45
Calais.....	2,699	7,480 90
Cambridge.....	86	238 37
Camden.....	920	2,549 98
Canaan.....	289	801 04
Canton.....	241	667 99
Cape Elizabeth.....	231	640 27
Caribou.....	1,938	5,371 60
Carmel.....	258	715 11
Caratunk Plantation.....	88	243 91
Carroll.....	173	479 50
Carthage.....	99	274 40
Cary Plantation.....	125	346 46
Casco.....	223	618 10
Castine.....	244	676 31
Castle Hill Plantation.....	209	579 30
Caswell Plantation.....	187	518 31
Centerville.....	33	91 47
Chapman Plantation.....	125	346 46
Charleston.....	274	759 46
Charlotte.....	82	227 28
Chelsea.....	233	645 81
Cherryfield.....	618	1,712 93
Chester.....	147	407 44
Chesterville.....	211	584 84
China.....	322	892 49
Clifton.....	59	163 54
Clinton.....	366	1,014 45
Codyville Plantation.....	25	69 29
Columbia.....	164	454 56
Columbia Falls.....	216	598 70
Concord.....	83	230 05
Connor Plantation.....	227	629 18
Cooper.....	75	207 88
Coplin Plantation.....	19	52 67
Corinna.....	304	842 61
Corinth.....	261	723 42
Cornish.....	265	734 51
Cornville.....	194	537 72
Cranberry Isles.....	99	274 41
Crawford.....	40	110 87
Criehaven Plantation.....	12	33 26
Crystal.....	150	415 76
Cumberland.....	392	1,086 52
Cushing.....	183	507 22
Cutler.....	187	518 31
Cyr Plantation.....	238	659 67
Dallas Plantation.....	54	149 68
Damariscotta.....	183	507 23
Danforth.....	393	1,089 30
Dayton.....	117	324 29
Dead River Plantation.....	26	72 06

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Deblois	20	855 43
Dedham	105	291 03
Deer Isle	809	2,242 33
Denmark	158	437 93
Dennistown Plantation	40	110 87
Dennysville	185	512 77
Detroit	149	412 99
Dexter	804	2,228 47
Dixfield	284	787 18
Dixmont	231	640 27
Dover	459	1,272 23
Dresden	238	659 67
Drew Plantation	50	138 59
Durham	403	1,117 02
Dyer Brook	116	321 52
E Plantation	31	85 92
Eagle Lake Plantation	226	626 41
Eastbrook	96	266 09
East Livermore	616	1,707 39
East Machias	476	1,319 34
Easton	430	1,191 84
Eastport	1,793	4,969 72
Eddington	163	451 78
Eden	1,019	2,824 40
Edgecomb	165	457 33
Edinburg	14	38 81
Edmunds	201	557 12
Eliot	384	1,064 35
Elliottsville Plantation	10	27 72
Ellsworth	1,467	4,066 12
Emden	178	493 36
Enfield	375	1,039 40
Etna	163	451 79
Eustis	152	421 30
Exeter	221	612 55
Fairfield	1,114	3,057 71
Falmouth	461	1,277 76
Farmingdale	180	498 91
Farmington	909	2,519 50
Fayette	145	401 90
Flagstaff Plantation	42	116 41
Forest City	45	124 73
Fort Fairfield	1,698	4,706 40
Fort Kent	1,186	3,287 27
Foxcroft	508	1,408 03
Frankfort	401	1,111 46
Franklin	498	1,380 32
Freedom	121	335 37
Freeman	124	343 69
Freeport	610	1,690 76
Frenchville	647	1,793 31
Friendship	250	692 94
Fryeburg	336	931 30
Gardiner	1,519	4,210 26
Garfield Plantation	85	97 02
Garland	214	593 16
Georgetown	238	659 67
Gilead	80	221 74
Glenburn	128	354 77
Glenwood Plantation	64	177 39
Gorham	747	2,070 48
Gouldsboro	365	1,011 61
Grafton	20	55 43

