PUBLIC DOCUMENTS OF MAINE:

1904

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

DEPARTMENTS AND INSTITUTIONS

For the Year 1903.

VOLUME IV.

AUGUSTA
KENNEBEC JOURNAL PRINT
1904

REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC SCHOOLS

OF THE

STATE OF MAINE

FOR THE

School Year Ending June 30, 1903.

AUGUSTA
KENNEBEC JOURNAL PRINT
1904

STATE OF MAINE.

EDUCATIONAL DEPARTMENT,
AUGUSTA, December 31, 1903.

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 1902-1903.

Very respectfully,

Your obedient servant,

W. W. STETSON,

State Superintendent of Public Schools.

THE IMPROVEMENT OF SCHOOL BUILDINGS AND GROUNDS.

WHAT HAS BEEN DONE IN OTHER STATES.

More than sixty years ago the well-known poet, Mrs. Lydia K. Sigourney, sounded the true note of progress in the improvement of the physical surroundings of the school in a paper read before a teachers' convention in Connecticut. Her words may be taken as an indication of the spirit that was even then beginning to manifest itself. She says, "I hope the time is coming when every isolated village schoolhouse shall be a temple on whose exterior the occupant may study the principles of symmetry and of grace. Why need the structures where the young are initiated into those virtues which make life beautiful be divorced from taste or devoid of comfort? Why should they not be erected in fine, airy situations, overshadowed with trees and embellished with shrubbery? Why should not the velvet turf attached to them be bordered with hedges, divided by gravel walks, tufted with flowers?" She further states that it is the testimony of teachers "That it is easier to enforce habits of neatness and order among objects whose taste and value make them worthy of care than amid that parsimony of apparatus whose very pitiful meanness operates as a temptation to waste and to destroy;" and she adds the suggestion still appropriate, "Let the communities now so anxious to raise the standard of education venture the experiment of a more liberal adornment of the buildings devoted to it."

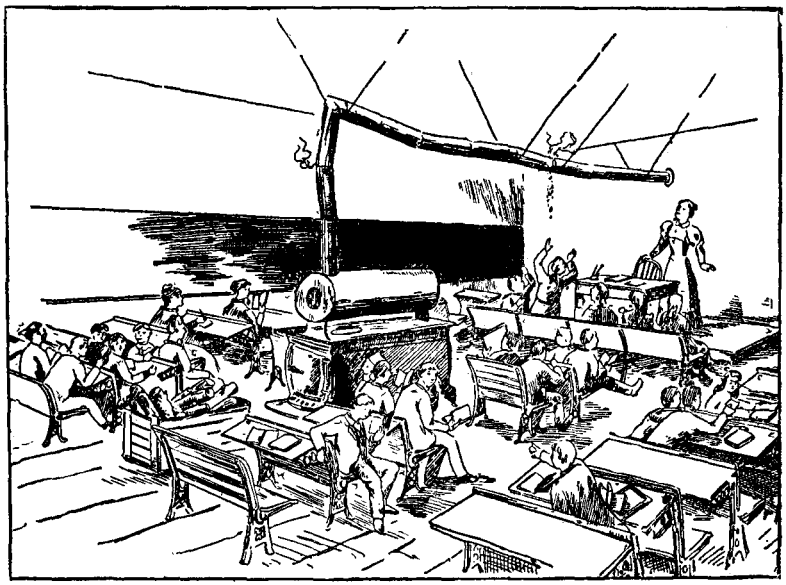
During the last half century much has been done to improve our schools in the matters outlined in the above quotation. The State of Wisconsin has taken great interest in planting trees and in the protection of birds. Its Department of Public Instruction

has issued an Arbor and Bird Day Annual since 1899. The volume for 1903 contains excellent illustrations of school buildings and school grounds and indicates that the State has made great progress in this direction. One specially noteworthy article in this Annual gives an account of the improvements made within twenty years in the Dodgeville school grounds. Trees of attractive foliage and form were sought miles away in the woods, carefully taken up and reset in the school-yard. Hedges of arbor vitae were planted to screen the out buildings. The grounds were graded and a handsome lawn secured. Each spring a coating of land plaster and ashes gave increased rapidity of growth and richness of coloring to the grass. Rustic baskets were made and flower beds planted; iron vases were provided and all these, when filled with flowers, made the grounds bright with beauty and color. Clematis, moon-seed, wisteria, Virginia creeper, and climbing roses were planted near the walls of the school buildings, and to-day their foliage almost covers these spaces and enhances the beauty of the architecture.

The school building is described as set well back from the road with a spacious, open area in front and playgrounds in the rear. A pansy bed is found in a shady corner, while clusters of foliage plants, a bed of cannas, one of geraniums, another of verbenas and a hedge of sweet peas make the enclosure a scene of great beauty. Rows of arbor vitae partially shut off the playground; climbing roses nearly reach the second story windows and cover one side of the buildings with their showy blossoms; Virginia creepers already overarch the main entrance and will soon cover the entire front of the building.

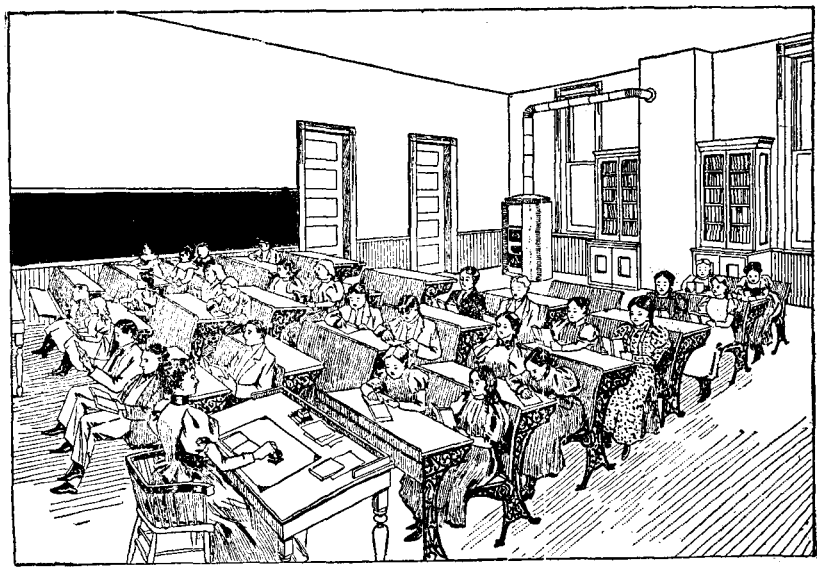
The great interest the pupils have shown in this work from the beginning is one of its most charming features. In nearly every school the pupils can be enlisted in similar work and the moral results, the effect upon the spirit of the school, obtained by such co-operation, will more than repay the outlay of time and effort.

The Arbor Day Annual of the State of New York for 1903 has an article suggesting improvements that should be made in rural school buildings and grounds. It says it is almost impossible to find a village that has not a creditable school building and that some of the recent buildings in the larger cities are



THE BADLY ARRANGED SCHOOLROOM.

Disorder, idleness, mischief, discomfort, ill-temper, disease—due to unfavorable physical conditions.



THE WELL ARRANGED SCHOOLROOM.

Good order and industrious habits fostered, comfort and health promoted by favorable physical conditions.

veritable palaces: while, with some notable exceptions, in the rural sections the school buildings are not materially better than they were forty years ago.

The writer asks for at least an acre of land for each school lot; that this be fenced and graded, and states that it is far better for the children to do most of the work of beautifying the grounds because in this way they will value the improvements more highly and will more carefully protect them. He suggests that the teacher make a sketch of the grounds, showing the size and location of the buildings and enlist some competent person in preparing a plan for planting and grouping flowers and trees and locating walks and drives.

Much can be done with flowers at little cost. The neighbors will be glad to give phlox, iris and many other perennials. For covering an arbor or outbuilding, nothing is finer than clematis, with its beautiful clean foliage and its masses of white flowers. Honeysuckles will answer the same purpose. If roses are to be used, the crimson rambler will be found satisfactory. Of hardy bulbs, crocuses, tulips, peonies, irises are recommended; of annuals those should be selected which blossom while the school is in session, such as petunias, poppies, morning glories and nasturtiums.

If the children take charge of this work, there will result added knowledge, increased enthusiasm and an ever growing love for the school.

The wild flower garden of the Putnam school, Boston, was first planted in the spring of 1891 and, in the course of the first five years, 150 species of wild flowers were introduced. Among these were fourteen species of goldenrod, twenty of wild asters and other plants of field, forest and meadow, with twenty-eight species of ferns. To increase the beauty of the garden there were added hardy chrysanthemums, rose bushes, phlox, sunflowers, eleven kinds of iris, vines, etc. Most of the plants flourished in their new home, since care was taken to place them in conditions similar to those from which they were taken. They were used by the pupils in their elementary science lessons. The plants in bloom were described in written lessons and drawn with colored pencils or painted in water colors. Notebooks were kept and into these were pasted characteristic parts

of each plant studied; these books, taken into the country during the summer vacations, enabled the pupils to identify growing flowers, or to discover new species to be studied on their return.

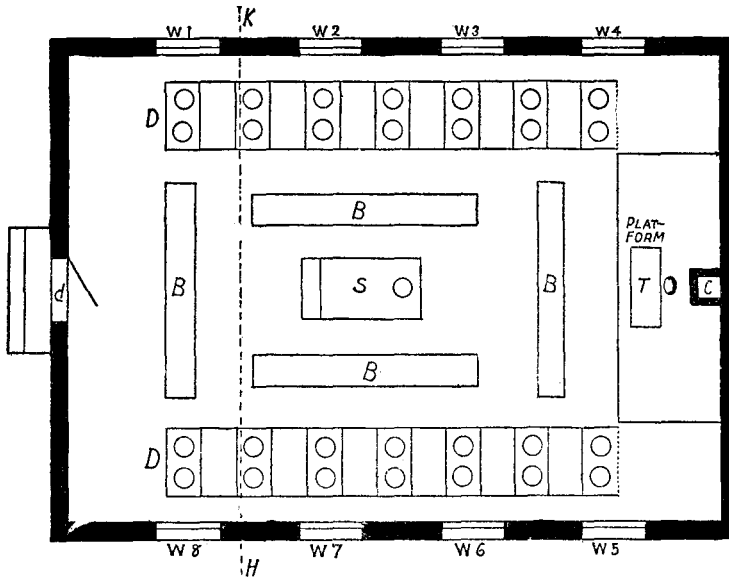
After three years' experience with the flower garden, a vacant lot near by was plowed and made into a vegetable garden.

Girls as well as boys took part in planting and caring for the garden, developing skill and endurance in the work and in some cases they insisted upon doing all the labor themselves, including even the first spading of the ground. Among the vegetables raised were summer squashes, beets, carrots, parsnips, onions, tomatoes, radishes, lettuce, corn, bush beans, cabbages and turnips. Parents became interested in the work done by the children and many home gardens of flowers and common vegetables were planted as the result of this training.

As was to be expected, the moral influence of this work upon the children has been most helpful. A sense of responsibility, the exercise of self-denial for the sake of future results, the training in industry and carefulness, these and other like considerations are to be added to the physical and intellectual benefits received. This experiment has proved that it is exceedingly helpful to school work for teachers and pupils to be bound together by common interests.

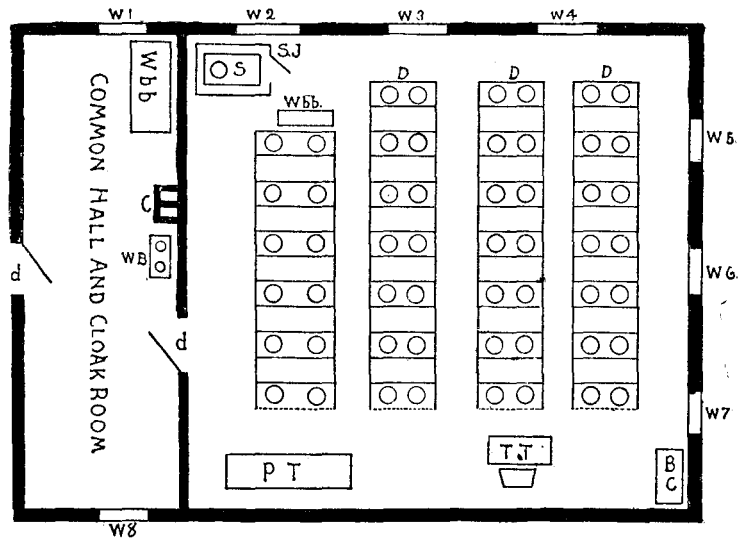
In the State of Vermont the Department of Education has recognized the newly awakened interest in Nature study by issuing circulars upon such topics as "Nature Study and School Homes," "The Trees of Vermont," School Sanitation," "The Study of Trees" and "The Study of Birds."