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Grand Falls Plantation	24	\$66 52
Grand Isle	478	1,324 88
Grand Lake Stream Plantation	80	221 74
Gray	406	1,125 32
Greenbush	187	518 31
Greene	188	521 08
Greenfield	66	182 93
Greenville Plantation	16	44 35
Greenville	372	1,031 09
Greenwood	237	656 90
Guilford	460	1,274 99
Hallowell	790	2,189 67
Hamlin Plantation	228	631 95
Hammond Plantation	38	105 32
Hampden	527	1,460 69
Hancock	301	834 29
Hanover	51	141 36
Harmony	185	512 77
Harpeswell	535	1,482 87
Harrington	340	942 39
Harrison	245	679 08
Hartford	172	476 73
Hartland	284	787 18
Haynesville	104	288 26
Hebron	134	371 41
Herron	388	1,075 43
Hersey	83	230 06
Highland Plantation	28	77 60
Hiram	277	767 77
Hodgdon	375	1,039 40
Holden	188	521 08
Hollis	303	839 84
Hope	152	421 30
Houlton	1,501	4,160 36
Howland	176	487 82
Hudson	123	340 91
Hurricane Isle	61	169 07
Industry	169	468 41
Island Falls	456	1,263 91
Isle au Haut	69	191 25
Islesborough	323	895 27
Jackman Plantation	90	249 46
Jackson	123	340 92
Jay	925	2,563 84
Jefferson	341	945 16
Jonesborough	216	598 70
Jonesport	846	2,344 88
Kenduskeag	84	232 83
Kennebunk	840	2,328 25
Kennebunkport	567	1,571 56
Kingfield	214	593 16
Kingman	410	1,136 41
Kingsbury Plantation	46	127 50
Kittery	665	1,843 20
Knox	149	412 99
Lagrange	175	485 05
Lake View Plantation	50	138 59
Lakeville Plantation	41	113 64
Lambert Lake Plantation	36	99 78
Lamoine	170	471 19

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Lang Plantation.....	45	\$124 73
Lebanon.....	319	884 19
Lee.....	190	526 63
Leeds.....	324	898 04
Levant.....	296	820 44
Lewiston.....	8,415	23,324 08
Lexington Plantation.....	69	191 25
Liberty.....	218	604 24
Limerick.....	212	587 61
Limestone.....	350	970 11
Limington.....	259	717 89
Lincoln.....	582	1,613 14
Lincoln Plantation.....	24	66 52
Lincolnvillc.....	374	1,036 63
Linneus.....	274	759 46
Lisbon.....	1,332	3,691 94
Litchfield.....	274	759 45
Littleton.....	317	878 64
Livermore.....	277	767 77
Long Island Plantation.....	66	182 98
Lovell.....	172	476 73
Lowell.....	102	282 71
Lubec.....	1,163	3,223 52
Ludlow.....	107	296 57
Lyman.....	213	590 39
Machias.....	596	1,651 95
Machiasport.....	392	1,086 52
Macwahoc Plantation.....	65	180 16
Madawaska.....	762	2,112 05
Madison.....	740	2,051 08
Madrid.....	124	343 69
Magalloway Plantation.....	14	38 80
Manchester.....	153	424 07
Mapleton.....	308	853 69
Mariaville.....	50	138 59
Marion.....	29	80 38
Marshfield.....	81	224 51
Mars Hill.....	449	1,244 51
Masardis.....	128	354 77
Mason.....	28	77 60
Matinicus Isle Plantation.....	58	160 76
Mattamiscotis.....	7	19 40
Mattawamkeag.....	189	523 86
Maxfield.....	49	135 82
Mayfield Plantation.....	29	80 38
Mechanic Falls.....	410	1,136 41
Meddybemps.....	47	130 27
Medford.....	86	238 37
Medway.....	164	454 56
Mercer.....	135	374 18
Merrill Plantation.....	111	307 66
Mexico.....	487	1,349 83
Milbridge.....	594	1,646 41
Milford.....	295	817 67
Millinocket.....	711	1,970 70
Milo.....	430	1,191 84
Milton Plantation.....	64	177 39
Minot.....	238	659 67
Monhegan Plantation.....	33	91 47
Monmouth.....	300	831 52
Monroe.....	203	562 67
Monson.....	427	1,183 52
Monticello.....	524	1,452 38
Montville.....	230	637 50