The Rhode Island school report for 1901 contains a valuable article on the topic "School Gardens in Cities," treating of the work in Europe and the United States. The writer states that there are now over 100,000 school gardens in Europe, of which 5,000 are in Sweden, 30,000 in France and 10,000 have been made in the villages of Russia since the freeing of the serfs, in 1861. They were introduced into Germany 80 years ago. In Belgium, since 1873, the law has required each school to have a garden to be used in connection with instruction in botany, horticulture and agriculture. In France no plan for a school building, to which the state contributes, has been accepted since 1887



IMPROPERLY ARRANGED ONE ROOM SCHOOLHOUSE.

B—Bench, C—Chimney, D—Desks, d—Door, S—Stove, T—Teacher's Table, W—Window.



PROPERLY ARRANGED ONE ROOM SCHOOLHOUSE.

B C—Bookcase, C—Chimney, D—Desk, d—Door, P T—Primary Pupils' Table, S J—Stove Jacket, S—Stove, T T—Teacher's Table, W—Window, W bb—Wood Boxes, W B—Water Buckets.

unless it made provision for a garden. In the United States the work is more recent, but a good beginning has been made in various parts of the country.

The Hesperia movement of Michigan recognizes the need of a more intimate knowledge of the schools on the part of parents and other citizens. It seeks to meet this need through a series of meetings held in each county every year under the auspices of "Teachers' and Patrons' Associations." These meetings continue for a number of days and the programs include papers and discussions of school interests from the standpoint of parents, teachers and school officials.

In some counties of the State the Associations hold numerous local meetings with one general meeting during the year. The Associations, through their Executive Committees, prepare reading courses for their members.

The Teachers' and Patrons' Associations aim to bring about school improvement by means of a general quickening of public interest in the schools. They do not themselves undertake to accomplish specific results. These results they leave to be wrought out by the individual members.

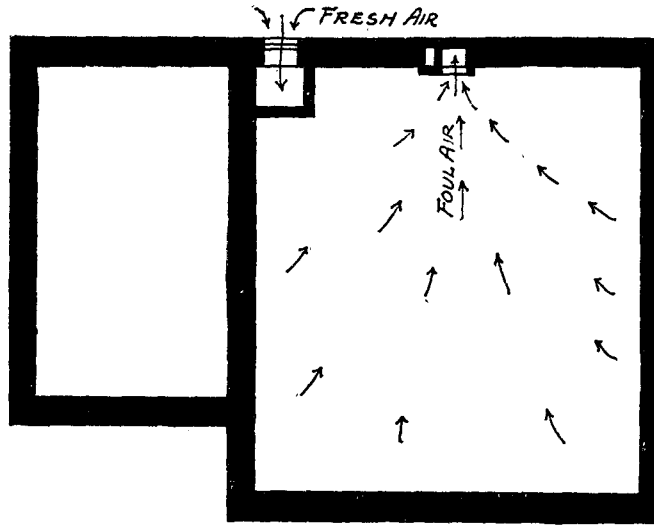
The expenses of the meetings are provided for by the annual membership fee which, in most Associations, is fifty cents.

A prominent factor in the success of the Hesperia movement has been the Grange in whose halls the meetings are usually held and whose officers and members have been prominent in promoting the Teachers' and Patrons' Associations.

This movement has been of incalculable benefit to the schools of Michigan because of the broader knowledge of their work and the more intimate acquaintance with their needs that have been gained by the people. Out of it have undoubtedly come many material improvements in the condition and surroundings of the Michigan schools.

The Georgia scheme of model schools aims primarily to show the importance of manual training in the rural schools.

The Federation of Women's Clubs of Georgia, appreciating the importance of manual training and domestic science, agreed to establish a model school in the county offering the greatest inducement.



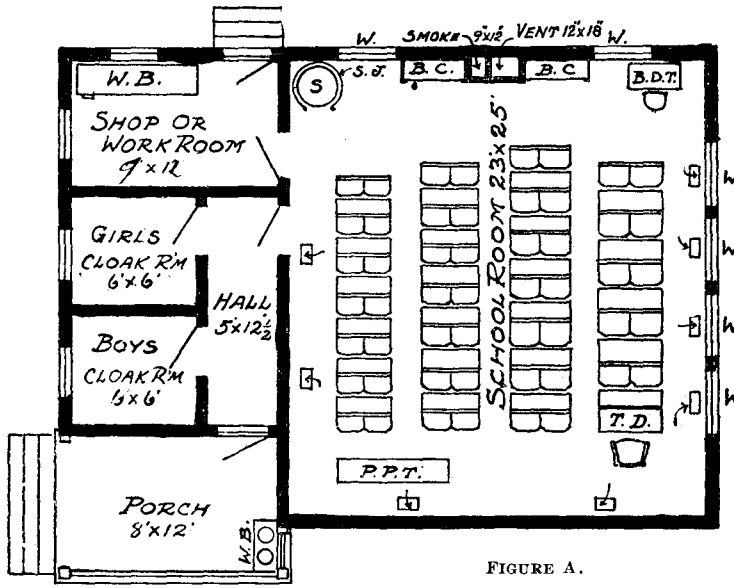


FIGURE A.

FLOOR PLAN FOR ONE ROOM RURAL SCHOOLHOUSE.

B C—Bookcase, B D T—Book and Dictionary Table, D—Doors, P P T—Primary Pubils' Table, S—Stove, S J—Stove Jacket, T D—Teacher's Desk, W—Windows, W B—Water Buckets, Arrows—Furnace Registers.

The school was established at Danielsville and has now in attendance two hundred and fifty pupils. As a result of its establishment three other counties of the State have been led to found similar schools.

Among the conditions that have to be met in establishing these schools are the following:—The school building and equipment shall be adequate, the surroundings neat and attractive and the teaching force trained and efficient.

These schools receive visits from citizens and teachers from other sections of the counties in which they are located and, as a result of these visits, the importance of better physical surroundings and trained teachers is seen. The lessons thus learned are helpful to all the schools of the State.

Georgia is making heroic efforts to raise the grade of her public schools. The scheme of county model schools furnishes a visible example of correct school conditions and is proving a helpful agency in bringing the schools of the State to a commendable standard.

VALUE OF THIS WORK.

As the general style of living improves, the school must keep pace with this march or cease to be one of the agencies in the world's progress. What was good enough for the fathers is not good enough for the children. The whole style of living has changed. The log house of the settler and the log school house for his children went appropriately together; but now, with our homes of comfort and beauty, corresponding changes must be made in our schoolrooms. In some cases these improvements have been made and the schools, with their equipment and surroundings, are in harmony with the other institutions of the community. In many instances, however, the schools have not received the attention they merit and it is evident the time has come for giving serious attention to their betterment. No one urges that we go back to stage coaches, to log cabins, to old-fashioned plows, to home-spun clothing and no one should be content with former conditions for our schools, either in their appliances or methods. Mark Hopkins on one end of a log and the young Garfield on the other might illustrate, by keen dis-

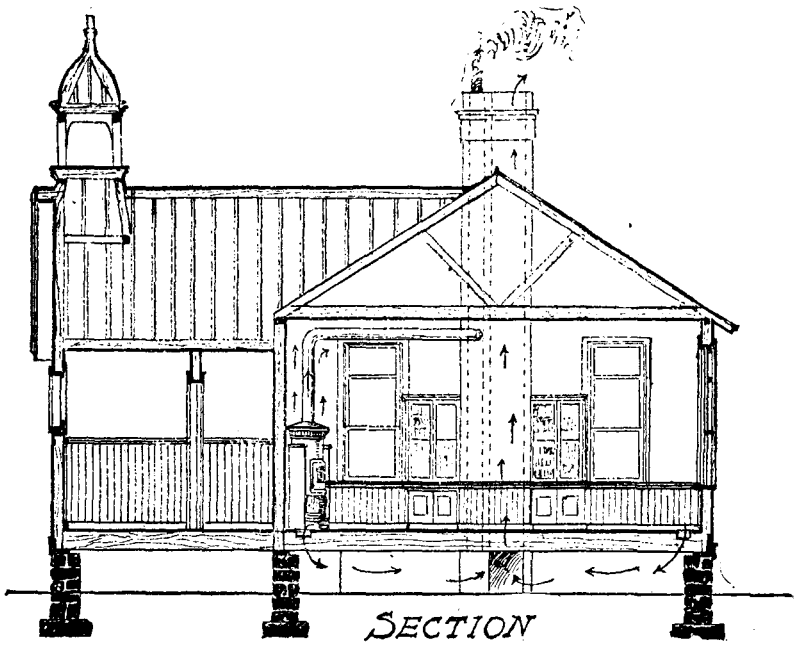
cussion, the central life of a university; but no sane man would thereby argue that extensive buildings, spacious grounds and modern apparatus are not essential to the work the university must do today. What has been made to answer in the past will not do now; everything must be adjusted to the demands of the present and of the near future.

The needs of those who are to come after us must be taken into account, since many of the improvements to be made are intended to be permanent in their character. The extent of the grounds, the size of the school buildings, the trees and shrubs to be planted, these and many other things must be decided upon after taking into consideration the changed conditions which the passing years will bring. Every permanent improvement justifies a liberality of expenditure not warranted in any changes of a temporary nature. How often the mistake has been made of planning and building on too small a basis only to find that, in a few years, the growth of the community requires a complete reconstruction of the whole plant.

The sanitary arrangements should be carefully adjusted at the start and should thereafter be kept in the best possible condition. An "abomination of desolation" is none too strong a term to describe the outbuildings of some of our schools in the past, if not in the present. In our city and village schools, where there is a water supply, the best modern plumbing should be used and should be frequently inspected. In every case the utmost care should be taken that, in this matter, there be no occasion for offense either from a sanitary or æsthetic point of view.

Tasteful coloring of the walls and ceilings, appropriate pictures and other ornaments will give a cheerful, homelike appearance to the room that will add to its attractiveness and strengthen the hold of the school upon the heart and mind of the pupils. If children could only enter the schoolroom with the zest and gladness with which they leave it! And why not? Is it not true that "In every period of life the acquisition of knowledge is one of the most pleasing employments of the human mind, but in youth there are reasons which make it productive of higher enjoyment?" Make the schoolroom as beautiful as our best homes; let the kindly, cheerful spirit of the family be

brought into it; let the school building have a proper setting of lawn and trees and shrubbery and flowers; let it have its ample playground and school garden, and, perhaps, the creeping with snail-like pace to school will be more rare. By a strange paradox the luxuries of life are sometimes more needful than the necessities: or perhaps a better statement would be that what some regard as luxuries in school furnishing are, from the right



A PRACTICAL AND ECONOMICAL ONE ROOM SCHOOLHOUSE.
Building plan. 26ft x 36ft outside measurement.

point of view, absolute necessities. As every advance in civilization makes new demands for greater conveniences of living, so every improvement in educational methods demands additional facilities.

The school building should be attractive without as well as within, made so not by excess of ornamentation, but by symmetry of form and simplicity of style. It would be difficult to estimate the influence for good of such a school home upon the

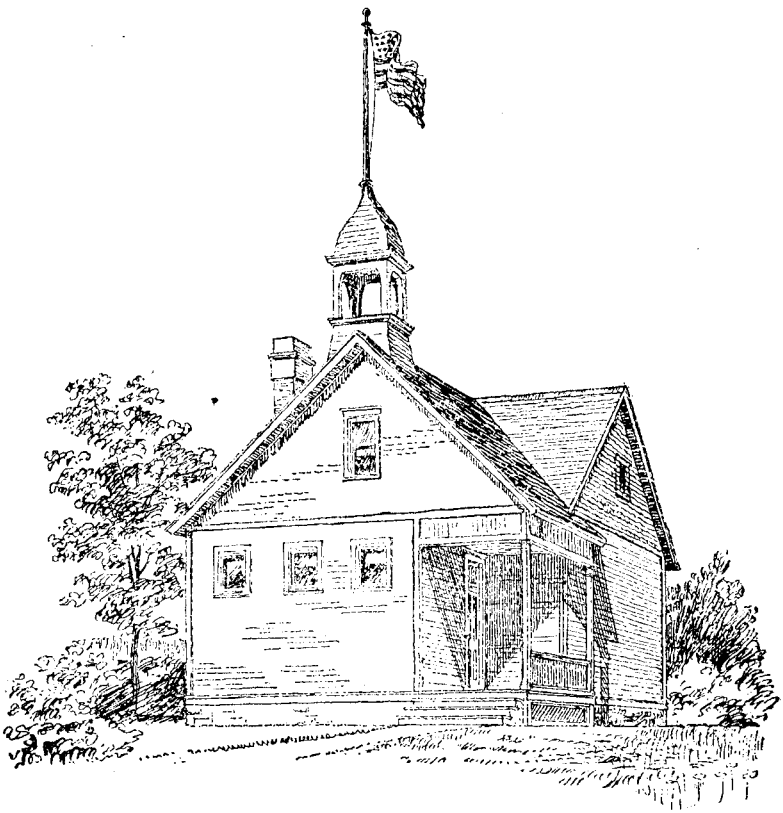
pupils and indeed upon the entire community. A true appreciation of the work of the school, as manifested by such surroundings, will tend to give it respect and dignity. The man of business who should model his store after the style of many of our school buildings would be doomed to failure from the start. In these days there are so many counter attractions, so many allurements to entice our children elsewhere, so many forms of amusement, so many inducements to short cuts and brief courses of study, that whatever will tend to bind our young people more closely to school and to home has an untold value and usefulness. If home and school are to compete with these temptations, they must be fortified with every excellence they can possess. Such considerations give additional weight to the statement that "It is a poor type of school nowadays that has not a good playground attached."

The question of school athletics has become an important one and, if our boys and young men are to participate in modern school games, there can surely be no place where they can do it more safely than on the school grounds, under the oversight of the school authorities. While the regular school work must never be neglected for these, they may be so regulated as to strengthen the bond of attachment for the school and to foster a school spirit that is most desirable. This spirit of loyalty to the school will find expression in a pride in the school grounds and in a readiness to assist in caring for them.

Even before any of our states observed Arbor Day, in some schools a day in the early spring was devoted to an excursion to the woods for trees and shrubs and the planting of these upon the school grounds. As every feeling becomes intensified by expression, so the interest of citizens and pupils in the school will be heightened if some such opportunity is given for its manifestation. By co-operation in this work a spirit of comradeship will be developed, binding together the school and its neighbors in a spirit of good fellowship. It is better that the children share in the work, or even be entirely responsible for it, than that these things be paid for by the town. The co-operation of the teachers and scholars, the kindly feeling engendered, a love for the school and loyalty to it, a taste for the beautiful and an elevating and refining influence that will be felt throughout the community are

among the results which give value to the work here suggested. The desire for improvement thus awakened will prove contagious and many a home will become a center of grace and culture.

The observance of the principles of neatness and order without the school building will have great influence upon the work within. Refinement, courtesy, accuracy will be more easily at-



A PERSPECTIVE VIEW OF NO. 7.

tained when the surrounding conditions are favorable. Environment is so potent a factor that its assistance is necessary to the best results.

The changes taking place in methods of education, the additons made to the number of subjects taught, the broader education now demanded for either business or professional life, the

strain and stress of modern school life with its tests, its examinations, its percentages, all these and other like considerations demand that the school work be pursued under the most helpful, cheerful and healthful conditions possible. With the increased wealth of the country and the rapid development of its resources, there is no good reason why every facility should not be given to secure the best possible training for the most important and valuable product of the age, the children. As school life is to play so large a part in shaping their character and destiny, it is not too much to ask for it the best attainable equipment and surroundings. Adequate and beautiful buildings, ample and attractive grounds and suitable appliances will be found to be the truest economy and the highest wisdom.

One important result coming from extensive grounds for city schools will be found in the increased interest in Nature and in rural life. An appreciation of the charms of the country fostered by the study of birds and flowers, by school gardens, lawns and groves may save many a one from the allurements of city life.

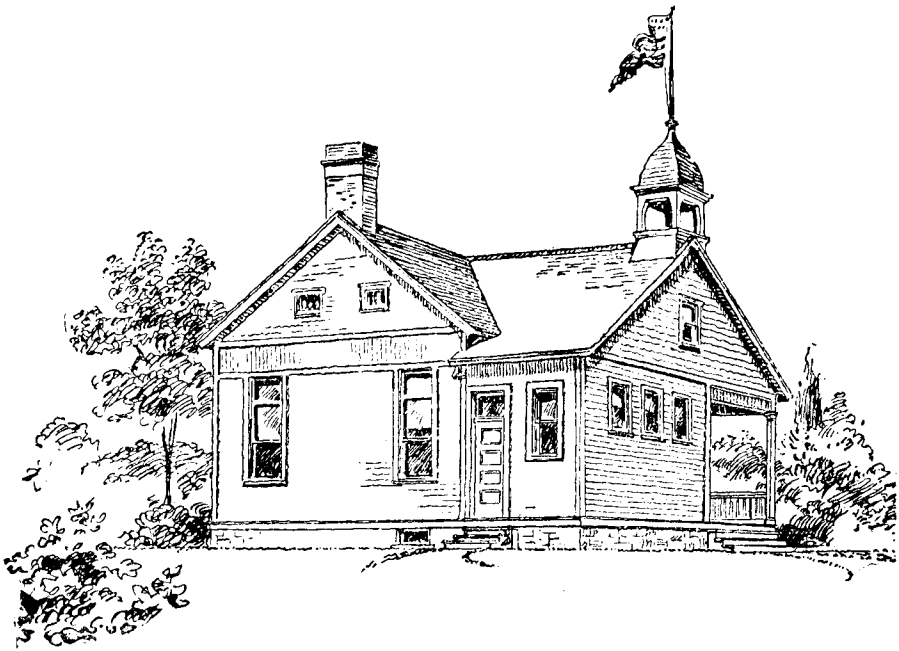
That farmer is wise who gives his children land for their own care and profit and, by papers, magazines, books and social opportunities, makes country life attractive. Improved forms of machinery have lessened the drudgery of the farm; horses now do much of the work formerly done by the slower oxen or by hand labor; rural free delivery brings the daily paper to the door and by giving the young people some definite share in the results of the labor of the farm we may help to retain them among the safer influences of rural life.

CONDITIONS IN MAINE.

The abolition of school districts, the employment of superintendents for city schools, the union of two or more smaller towns in a district for securing a trained superintendent, the consolidation of smaller schools and the free transportation of their pupils have done much towards that most to be desired end, the furnishing of "equal school privileges to all children of school age in the State."

As so many of our schools are in rural localities it may be thought that any project for the improvement of school buildings

and grounds would meet with little favor and result in slight benefit; but any one slightly acquainted with the facts can see at once the necessity of such action and realize its possibilities for good. The smallest as well as the largest school building in the State ought to be a thing of beauty. There is greater need of a finely modeled school edifice in a rural section than in a city. In the latter there are so many beautiful homes, churches and other buildings that additional examples are of less moment. A similar principle applies to the parks and public gardens of the city.



FRONT VIEW OF NO. 7.

These can never serve as substitutes for large open spaces around the school, nor can they be used as school gardens, but they may, perhaps, make the necessity for the latter less imperative. In a rural community where land is less expensive, where trees, wild flowers, ferns and shrubs are close at hand, there is no excuse for leaving the school lot desolate. The school garden may be less necessary where every family has a garden in its own home grounds, but it may be said that the school garden may, in competent hands, serve as a model that shall be of great benefit

to the whole neighborhood and so far as the wild flowers and ferns are concerned there is no danger that the school garden will suffer from any rivalship. Its mission of education is needed to open the eyes to the beautiful things that are close at hand and can be readily procured. The study of botany is immediately practical to those who have the largest opportunity of observation. Even the oldest inhabitant may have little knowledge of the botanical treasures that are lurking near by in swamp and woods and meadow. If the children have their interest early awakened in the plants and birds about them it will give to life an added zest and charm.

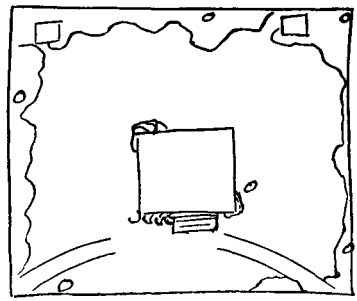
A well ordered, well kept school garden would not only give instruction in the best practical methods in horticulture, but would give an introduction to the plant life of the vicinity and, in many cases, would so open the eyes of the pupils and others influenced by them as to give a closer and happier relationship with Nature and a broader and more generous view of life. Improved methods and appliances in gardening would give an additional interest to life in the country. Why should not our children be taught to take something of that interest in Nature which so delights one in the writings of Thoreau or Emerson, of John Burroughs or of Bradford Torrey? To enrich the school life of the country boy with a wider knowledge of trees and flowers, of birds and other animals would be of great practical value to him in whatever circumstances his subsequent life might be spent. Interest in such objects is a source of perennial pleasure. One cherishes in memory special occasions of successes or surprises in finding rare flowers or unusual numbers of more common ones and enjoys again their beauty as Wordsworth so quaintly expresses it in his poem on "The Daffodils."

"I gazed and gazed, but little thought
What wealth that show to me had brought.

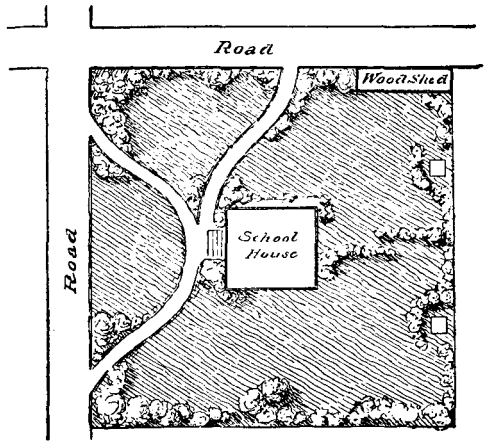
For oft when on my couch I lie,
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills
And dances with the daffodils."

That education is practical which enables us to make all Nature tributary to our æsthetic enjoyment and mental and moral

growth. It is as important to learn the vegetable productions of one's own town as it is to know that tea is grown in China or



The blackboard plan.



Suggestions for the planting of a corner school-yard.

coffee in Brazil. Such knowledge sometimes has immediate practical value. Persons are often severely poisoned by handling plants poisonous to the touch of those who are sensitive to their influence.

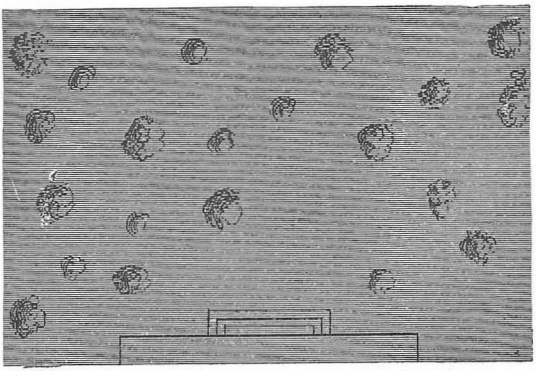
Better school buildings, furnishings, grounds, are important factors in the general progress of the State. The schools must furnish the best material surrounding and finest intellectual stimulus if they are to fulfil the constantly increasing demands laid upon them.

HOW TO INTEREST PUPILS IN THIS WORK.

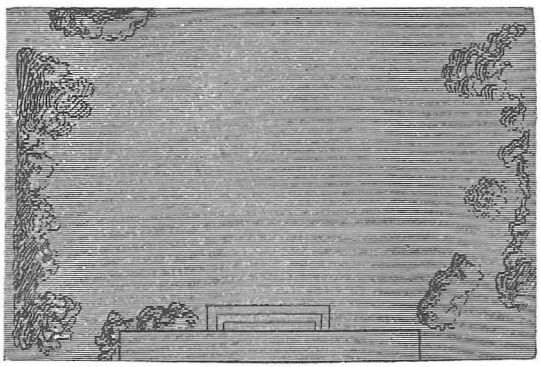
Our whole system of education exists, primarily, for the benefit of the children and, unless they are interested and have a share in everything connected with the school, they will reap but little advantage from what is done. They must be consulted and induced to co-operate from the beginning. The best help is that which teaches self-help. We must appeal to the desire to be of service. Nothing pleases a child more than to have the teacher ask for some trifling assistance which he can easily render. A wise teacher will attach her pupils to her by making them her assistants in various matters of school detail. Just as in a well regulated home children may be made to share in its work and held responsible for such matters as are within their ability, so both within and without the school they will be glad to co-operate in making changes and improvements. A special task may be assigned to a particular group in such a way that the assignment will be regarded as an honor and will indeed be considered a reward for faithfulness in school work. Some one of the group may be chosen leader and it will be found that a feeling of responsibility, a sense of usefulness, a joy in service may be developed that will have great value in many ways. If a spirit of emulation should arise, even this feeling may be utilized if care be taken that it does not degenerate into a spirit of unwholesome rivalry.