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Moose River Plantation	73	\$202 33
Moro Plantation	80	221 74
Morrill	120	332 60
Moscow	133	368 63
Mt. Chase	134	371 41
Mt. Desert	499	1,383 10
Mt. Vernon	186	515 54
Naples	230	637 50
Nashville Plantation	13	36 04
Newburg	168	465 64
New Canada Plantation	189	523 86
New Castle	291	806 58
Newfield	129	357 55
New Gloucester	337	934 07
New Limerick	194	537 72
Newport	329	911 90
New Portland	230	637 50
Newry	79	218 97
New Sharon	248	687 39
New Sweden	348	964 56
New Vineyard	156	432 39
Nobleborough	223	618 10
Norridgewock	411	1,139 18
North Berwick	462	1,280 52
Northfield	30	83 15
North Haven	170	471 19
Northport	114	315 98
North Yarmouth	180	498 91
Norway	768	2,128 68
No. 8 Plantation	6	16 63
No. 14 Plantation	27	74 83
No. 21 Plantation, Hancock County	14	38 81
No. 21 Plantation, Washington County	34	94 24
No. 33 Plantation	38	105 32
Oakfield	351	972 88
Oakland	507	1,405 26
Old Orchard	195	540 49
Old Town	1,662	4,606 61
Orient	61	169 07
Orland	358	992 28
Orneville	118	327 06
Orono	1,085	3,007 33
Orrington	344	953 48
Otis	42	116 41
Otisfield	171	473 96
Oxbow Plantation	48	133 04
Oxford	316	875 87
Palermo	225	623 64
Palmyra	255	706 80
Paris	876	2,428 03
Parkman	202	559 89
Parsonsfield	220	609 78
Passadumkeag	155	429 62
Patten	480	1,330 43
Pembroke	537	1,488 41
Penobscot	350	970 11
Perham	253	701 26
Perkins	12	33 27
Perry	336	931 30
Pert	221	612 55
Phillips	367	1,017 22
Phippsburg	354	981 20

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Pittsfield	827	\$2,292 21
Pittston	324	898 04
Pleasant Ridge Plantation	28	77 60
Plymouth	191	529 40
Poland	387	1,072 66
Portage Lake Plantation	99	274 42
Porter	290	803 81
Portland	15,342	42,523 83
Pownal	148	410 22
Prentiss	192	532 17
Presque Isle	1,538	4,262 91
Princeton	359	995 06
Prospect	193	534 95
Randolph	271	751 14
Rangeley	259	717 89
Rangeley Plantation	21	58 20
Raymond	244	676 32
Readfield	248	687 39
Reed Plantation	131	368 09
Richmond	524	1,452 38
Ripley	141	390 81
Robbinston	276	765 00
Rockland	1,954	5,415 95
Rockport	653	1,809 94
Rome	126	349 23
Roque Bluffs	41	113 64
Roxbury	82	227 28
Rumford	1,510	4,185 31
Saco	2,324	6,441 48
St. Agatha	678	1,879 23
St. Albans	288	798 26
St. Francis Plantation	287	795 49
St. George	815	2,258 96
St. John Plantation	175	485 05
Salem	60	166 30
Sanford	1,877	5,202 53
Sangerville	337	934 07
Scarborough	460	1,274 99
Searsmont	298	825 98
Searsport	342	947 93
Sebago	147	407 44
Sebec	177	490 59
Seboeis Plantation	32	88 69
Sedgwick	294	814 90
Shapleigh	264	731 74
Sherman	351	972 88
Shirley	84	232 83
Sidney	260	720 65
Silver Ridge Plantation	61	169 07
Skowhegan	1,434	3,974 66
Smithfield	139	385 27
Smyrna	148	410 21
Solon	275	762 23
Somerville	123	340 92
Sorrento	32	88 69
South Berwick	918	2,544 43
Southport	151	418 53
South Portland	1,879	5,208 08
South Thomaston	469	1,299 94
Springfield	156	432 39
Stacyville Plantation	170	471 19
Standish	430	1,191 84
Starks	181	501 68