In some cases a particular day, May Day, for example, may be devoted to work upon the grounds, or to excursions to neighboring woods for trees, shrubs, flowering plants and ferns. If friends outside the school are asked to share in the excursion, the trip may result in enlisting the community in the work. It is a great gain when the pupils come to feel that the school is *their* school, and that *they* are responsible for making it what it ought to be. The results obtained by united effort in improving exterior conditions and interior arrangements will tend to more hearty co-operation in raising the work of the schoolroom itself to its highest standard. Sympathetic relations between teacher and scholars have great value, but good order, gained by kindly feeling, or with its accompaniment, cannot be too highly prized. That teacher is wise who permits her pupils to do helpful acts even when she could more easily do them herself, because the

greater the interest and share taken by the pupils in beautifying the grounds and rooms, the greater will be the value of these improvements to the school.



The common or nursery type of planting.



The proper or pictorial type of planting.

By tact the pupils may be led to do much for the development of a school spirit which will be of the utmost value. Committees may be appointed for special work, as a committee on bulbs for spring planting, on roses, wild or cultivated, on climbing plants, on wild flowers, on ferns, on the mowing of the lawn, or any one of the many things that need to be done.

Where there are regular courses and classes with graduation, the senior class may wish to do something to connect their names permanently with the school. A picture may be purchased, or a bust, or medallion, or clock; or a tree may be planted, or a flowering shrub, or some climbing plant and, if the custom be continued, in a few years valuable results will follow. Often the teacher will find it as needful to check and regulate as to awaken and foster the zeal of the pupils. The foregoing suggestions, if faithfully followed, will prove to be of great value in their influence on the school.

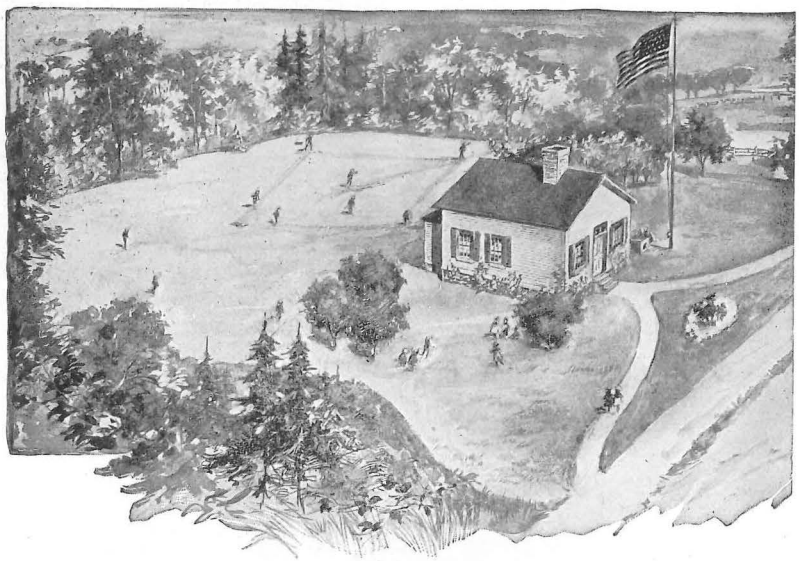
HOW TO AWAKEN AN INTEREST ON THE PART OF THE COMMUNITY.

This is a problem that may prove to be more difficult of solution; but as this co-operation is of vital importance to the success of the enterprize, it must be gained at whatever cost. On general principles it would seem best to proceed along the line of least resistence and consult first the person most likely to favor the movement. In splitting wood it is sometimes better to rive off pieces from the sides of the stick, where they cleave off easily, and leave the central knot to the last, unsplit if need be; in other cases strike first at the central difficulty and the rest is easy. It may be well to enlist first those who are the acknowledged leaders in the community while at the same time a special effort should be made to conciliate those who are likely to oppose the work.

If a majority of the citizens can be reached and made to feel the importance of the enterprize, that its success is necessary to bring the town into line with the general progress of the times, it ought not to be difficult to gain their support and thus bring the whole neighborhood into sympathy with the work. Want of interest in most cases grows out of lack of accurate knowledge and, if the facts in the case are stated clearly, patiently waiting until they be fully understood, most people will be found willing to provide for their children what they are convinced is needful for their good. It is natural for persons to desire to be consulted in relation to matters towards which they are expected to contribute. There must be no taxation without representation. The way in which the first steps are taken may make, or mar, the

work attempted. So long as it is true that, in any place, men have provided, relatively, more comfortable buildings for the housing of their dumb animals than for the schooling of their children, so long there will be, not only occasion, but urgent necessity for wisely directed missionary effort.

When sufficient interest shall have been developed a public meeting may be called and conditions and needs clearly outlined. The facts will speak for themselves, but there will be need of pa-



This illustrates the school grounds after some years' growth, the grounds being originally laid out after plan shown in No. 1.

tience. The erection of a new building to replace the inadequate one that disgraces the town, the addition of land to the too meagre lot, the fencing of the grounds and their proper grading and planting, suitable furniture and equipment within, all these must usually come as a result of much discussion and of patient waiting. The general interests of the community demand that these things be furnished and all good citizens will be ready, when convinced of their need, to bear their part of the expense.

Parents are best reached and most interested in many of these matters through their children. The school and the home are so closely connected that hints, suggestions and talks given in the school will bring the subject into discussion at home. A definite

plan for the improvement of the school grounds will be likely to find approval and the needed assistance will be readily secured. The home surroundings will probably show the effects of the same spirit. Results far wider than those directly sought will be likely to follow. Pride in the school grounds and helpfulness in improving them will readily develop into an interest in school work.

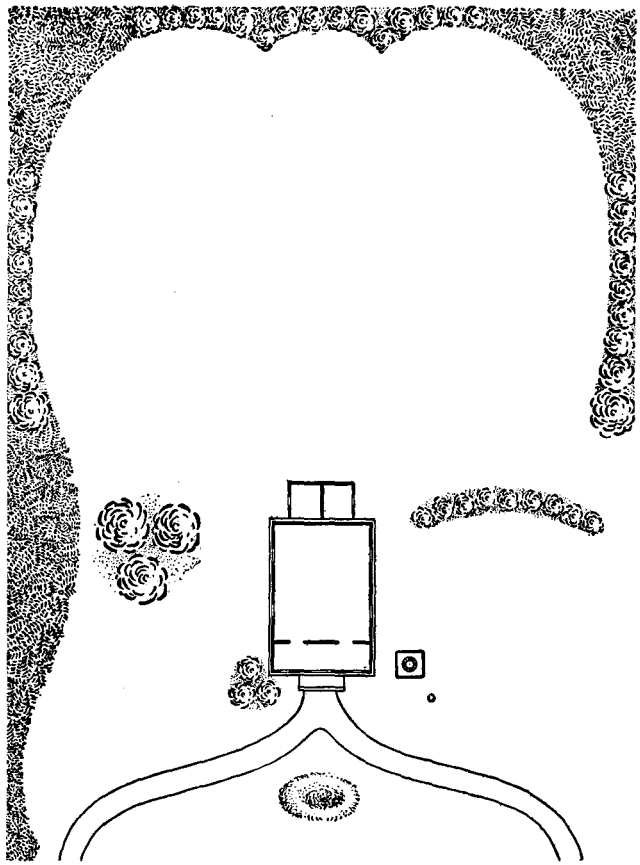
A dainty bit of shrubbery.

HOW TO SECURE THE ENLARGMENT OF THE GROUNDS.

The size of the school lot depends upon the conception of what the school is to be. If it is to be a mere place for assigning and hearing lessons, a comparatively small area will be sufficient. But with an enlarged idea of the mission of the school as the center of a many sided busy life of study and recreation, of social and moral influences, of the learning of many things quite as important as a knowledge of books, larger grounds are imperatively demanded. It has been said that the school grounds are the theatre where elementary problems of society and citizenship are worked out through the independent action of the child at play.

Play is too important an element in child growth to be hampered even for the purpose of preserving beautiful lawns and artistic flower beds.

Ample playgrounds are essential to that vigorous health without which the mind cannot be alert and vigorous in its grasp of truth. Suitable spaces must separate the school from any

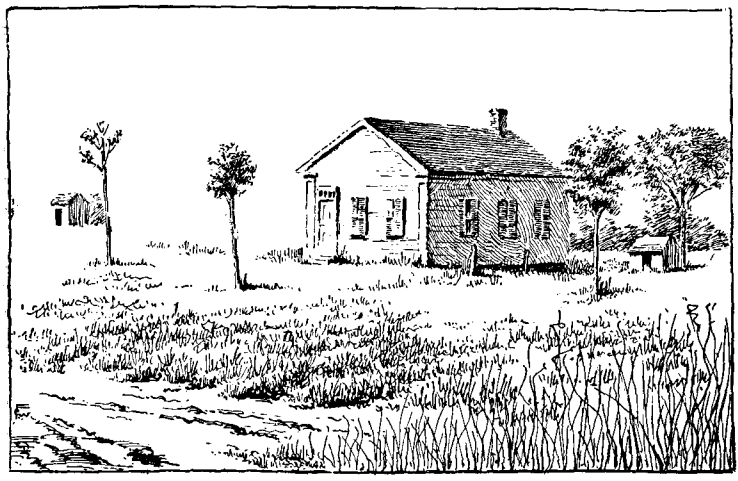


SKETCH OF PLANTING
Plan No. 1.

possible source of disturbance or contamination, physical or moral. If pure air is to be secured; if there are to be trees and shrubbery and flowers and walks; if the birds are to be welcomed; if all the surroundings are to be beautiful and healthful and uplifting, then larger grounds are needed. An acre will serve, but three or five acres would be much better. It is an im-

portant question how this enlarged conception and its full realization can be secured. The friends of the movement must have a clear conviction of the necessity for additional grounds and then must do missionary work to convince all persons concerned that the proposed plans are reasonable and practicable. When

A border planting of trees.

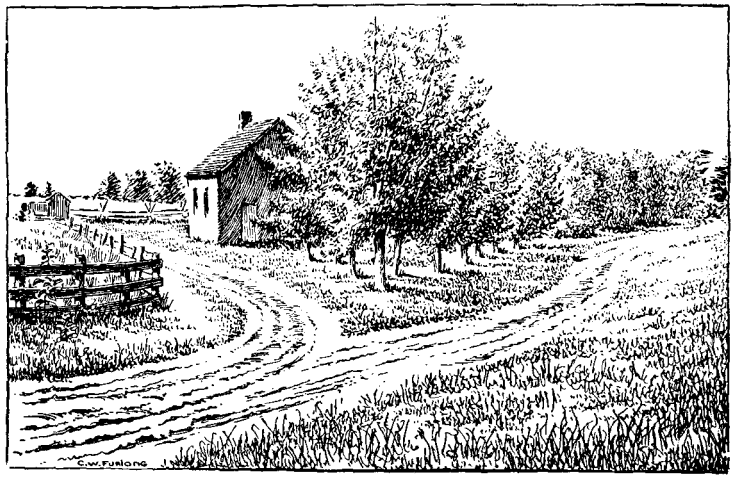


Trees enough in the center, but the place needs a background.

the citizens are aroused to a sense of the necessity of doing something the means for accomplishing the desired object will usually be found. Sometimes it will come by gifts from some person of wealth, sometimes by solicited subscriptions, sometimes by appropriations voted by the town.

The larger the city and the more compact its population, the greater the necessity for ample areas about the school buildings. Most unfortunate are the city children whose school lot is so small that the steps from the school doors lead directly to the brick pavements of the street and the rear court is a tiny space shut in by iron fences.

The school may become an annoyance to its neighbors if it be placed too near them. It should be so retired that it will not be disturbed by the distractions of the street, or by any noisy vocation that may be carried on near by; it should also be so secluded that the shouting of the children at their sports will not be a source of disturbance even to their nearest neighbors. The joyous clamor of the school grounds is an essential part of the school life and must not be prohibited by command or surroundings.



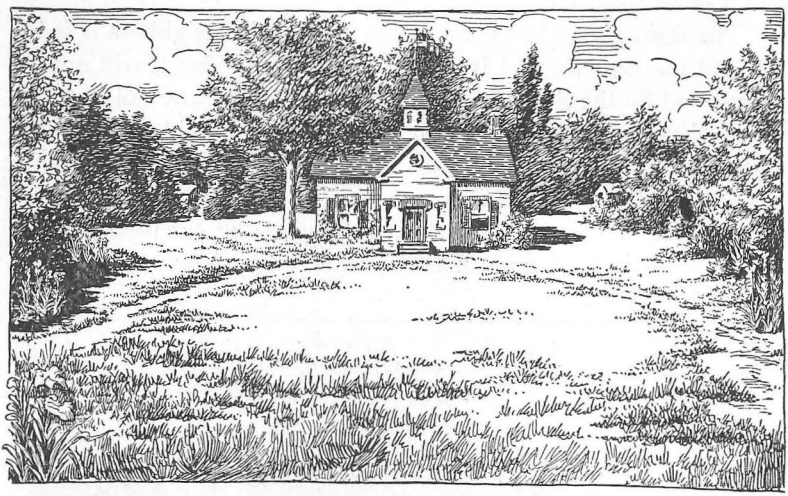
A row of willows makes the place attractive.

HOW TO LAY OUT THE GROUNDS.

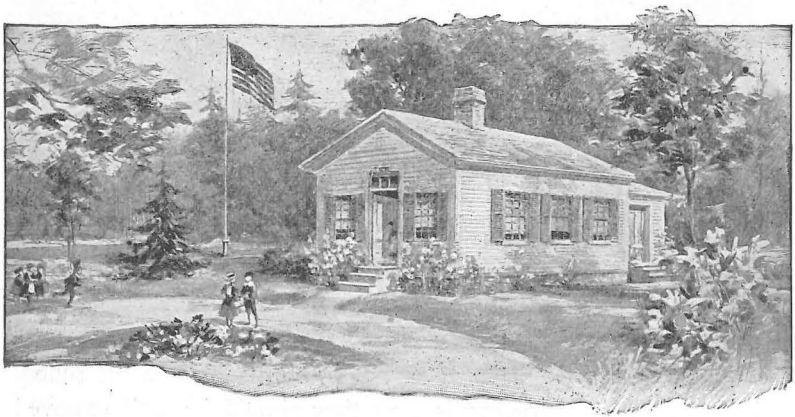
This will depend upon the size of the lot and how much is to be contained in it. If provision is to be made upon the school lot for athletic playgrounds then they should be well removed from the school building and laid out according to the established rules given in the manuals on the respective games. These should not usurp the place of the general playground, which should be placed well back from the street, but nearer to the school building.

The school building itself should stand at least 100 ft. from the street line and, if possible, at about the same distance from the nearer side of the lot.

Elm trees, or trees of similar growth, may be placed at intervals along the street front in a single row so far apart that their



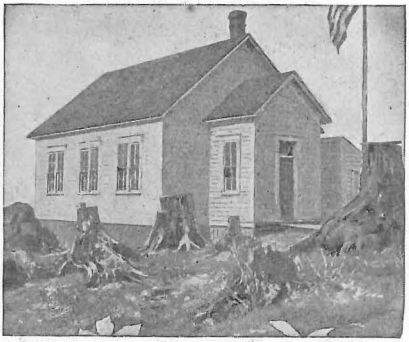
A picture of which a schoolhouse is the central figure.



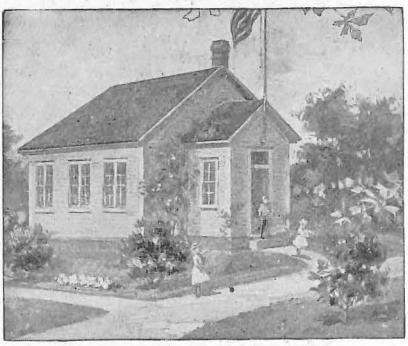
An attractive schoolhouse and grounds.

branches will never meet, but no low growing trees or shrubbery should obscure the view of the building from the street. If there be one front, main entrance, there may be one wide straight walk from the street to the front door; but usually it would be prefer-

able to have two winding paths meeting at the front door thus leaving the space in front to be occupied by a well kept lawn. The paths may begin near the outer limits of the lot describing graceful curves across the grounds and bordered by low shrubs or flowering bushes such as roses, weigelias, or hardy hydrangeas. The inner sides of the walks next to the front of the lawn may be lined by narrow beds of low flowering shrubs or hardy

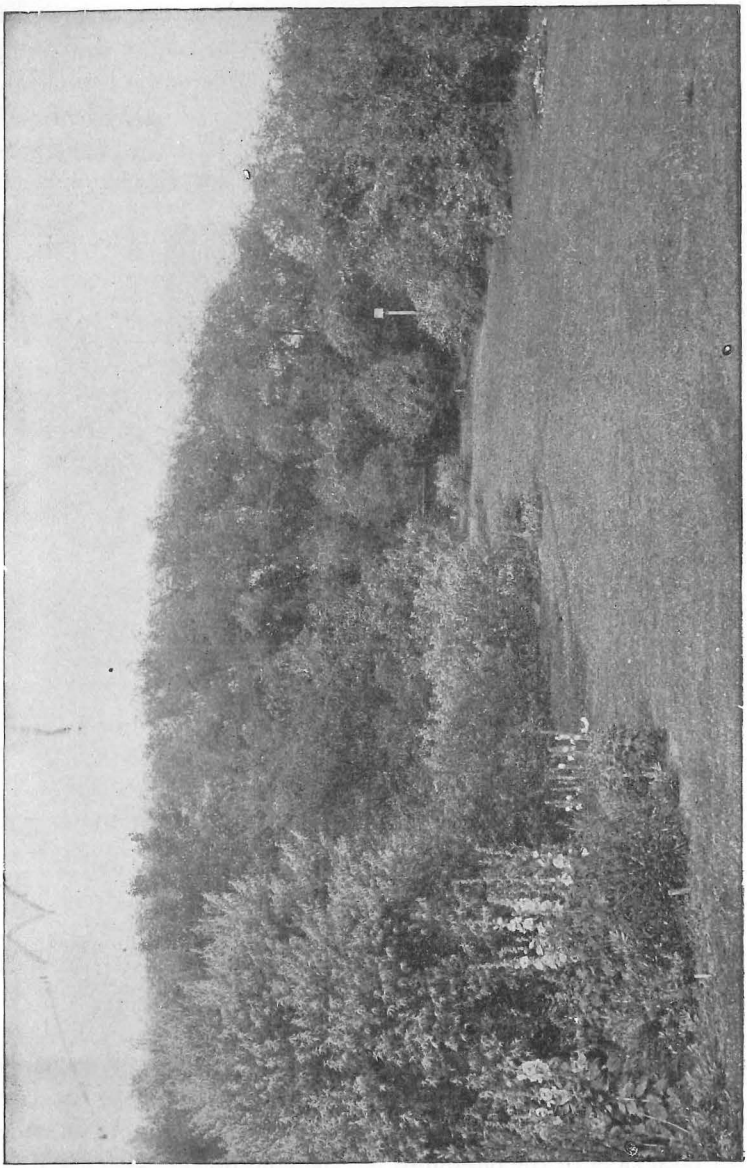


School grounds. From a photograph.



The same grounds beautified.

perennials, or these beds may be planted with hardy bulbs for early flowering, with annuals planted among them for later blooming. A few beds of showy flowers may be placed on either or both sides of the buildings, but the wild flower garden and the vegetable garden would better be placed farther back. The entire lot, except the street line on the front or on two sides, if the lot is a corner one, may properly be surrounded by an irregular, somewhat compact and varied mass of trees and shrubbery of differ-



A five years' growth.

ent sizes and styles of growth, comprising maples, chestnuts, birches, ashes, cherries, walnuts, oaks, spruces, firs, hemlocks, larches, willows and even alders and hazels, if the conditions are favorable. The idea is not to show the beauty of a single tree, but to border the grounds by varied groups and masses in such a way as to make a fitting frame work to enclose the picture which the buildings and more open grounds around it are to form. A neat fence may be placed around the whole, if local conditions render it necessary. Even then the more completely the fence is hidden from within the lot, by its screen of variegated hedgerow, the better. It should not be necessary, in any well conducted community, to fence the street line. There should be no trees so near the schoolhouses as to shade any considerable portion of the building or to conceal any part of the picture which the entire school premises are to form. What would answer well enough for nursery or orchard planting is entirely out of place on school grounds and, however else the trees may be set, they must not be made to stand in straight lines. In setting trees, a better effect will be secured if they are crowded more closely together than they can stand later; then if some of the trees should fail to establish themselves, they will be less missed. They must be remorselessly cut out and thinned to the desired distance as soon as they begin to encroach upon one another.

If lack of a water system for the town compels the use of outhouses, then these many be screened by well arranged clusters of arbor vitae, spruce or fir and a compact, broad line of these trees may soon replace the high fences or screens which are at first necessary. Nothing should be tolerated on the school grounds which would be objectionable on the best regulated home grounds in the community. All the influences surrounding our children should be as refining and elevating as possible.

HOW TO GRADE THE GROUNDS.

It would be better not to grade the grounds, than to reduce them to that dead level which many persons seem to think the normal condition for the school lot. The fields and courts for the athletic games should be nearly or quite level. In other parts,

as the lawns and gardens, there may be some considerable differences of elevation. The proper drainage of every part is most essential. The school building must be located in an airy, dry, slightly elevated position with good drainage in every direction. No part of the lot should be so low as to receive the washings from adjoining property. Such considerations are the more important in places where there is no regular system of sewerage. The building should stand well above the street level so that the surface of the front part of the lot may slope gradually to the street and still be sufficiently elevated not to be injuriously affected by any probable raising of the grade of the road in front of the grounds.

The schoolhouse should be so placed as to have a gradual slope on the other three sides of the lot. The grade of the lot must be decided upon before the walls of the cellar are laid and certain parts may be lowered and others raised, as may be needed, at any time before the building is occupied.

The basement walls should rise at least three and one-half feet above the grade of the earth outside. The windows in these walls should be large enough to keep the basement well lighted and thoroughly ventilated. The condition of this room is very important and any neglect at this point is dangerous to the health of the entire school.

No school can be either safe or successful that is not provided with pure air and pure water. The water must come from a spring or carefully guarded well.

LOCATION OF DRIVES AND WALKS.

If the lot be comparatively small, the only road needed is one leading to the rear of the building for the conveyance of the fuel supply. The same road may also be used for admission of pupils to the rear or side entrance and it would preferably enter the grounds from some other roadway than the one in front of the school. But if the lot be as large as has been previously suggested, a winding road may be made from the street in front of the grounds to the side entrances or to short paths leading to the front entrance. These drives may wind through different parts of the grounds as desired and they should be bordered by flower beds, flowering shrubs and the smaller trees. These roads

will be so little used that they may serve as walks as well as drives; but narrower curving footpaths may be added for reaching the flower garden, the wild flowers, the vegetable garden or play grounds.

If the drives enter the grounds at two places from the road in front, then one of these entrances may be used, exclusively, for entering the school premises and the other for leaving them and in that case the drives need not be as wide as if there were to be frequent passing of one carriage by another.

The line between the paths and the drives on the one side and the lawn and turf on the other should be made clear-cut and should be kept so. They should be slightly rounded, well graveled and properly cared for.

If the school grounds are made as beautiful as they ought to be, parents and friends of the pupils and even strangers will be glad to inspect them and all such visits should be welcomed as tending to give new interest in their proper care. Attractive and convenient grounds will stimulate pupils to take greater pride and interest in their school.

PLANTING TREES, FLOWERS AND SHRUBS.

Whoever plants a tree, in a proper position, becomes thereby a public benefactor. More than seventy years ago a man who had just built a house in one of our Maine villages went into the woods and found a small elm tree that divided near the ground into two trunks. He carried the tree to his home, separated the two with an axe and planted one on either side of the space before the house. Now they are magnificent trees, almost unrivaled in their symmetrical beauty. The trees remain, a living monument to the prevision of him who planted them. A long look ahead is what every one must take who would plant trees correctly. He must see, not the small tree he is setting, but the tree that is to be, long after he is gone.

With ordinary means for transporting, small trees should be selected rather than larger ones. For elms and maples, eight or ten feet high is about the right size. These establish themselves more quickly than larger trees, are less injured by removal and are more likely to live. The extra work needed to remove and replant, correctly, the trees chosen, will be more than repaid by

the increased probability of their living and the greater rapidity of growth. A space about five or six feet in diameter should be carefully spaded to the depth of at least two feet. The soil should then be thoroughly broken and, unless already very rich, should be mixed with good loam and with fine manure. For the actual setting out of the trees doubtless no better directions could be suggested than those given by the Forestry Division of the Agricultural Department at Washington.