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Stetson	130	\$360 32
Steuben.....	265	734 51
Stockholm Plantation.....	97	268 86
Stockton Springs.....	222	615 32
Stoneham	87	241 14
Stonington	524	1,452 33
Stow	85	235 60
Strong	182	504 45
Sullivan.....	346	959 02
Summer.....	223	618 10
Surry.....	279	773 32
Swan's Island.....	228	631 95
Swanville	155	429 62
Sweden	75	207 88
Talmadge	34	94 24
Temple	118	327 06
The Forks Plantation.....	53	146 91
Thomaston	721	1,998 41
Thorndike	156	432 39
Topsfield.....	105	291 00
Topsham	652	1,807 13
Tremont	700	1,940 21
Trenton.....	121	335 37
Trescott.....	163	451 79
Troy.....	189	523 86
Turner	482	1,335 97
Union.....	338	936 84
Unity	230	637 50
Unity Plantation.....	16	44 35
Upton.....	71	196 79
Van Buren.....	716	1,984 56
Vanceboro.....	191	529 40
Vassalborough	650	1,801 63
Veazie	147	407 44
Verona	88	243 91
Vienna	106	293 80
Vinalhaven.....	818	2,267 27
Wade Plantation.....	125	346 46
Waite.....	36	99 78
Waldo.....	135	374 18
Waldoboro	881	2,441 89
Wales	128	354 77
Wallagrass Plantation	380	1,053 26
Waltham.....	54	149 68
Warren	539	1,493 96
Washburn	466	1,291 62
Washington	296	820 44
Waterborough	248	687 38
Waterford	261	723 42
Waterville	3,380	9,368 44
Wayne	189	523 86
Webster	345	956 25
Webster Plantation	57	157 99
Weld	235	651 36
Wellington.....	118	327 06
Wells	592	1,640 85
Wesley.....	76	210 65
West Bath	79	218 97
Westbrook	2,580	7,151 05
Westfield Plantation.....	126	349 23
West Forks Plantation.....	61	169 07

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
West Gardiner	169	\$468 42
Westmanland Plantation	51	141 36
Weston	131	363 09
Westport	97	268 86
Whitefield	322	892 49
Whiting	171	473 96
Whitneyville	126	349 23
Williamsburg	53	146 91
Willimantic	121	335 37
Wilton	487	1,349 83
Windham	528	1,463 46
Windsor	212	587 61
Winn	274	759 46
Winslow	768	2,128 68
Winter Harbor	174	482 28
Winterport	469	1,299 94
Winterville Plantation	77	213 42
Winthrop	551	1,527 22
Wiscasset	404	1,119 78
Woodland	401	1,111 46
Woodstock	220	609 78
Woodville	77	213 42
Woolwich	229	634 73
Yarmouth,	702	1,945 75
York	713	1,976 25

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

Counties.	Scholars.	School Fund and Mill Tax.
Androscoggin	17,416	\$48,272 40
Aroostook	23,698	65,684 38
Cumberland	30,294	83,966 70
Franklin	5,321	14,748 85
Hancock	11,594	32,135 40
Kennebec	16,074	44,552 74
Knox	8,708	24,136 19
Lincoln	5,677	15,735 09
Oxford	9,494	26,314 78
Penobscot	22,933	63,564 00
Piscataquis	4,962	13,753 30
Sagadahoc	5,831	16,161 93
Somerset	9,598	26,601 03
Waldo	6,709	18,595 52
Washington	15,195	42,116 39
York	19,461	53,940 57
Total.....	212,965	\$590,280 77

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ERRATA.

On page 8, fifth line, after the words "has grown to his," supply the words "full stature."

On page 13, tenth line, strike out "longing."