"Planting is best done by two or three persons. A, who manipulates the tree, is the planter and is responsible for the results. B and C do the spading under his direction. A places the tree in a hole to ascertain whether this is the proper size; a broad stick laid across the hole aids in judging the depth. Trees should not be set deeper than they were before except in loose, poor soil. More trees are killed by too deep planting than the reverse." As an illustration of this point it may be stated that trees are frequently killed, without removal, by raising the grade so that the soil is raised about their trunks a few inches higher than before. Valuable trees are frequently destroyed in this way. "If the root system is developed sidewise, but not centrally, as is often the case, a hill is raised in the hole to fill out the hollow space in the root system and the earth of the hill is patted down with the spade."

"When the hole is in proper order, A holds the tree perpendicularly in the middle of the hole, with the side bearing the fullest branches toward the south or the southeast, for better protection of the shaft against the sun. B and C spread the roots into a natural position and then fill in the soil, using the good surface soil first,—small spadefuls deliberately thrown over the roots in all directions,—while A, by a slight shaking and pumping up and down of the stem, aids the earth in settling around the rootlets, which should also be aided by hand and fingers filling in every crevice. A, while setting the tree, must exercise care to keep it in proper position and perpendicular, until the soil is packed so as to keep the tree in place. Then B and C rapidly fill the hole, A treading the soil firmly down after a sufficient quantity is filled in, finishing off a little above the general level to allow for settling and, finally, placing stones or any mulching around the stem." "Do not use water while planting unless it is very carefully applied with a 'rose' after the soil is filled in and packed

around the fibrous roots. It is not uncommon to see water poured in the hole while it is being filled up. This practice does harm rather than good, for it washes the fine soil away from close contact with the roots, leaving empty spaces between the roots, or even leaving, as the water dries and the earth hardens, the little rootlets in the midst of hollows like the inside of pipe-stems. In such a case they cannot touch the earth which gives them nutriment and they die. More trees are killed by too much water in transplanting than by too little. Water after the transplanting is useful, and should be applied during the hot season, the late afternoon or evening being chosen for its application."

Great care is also necessary in taking up the trees and protecting them until they are reset. If the tree is small and is to be moved but a short distance, it may be well to take up a ball of earth and allow it to remain on the roots; but this would be an exception to the general rule. It might answer for a small pine or other evergreen, not more than three or four feet high, and some very excellent results are secured in this way. Ordinarily it is better to remove the original soil, taking great care to preserve as many of the smaller roots as possible and to protect these carefully from drying by exposure to sun or wind. It is not best to lop off the branches or cut the top off squarely, according to a too common custom, until what is left resembles a beanpole. A plant breathes through its leaves and, if it is to live and thrive, it must have a chance to develop a large amount of leaf surface. The loss of root surface, which will be slight if proper care is used, may be balanced by a judicious thinning out of the branches. Small branches may be cut off close to the trunk without harm. If no stump or projecting knot is left, the tree will soon cover the wound with new bark and decay will not penetrate into the heart of the tree. The same rule is to be followed in all pruning, namely, cut off the branch or limb as close to the parent branch or trunk as possible. After the tree has been well set it may be mulched with straw, spent tan bark, meadow hay or lawn clippings. The tree must not be used as a hitching post. If a drouth should occur before the trees are well established and the leaves show signs of withering, the surface soil should be loosened, enriched with fresh loam or fertilizer and then water given as needed. Fresh food will be necessary as well as water. Deciduous trees may be transplanted in the

early spring before the leaf buds have opened; evergreen trees may be planted later.

For many parts of the school grounds shrubs are more appropriate than trees and may be placed nearer the school building. In some cases, as where the basement wall extends well above the ground, they may soften the hard, angular lines between the house and the ground and thus form masses of foliage about the base of the building. The hardy hydrangeas, spireas, syringas, lilacs, viburnums and elders are among the shrubs that may be used for this purpose. A hedge of common wild roses would be attractive when in bloom and not unpleasing when not in flower. Fortunately we have many shrubs that well deserve a place in the school yard. The hobble-bush is beautiful in blossom and in its foliage; the high cranberry and its sterile form, the snowball, the elders, willows, dogwood, sumac, witch-hazel, thorn apple, mountain ash and others may also be used. The sides of the school lot not lying along the street should be lined with an irregular mass of trees and shrubs that should more nearly resemble the broken edges of our native woods than the prim straight line in which trees are often set.

If the schoolhouse is of brick or stone, then the bare walls may be broken into smaller spaces by ivy, clematis and woodbine. If the building be of wood, the vines may be supported on trellises. Vines are not so appropriate for a wooden building, on account of the painting required by such buildings, but, by the use of proper care, the trellis may be placed far enough from the wall to permit of painting without destroying the plant.

There are endless varieties of flowers which may be used to add beauty and charm to the school lot. In many cases these can be obtained with but slight cost from the homes and gardens of the neighborhood. Others may be purchased at small expense. Bulbs of crocuses, tulips and hyacinths, planted in the fall for spring blooming, are easily cared for and are very effective. Many hardy bulbs once planted will continue to afford an abundance of flowers for several years. Lillies, peonies, irises and similar plants continue from year to year with little care. Many hardy perennials give like results. Constant care is necessary for the greatest measure of success, but little care is repaid by rewards well worth the having. When the soil has been pro-

perly prepared by digging, pulverizing and enriching, then asters, petunias, poppies, phlox, verbenas and, for climbers, sweet peas, morning glories, nasturtiums and many others may be planted and cared for with confident hope of success.

If seeds are purchased from responsible dealers the directions on the packages may be safely followed. It will generally be found more satisfactory to have many varieties and large numbers of some special flowers as dahlias, tulips, lilies and geraniums, rather than to introduce a great number of different species or novelties. Twenty varieties of the dahlia would make a beautiful hedge or a large bed. The same might be said of tulips, lilies, hyacinths, petunias, verbenas, so far as their adding effectiveness to each other is concerned. Many varieties of sweet peas may be put together and each enhance the beauty of the other; the same is true of nasturtiums and many other plants.

The planting of wild flowers and ferns must not be forgotten. As our forests are felled and the land cleared and cultivated, many of our wild flowers become rarer and will soon be exterminated unless care is taken to perpetuate them. The secret of success in such effort lies in closely studying the natural conditions and carefully reproducing them. Plants often respond to cultivation with increased size and beauty. The spring beauty, Dutchman's breeches, hepatica, anemone, bloodroot, partridge vine, violet, adder's tongue, columbine, swamp pink, aster, goldenrod, ferns and other wild plants, if carefully transplanted, will be a source of great benefit and pleasure. They are often the most interesting where they are least known.

LOCATION AND PREPARATION OF PLAYGROUNDS.

Playgrounds are an absolute necessity. This necessity is felt more to-day than ever before and is destined to grow stronger each year. In all our cities and villages the day has passed when pupils may safely use the street as a playground. Play is as essential a part of the child's life and as useful to him as is study or any form of work. It would be difficult to find any part of the day that does as much for the mental, moral and physical welfare of the child as the time spent upon the playground. The additional strength given by exercise is only one part of the

benefit received. The playground is a little world with its own problems and interest. On this arena tact, management, leadership, quickness of thought and action and many other qualities come into use. Here also lessons are learned and acquaintances formed that will not soon be forgotten. The teachers should have a watchful care over these sports, by sharing in them, or by general oversight, as circumstances in each case may dictate.

Playgrounds may be divided into two classes—those for ordinary play and plays which the children may extemporize for the occasion and those arranged for sports under the general name of "athletics." For the first class there should be two or more plots, near the schoolhouse itself, to be used at recess and for short periods before or after school. They should be large enough to accommodate two or more different games at the same time.

The place selected should be plowed, leveled, underdrained and, if necessary, overlaid with coarse, followed by finer gravel and well rolled. A slight slope will carry off the water and there should be no depressions where water may stand, or clayey places to become muddy. The fields designed for athletics may be farther away and, for their size and plotting, hand books of the several games should be consulted. The place these games shall occupy in school life, how they shall be regulated, whether match games shall be allowed between different schools, are among the most important questions of our present educational system. It may at least be said that all such games should be permitted only under proper supervision and regulation by the school authorities. They should be so conducted as to be untainted by any suspicion of professionalism or unfairness. This result may be more easily secured on grounds that are under school control and for this and other obvious reasons it is desirable that the school lot be large enough to include such grounds.

LOCATION AND USE OF SCHOOL GARDENS.

The area chosen for the school garden must, of necessity, vary with the size and shape of the lot. If the width of the lot is sufficient to permit, the flower beds may be placed near the front on the outer side of the drives which enter and leave the grounds on

each side of the front lawn. They may exend back as far as the playground which may reach across the lot in the rear of the building, being divided from the other spaces by a hedge or screen as before stated. In the rear of the playgrounds may be placed the vegetable garden and, back of that, the wild flowers, ending with ferns, shrubbery and trees. The order on each side of the lot from the street to the rear would then be, beds of flowers, playground, vegetable garden, wild flowers, ferns, shrubbery and trees. Somewhere among these shrubs and trees may be damp places where the mossy soil would be fitted for some of our more delicate flowers like the calypas and the cypripediums. From side to side across the front, back of its line of elms, the order would be, trees and shrubbery, flower beds, drive, low shrubs, walk, lawn, walk, low shrubs, drive, flower beds, shrubbery and trees.

In city and in country alike, the school garden has possibilities of great usefulness. The knowledge of plants gained in it may easily lead to the study of plants in other gardens, fields, woods, or river banks and many a subject for story, description, or essay may thus be gathered. The best language lesson is one in which the pupil has something definite to say and is taught to say it correctly. It is hard enough for older people to evolve out of their inner consciousness ideas for expression and it is little short of cruelty to expect these results of children. The work of the school garden, a walk in the neighborhood, an informal talk about topics of common interest arising in connection therewith, may be followed by a written exercise that will be full of life and interest. Given something to say, the pupil will find some way to say it.

The writings of Bradford Torrey, John Borroughs and many others will show how close may be the connection between clearness of observation and beauty of style. If children have at hand materials for observation, they can be the more readily taught how to put this material into correct language.

An observing teacher will find on the school grounds many objects to be made use of in his school work. In one school in our State, having groups of trees upon its grounds, a teacher had just described to his pupils the habits of the butcher bird in killing small birds and impaling them upon thorns when, looking

from the window, he saw the tragedy enacted under his eyes at the very moment and was able at once to direct the attention of the class to the practical illustration of his teaching. Another teacher recalls with interest, after the lapse of more than twenty-five years, an essay written by a young man in which he gave a definite account of what he had learned by careful observation of the habits of the chickadees in the trees near his home. What one sees clearly he can express the more vividly.

Excellent material for lessons in drawing with pencil or in colors may be found in the plants and flowers of the school garden. A branch from a wild rose bush, with buds and flowers and leaves, will form a much more attractive subject for drawing and color work than any object which lacks the charm of living reality. The advantages to be gained from lessons in practical gardening should also not be overlooked. Planting seeds in boxes and watching the various stages in plant development, now almost universally employed in our best schools in lessons on plants, may profitably be extended to out-of-door work. Such subjects as the best preparation of the soil for different seeds, the care of the young plants, the transplanting of seedlings, the space required for each, how to protect them from insects or other dangers, the cultivation needed at different stages of growth, hoeing, weeding, how to gather the results in the fall and the best methods of storing them for the winter can best be taught in the way indicated above. From all these exercises there will come a practical education and manual training that will be of great value, to say nothing of the reward in health and pleasure.

If hotbeds and a greenhouse are added, then instruction may cover a larger portion of the year and be enhanced in value. The closer relations between teacher and pupil and between the school and community, resulting from such a course, would be of value not easily estimated. Imagine the pleasure with which a farmer or practical gardener would watch the growing interest in real things manifested by the children. Only good would come if drafts were made upon the experience of such persons for assistance in this work. The exercises of Memorial Day might be rendered more impressive by gifts of flowers from the school gardens and, if the sick room of a pupil or a friend of the

school was cheered by the same kindly remembrance, the act would bring a double blessing.

The relation of the trees and shrubs of the school yard to the birds is an interesting subject of study. Trees will attract the birds and, if they are welcomed and protected, their presence will be a constant pleasure. Unfortunately the English sparrows have usurped the places of our native birds to some extent in our village and city streets. The protection of birds secured by recent legislation and by the renewed interest in the study of them, has already borne good fruit. That thirty-five different species were seen in one morning before school within half a mile of one of our high schools is an illustration of what we may expect where birds are kindly treated.

The new science of forestry is vital to the interests of our country. It is seeking to solve some of the most important economic problems and some of its elementary principles may be illustrated by the trees upon the school grounds. The trees will also speak to teachers and pupils in a many-voiced and most interesting language. The rustling of the leaves, the sighing of the wind through the branches, the hush that precedes the storm, or the roar that accompanies it, each has its music and charm.

If the school grounds are to be made "vacation centers," according to recent methods, then there is all the more reason for making them beautiful. The value of the refining, elevating influence of the beautiful is beyond estimate.

IMPROVEMENT OF THE EXTERIOR OF SCHOOL BUILDINGS.

That the school buildings should be kept well painted might go without saying, were it not that the rule is disregarded in too many instances. If the house is tasteful in design, painting may be the only thing needed. A house should certainly be painted when necessary, since paint nearly or quite pays for itself in the protection it gives to the woodwork. Indeed it is almost an axiom that paint costs nothing. The improvement in appearance is therefore a matter of slight expense. The school house should compare favorably in attractiveness with the better class of dwelling houses in its vicinity.

In some cases additions, adding greatly to the appearance of the buildings, may be made at small cost. A cupola containing a

bell would pay for itself in the time gained by increased punctuality of attendance; so that in this case also, the improvement in appearance would be so much gained. There are so many kinds of time in some communities that the ringing of the bell at regular periods would be of great service to the neighborhood as well as helpful in carrying out the school program.

The question of properly lighting the rooms is an important one in any school. Two or three windows may be grouped together, new windows may be inserted where needed, a change may be made in the paneling, or small panes may be replaced by larger ones.

The roof may need shingling and this shingling may be extended half way down the sides with good effect; the entire shingling to be stained some tint harmonizing with the color of the clapboards below. The projection of the roof at the gables or the eaves may be extended to produce the best effect. Dormer windows may be inserted in the roof to light a hall for storage or other purposes. A neat vane, with indicators for the four cardinal points of the compass, may be added to the cupola. The entire building may need to be raised and a new foundation placed under it. A few vines and climbing plants may be used to soften the stiffness of the exterior and groups of low shrubs planned to break the hard lines between the wall and the ground.

It would be money wasted to attempt to repair a building hopelessly antiquated and too small for its purpose and in such case a new building is the only remedy. This necessity will give opportunity for change of location, if that be best, so that the new house may be built on more suitable grounds and each add beauty to the other. One mistake, often made, should be guarded against. Do not build a two-room building of two stories, unless the rooms are much larger than usual; but build a one story house with the foundation wall showing at least three feet above ground. Two rooms on one floor, with halls and cloak rooms between, are much better than a building with one room above the other. The two outer doors may be under one portico, if desired, and a covered driveway might well be added for use in stormy weather.

DECORATING THE WALLS AND CEILING OF THE SCHOOLROOM.

The wainscoting of the walls should extend from the floor to the lower part of the windows and of the blackboards and this wainscoting and the finish of the doors and windows and the doors themselves should be of yellow birch, oak, hard pine, or spruce and filled with oil and covered with at least two coats of varnish well rubbed down. The floors should be of yellow birch or selected spruce and should be well oiled and then given two coats of shellac. The wall spaces should be plastered and tinted some light, soft color such as a cream, light gray, bluish gray, greenish yellow or buff. The ceiling should be still lighter than the walls and, for this surface, a delicate cream is recommended. The blackboards should be of slate, or the best quality of adamantine plaster, treated with the best liquid slating. Their base line should begin two or two and a half feet above the floor and they should extend three and a half feet above this line. At the lower edge of the board should be placed a suitable molding with an upper concave surface to hold the erasers and to collect the chalk dust. A neat molding of gilt or of the same finish as the woodwork of the room, for hanging pictures, should run entirely around the room except over the windows. The blackboards should extend around the room except in the spaces occupied by the doors and windows.

The windows should be massed on the left side of the room, as the pupils are seated, beginning about one foot from the rear wall and extending so that the front window shall be opposite the front seat. The bottom of the windows should be on a level with the eye of the average pupil when seated in the room and the top should reach within a few inches of the ceiling. Opaque shades of Naples yellow should in every case prevent the direct sunlight from falling on the books of the pupils. In our climate it is better to provide double windows.

FURNITURE AND MEANS OF PROVIDING IT.

The best furniture devised by modern invention should be provided when possible. The best is none too good, considering the interests at stake.

The seats should in every case be so low that the feet of the child may easily and naturally rest upon the floor. Very satis-

factory seats and desks are now made that can be adjusted with slight difficulty and these should be carefully considered in furnishing a new room. The single desk and seat should be provided for each pupil. A seat would better be too low than too high. In a school of a single grade the pupils will usually remain in their seats during recitation; but in a mixed or ungraded school, settees or other seats for the class reciting will generally be used instead. These recitation seats should also vary in height with the size of the pupils who are to occupy them; but the lack of adjustment can more readily be borne than in the regular seats for study, as they are occupied for briefer periods.

A comfortable chair should be furnished for the teacher, and two or three common chairs for visitors. The earlier custom of sending to the neighbors to borrow chairs for the "committee" or others may well become obsolete. The teacher's platform should be nine inches high, at least five feet wide and nine feet long. A modern desk with lid and drawers with locks should be furnished for the teacher's use.

In one corner of the room should be placed a small table or plant stand on which should be two or three pots of growing plants and some place should be found for two or three vases of cut flowers, especially of the wild flowers in their season. Whatever brightens the schoolroom and adds to its attractiveness is of service. We tire of seeing the same things day after day. Like the trifling features of dress,—a bow, a ribbon, a tie, a pin,—the flowers and other ornaments have their value enhanced by frequent renewals.

A neat library case is needed for reference books. Even if there is a library room in the same building it will not meet the want here indicated; the books needed must be at hand.

A pointer with rubber tip should hang by the side of every blackboard and sufficient erasers should be supplied so that there may be no borrowing. For slate blackboards a pencil of soft talc may be used with little injury to the surface, but for other boards, crayons as nearly dustless as possible should be provided.

How to obtain these necessary articles is an interesting question. The simplest answer is, pay for them from the contingent

fund as other school bills are met. But here comes in the principle that people are interested in matters in which they have a share and the school in which the people are sufficiently interested to supply these simple needs is favored to an extent far beyond what the money value of the things given would indicate. The stronger the bond between the school and the citizens the better for both and even better still if the School Improvement League, the Grange or the Civic League has a part in this work. A picnic held in one town for the purpose of raising money to purchase a bell for a new school building is an excellent illustration of what the people may do when they are interested in the school.

A WORKROOM.

In every rural schoolhouse there should be a room about 9 feet wide and 12 feet long, in which should be placed a small workbench and a few of the common tools used by carpenters. There should also be a limited supply of lumber suitable for making the implements, utensils and apparatus needed in the home, on the farm and in the school.

The room should also be provided with a small cook stove, a few of the utensils used in the ordinary kitchen, a sewing table and such other apparatus as are needed in making the plainer articles of wearing apparel.

This room should be furnished by the people of the community in which the school is located.

The teacher should encourage the children to make use of this workroom in constructing the material needed in the school and the home and in preparing simple articles of food and in making some of the garments worn by the school children.

It will be much better if the teacher does not attempt to be severely scientific or technical. Most of the teachers do not and many of them cannot act as expert instructors in this work, but they may give general directions and, to an extent, oversee what is done. There will always be members of the school who will have an aptitude for the things in which the teacher has no special skill.

Let it be distinctly understood, from the start, that the teacher is not an instructor in manual training and does not pretend to

be; but that she and the children, working together, can provide many necessary articles.

Many blunders will be made and much material will be wasted, but neither of these items should be discouraging. Perhaps there is no better way of learning how to do a thing than by the mistakes one makes in doing it. The knowledge and skill thus acquired develop taste, judgment, ability to meet emergencies and at the same time stimulate originality and invention. Best of all, these activities furnish an opportunity for the children to train their hands while they are using their heads. They also develop self-reliance, independence and love of manual labor and a desire to be physically useful in the world.

A room provided with the material described above and used by intelligent teachers and ambitious pupils will help to give us a student body that will be industrious, enterprising, skillful, self-supporting. It will help solve not a few industrial problems and will furnish a satisfactory answer to many troublesome moral and intellectual questions. It will help to keep the boys and girls in school and aid them in becoming intelligent and worthy citizens when they leave school.

There is a great opportunity for usefulness in this work and it is sincerely hoped that parents, school officials and teachers will appreciate the situation and make use of the advantages which such training will surely give.

See figure A for plan of school house that provides a room for the purposes outlined above.

BOOKS AND THE MEANS OF OBTAINING THEM.

The text-books used in school should be furnished by the town, without cost to the pupil. Reference books, such as dictionaries and encyclopedias and others treating of the subjects taught in the school, should be supplied from private or school funds. If there is a free public library that takes into its plan the needs of the school, there will be less call for going beyond the text-books and a few reference books for immediate use. Still it is very desirable, especially in the more advanced grades, to have at least a few well chosen books on different branches connected with the school work. Such needs will be especially felt in geography, where books of travel and descrip-

tion are of great service and in history, where several writers describe the events of the same period. In botany, "How to know the Wild Flowers," "How to know the Ferns," in ornithology, the writings of John Burroughs, Bradford Torrey and Chapman's Manual of Bird Life; in literature, a select library of standard authors; in poetry, Tennyson, Browning, Shakespeare, and our own Longfellow, Whittier and Holmes will be found to be very useful. Promiscuous reading during a school course is of doubtful service, but to become acquainted with a few of the best books will be of greatest benefit.

Aside from the text-books to be purchased from the fund raised for that purpose, other books may usually be best secured by the assistance of the parents and friends of the school. In some cases it may be well to hold social gatherings or entertainments for securing additions to the library, but in many instances a simple statement of the case by authorized solicitors will be most effective.

PICTURES AND THE MEANS OF SECURING THEM.

The walls of the schoolroom should be adorned with the portraits of persons whose lives may be studied with profit by the children. If possible some one favorably known in the community should be thus honored. Outside of local interests the list is large. Some of the pictures of Lincoln are excellent as are also those of Washington, Webster, Clay, Tennyson, Longfellow, Whittier and Shakespeare. The Angelus, the First Prayer in Congress, the Boy Christ in the Temple are appropriate for schoolrooms. The pictures need not all be purchased at one time. The collection should be a growth, rather than one made up from lists compiled at random. The friends of the distinguished graduate, or patron of the school, should count it a privilege to contribute his picture. The list should be so select that it would be an honor to be in it. Casts, busts and statues should be included in these collections.

UTILIZATION OF THE SCHOOL IMPROVEMENT LEAGUE.

The League furnishes a simple and practical organization for improving school grounds and buildings and for procuring and exchanging suitable reading matter and works of art. No

machine runs itself; or if it attempts it, like a runaway automobile, it hastens its own ruin. The League will do great service if it unites the friends of our public schools, pupils, teachers, school officers and other citizens, in an effort to secure school improvement along the lines suggested. By its plan of library and art exchange, if it could be generally adopted, it would give to every school the opportunity of enjoying the use of many books and works of art, which it could not hope to have by its own efforts.

The School Improvement League of Maine differs from all other similar organizations in the following particulars:

1. Its specific objects include the entire circle of school interests as it provides for the social, civic and literary training of the children.

2. It does its work directly in every local school.

3. It makes the pupil, the parent and the teacher equal partners in the work of bringing the school into its best estate.

4. It holds each community responsible for the improvement of its own school.

5. It combines literary work with its efforts for material betterment.

GO SLOWLY.

Every great reform depends on time and patience for its success. It takes time for the inertia of ages to be transformed into the momentum of action. The interests at stake in school improvement are so weighty that the successful attainment of them will amply repay the efforts made as well as the patience exercised in waiting for them. The successes already gained justify and encourage still greater exertion. It is the first step that costs. Great progress has already been made. No one would be willing to go back to the earlier conditions common in our schools. In a few years, when broader and more liberal ideas have prevailed, the people, now so slow to move, will look back to some of our present appliances and conditions with as much surprise as we look back upon the past. Meanwhile with all due patience we must "learn to labor and to wait."

HAVE A WELL DEFINED PLAN.

A clear cut idea of the end desired and of the next step toward its attainment is necessary to the success of any undertaking. Anything worth the doing must be first wrought out in thought before it can be reduced to reality. It may not be best in every case to proclaim at the start how much you hope to accomplish; but by having a definite idea in your own mind of what the school and its surroundings should be, you can make every step taken count towards the end desired.

In the laying out of grounds, for example, there should be a general scheme with reference to which every tree or plant should be placed. Indiscriminate planting, too great crowding, putting plants together that are out of harmony with one another or with their surroundings, placing plants in conditions that prevent their proper growth, will defeat the end sought. Careful forethought is also necessary in the purchase of pictures, casts or books. The money in hand must be spent according to some general plan and with due reference to what has already been done and with a clear knowledge of what you propose to do. Costly mistakes may easily be made at this point. The essential things should be done first and those that are simply desirable should wait. It is better to wait even for the essential things than to procure substitutes at nearly the same cost. Endeavor to get the best material procurable for the purpose desired. It is good economy to buy one good picture, book, or other article, rather than two or a dozen inferior ones. A thing that ought to be beautiful but is not, is a perpetual disappointment. The best is cheapest in the end; in the beginning, too, for that matter. The best people of the community, the ones you wish most to enlist in your work, will be more ready to help you if they find you are really determined to do something that is worth the while.

LEAVE A RECORD FOR THE NEXT TEACHER.

In the ideal school the same teacher continues year after year, growing into and with her work, always bringing the school towards its best estate. But such permanency is unhappily rare. Under our present system a teacher has hardly time to get her

work well in hand before a call to another position, or some change of school authorities, removes her from her present task and puts another in her place. The new teacher comes to the school sufficiently handicapped at the best. There is necessarily a break in the work and a tentative feeling on both sides that interferes with satisfactory results for a time. Out of this may come changes that will benefit both teacher and school, but there is always a risk. A record of what has been done and what is planned will help to make the break, serious at the best, less harmful. Such assistance should be given.

REPORT WORK DONE TO THE STATE PRESIDENT AND STATE SECRETARY OF THE LEAGUES.

Organized effort makes it possible for the good work that is done in one city or town to be known in others and the influence of the example to be more widely felt. No town should commence the work of school improvement and then keep so still about it that no other town may profit thereby. The teacher should give to the public the story of what the friends of the school have done for its better furnishing even if they have acted on her suggestion. Assuming that the school is allied to "The School Improvement League of Maine," it is a matter of duty to the organization to make a full and accurate report to its officers. By so doing the school touches elbows with other schools and thus gains courage for the struggle which makes bad conditions good and good ones better. The strength of union should do service for a good cause.

KEEP PERMANENT RECORD OF IMPROVEMENTS MADE AND PUBLISH EXTRACTS FROM THE SAME IN LOCAL PAPERS.

The same considerations apply even more emphatically to the keeping of permanent records, in a suitable book, not on loose sheets of paper, and to publishing the salient items in the local papers. Such records have immediate value and as time passes will be of increasing importance as historical material. The history of education is one of the central features in the progress of any people. Remarkable changes have taken place in educa-

tional means and methods within the memory of persons now living. The influences of these changes upon the character and standing of the Nation would be difficult to estimate, still more to overestimate. As landmarks of progress, it is important that the items of a school history should be preserved. The history of the past has been largely a record of wars and bloodshed; the history of the future is to be a chronicle of the more beneficent conquests of peace. When nation shall vie with nation in extending truth, righteousness, education, progress, then we may know that the millenium of universal peace is near at hand.

Local educational movements should seek the aid of the newspapers. The local paper may be as important in its sphere as the metropolitan paper in its wider territory. No cause that seeks public favor can afford to disregard the power of the press. It is important that school matters be treated by it in the right spirit. The secretary's record may serve for the members of a society, but the local papers should bring the chief points to public notice. The knowledge of good work done by some quiet toiler will often bring assistance from unexpected sources. What interests can be more vital to the people than those connected with our public schools? As these schools lie at the very foundations of our free government the utmost care should be taken to keep their influence pure and strong. Records and reports of progress made will inspire efforts for still further advancement and if, at any time, emergencies should arise demanding special help it is still more important that the facts be promptly made public in order that immediate action may be taken.

It may be an appeal to selfish motives, but if proper credit is given through the press for work done or assistance rendered, it may stimulate still further efforts in the same direction. It is only natural that people should like to have their assistance appreciated. The acknowledgment of benefactions received or the report of work done for the school, made in the right way, in the spirit of true gratitude, will be welcomed as a fitting act of courtesy and may easily lead to further assistance from the same parties or from others. Such reports may have an influence broader than the mere locality. Copied from paper to

paper as items of news, they go forth like good seed and may bring forth good fruit in unexpected places.

The primal instinct of service lies dormant in many a soul, waiting for the touch of encouragement and opportunity to call it into action.

NOTE.—For the use of cuts in the foregoing pages the Department is under obligations to Prof. L. H. Bailey of Cornell University, N. Y., President J S. Kirk, Ex-State Supt. of Public Instruction of Missouri and the publishers of The Youth's Companion.

AN EXPERIMENT IN CHILD STUDY.

A blank for the study of children was prepared by the Department and sent to the teachers and school officials early in the school year of 1902, with the following

COMMENTS AND SUGGESTIONS.

You are requested to make a careful study of each of your pupils in some of the particulars indicated below. Do not judge them by single facts. Strive to make your estimate as accurate as sympathetic study can render it. Having satisfied yourself of the justice of your decisions, place X's after the words that express your judgments.

It is hoped that a faithful compliance with this request will enable you to understand your pupils better and, from this knowledge, you will be prepared to strengthen thei weak places and develop those powers that give promise of proficiency in some worthy work.

The motives that influence, the ideals that inspire and the history that reveals the child's inheritance of fibre, aptitudes and tendencies should be so carefully studied that the knowledge thus gained will materially modify methods of instruction and systems of management. To aid in deciding what and how much the child ought to do when the best opportunities are offered him and he is skillfully directed in doing his best, the outlines given below have been prepared. The study of the child should have for its object the increase of the teacher's usefulness to the pupil and should enable her to put him in the way to develop a vigorous body, a well balanced intellect, intelligent morals and a will that insures self-control. To do this she must know his history and possessions, physically, mentally and morally. Then she is prepared to help him to make good his deficiencies and train to a helpful force his gifts and, by this nurture, assist him to do in the best way the work Nature has determined he can do best.

It may be necessary to state that the teacher is not expected to make a study of the child in many of the particulars given

above that are matters of opinion. She is asked to report on all the items that are matters of fact. A child's ability to express his thought, or the thought of another in his own words, is a subject for study. The studies pursued by a child are matters of fact and require no investigation on the part of the teacher.

That each teacher may study the child from the side in which she is best fitted to pursue her investigations, a large number of topics are printed on the blanks.

The thought, feeling and action of a person are so closely related that you cannot study one of these forms of activity without learning much of the others. To know a child thoroughly as to his abilities, habits, manners or motives is to know something worth while as to each of the others. Each is a mirror in which the whole is more or less faithfully portrayed.

The greatest benefit that can result from this work is that it must induce the teacher to become interested in her pupils as individuals. Who they are, what they are, whence they came, whither they are going, what they want to do, what they can do, the place they are to fill in the world and the training they need to fill this place, are among the questions that will press for answers. Generalizations are valuable, but to be authoritative they must be based on carefully considered details.

Know the child and you will come to know children. Love the child and you will grow to love children. Teachers should think less about their schools and more about the boy or girl. The mass will take care of itself if the individual is properly cared for. One of the great evils of the public school is found in the fact that the child has ceased to be an object of interest—he is lost in the mass; he no longer stands for anything; he has ceased to be an object of solicitude and the result is that he feels minimized, dwarfed, swamped. He loses his sense of individuality and responsibility. He cannot go alone because he has never gone or been considered alone. He waits to be led because he has always been in leading strings. He rushes when the multitude makes a break because he has always been held in place and put in motion by others. This study will help to get us back to the individual; to a proper recognition of the importance of personality.

To make these estimates of the children of the greatest value they must be based on a study of the child in the home, on the

street, in public assemblies, on the play ground and in the schoolroom. He must be studied when he is under restraint and when he is free to follow his whims, fancies, impulses and the commands of his will. These studies should include his work and his play; when he acts consciously and when he is unconscious of what he does; when actuated by worthy and when by unworthy motives; when the act is spontaneous and when he plays a role; when he rules and when he is ruled; when he is under surveillance and when he is free to show all he is; when he is excited by passion or enthusiasm and when he is in his normal condition; when the saint holds the reins and when the sinner does the driving. The teacher must distinguish between the working off of an excess of nervous force and willfulness. This study will help her to discover when he goes wrong because of his talents and when because of his deficiencies; when he acts from fear or timidity and when from insolence. This knowledge will aid her in deciding on what remedies are needed and when and how to apply them. When she has learned why a boy is refractory she is in the best position to help him to reform. When she knows why a boy is good she has the clearest and best ideas as to how to keep him interested in being the best within his power.

Fortunately the intelligent study of one child helps wonderfully in the study of all children. It is hardly less than astonishing how much of an expert one becomes in a short time if thought is put into the work. Things that were before unnoticed will stand out in clear relief; facts that have been before our eyes for years and not seen, will press themselves upon our attention. The child becomes an object of interest, a subject for study. He increases in importance. He has a new value. He becomes almost a facination in our eagerness to know him.

But this work must be done with infinite patience, sympathy and love for the child studied. The old relation of master and subject must cease. The better relation of companions must take its place. When this work is well done, schoolrooms will no longer be places where children are herded, but will be centers of growth and blessing.

The thoughtful teacher will come to realize that it is the largest part of her work to build, not repress. She will begin to

appreciate the fact that she must discover power, stimulate action and direct them in right lines.

To help in this better way of helping the boys and girls, the outlines given below are placed in the hands of the teachers of the State and they are urged to use them for the purposes suggested in the following paragraphs.

THE RETURNS.

Replies have been received from one hundred seventy-one teachers giving the detailed data requested in the above blank. Twenty-five of the teachers sending replies are men and one hundred forty-six are women.

The first series of questions aimed to ascertain prevailing interests of teachers in the subjects usually taught in the common schools. These results have the value and the weakness of personal reminiscences, giving, as they do, interests seen through the distance of years and translated into terms of later experience and larger life. "In their real work with children, teachers probably draw more upon their memories, for an interpretation of the acts of the children under their charge, than from any other source of professional equipment. Memory is sometimes treacherous and data sometimes colored by personal prejudices. Nevertheless, the teacher will always be limited more or less by the recollections of her own childhood."

Interest in school studies were sought along these lines:

1. Your favorite study when a pupil;
2. Your favorite study now;
3. The study you prefer to teach.

Answers to these questions have been collected and the results expressed in percentages in the following table:

1. FAVORITE STUDY WHEN A CHILD.

Studies.	Men—%	Women—%
1. Mathematics (general)	24	22
(a) Arithmetic	16	27
(b) Algebra	4	3
2. Language studies:		
(a) Reading and literature	4	10
(b) Grammar and composition	4	12
(c) Spelling	0	2
3. History	24	14
4. Geography	8	10
5. Sciences and Nature study	0	

II. FAVORITE STUDY NOW.

	Men—%	Women—%
1. Mathematics (general)	0	30
(a) Arithmetic	20	8
(b) Algebra	8	1
2. Language studies:		
(a) Reading and literature	12	15
(b) Grammar and composition	4	19
(c) Spelling	0	0
3. History	12	9
4. Geography	0	1
5. Sciences and Nature study	16	9
6. Music	0	5
7. Foreign languages	0	3
8. Book-keeping	8	3

III. TEACHING PREFERENCE.

1. Mathematics (general)	28	25
(a) Arithmetic	24	19
2. Language studies:		
(a) Reading and literature	8	10
(b) Grammar and composition	4	7
3. History	4	12
4. Geography	24	6
5. Sciences and Nature study	4	4
6. Music and drawing	2	4

There were scattering subjects in each of the three tables, but the above tabulation gives in the main the reminiscent interests in school studies of the one hundred and seventy-one teachers. One is struck at the outset by the high regard in which the study of mathematics is held and the returns are not in accord with similar studies made by Professor Smith in Michigan, Professor Chabot in France and Miss Kate Stevens in England. A part of the mathematical preference is doubtless due to the emphasis placed on the study throughout the elementary school course.

The language studies—reading, literature, spelling, composition and grammar—are mentioned more often by the women teachers, in all three of the tables. Spelling is given in the first table only and by the women.

History has a large place in the interests of these teachers and was more often a favorite study with the men than the women, but the women exceed the men in teaching preference.

Geography occupies a relatively insignificant place in the first and second tables, but an unusually large number of men (24 per cent of the whole number) say they like best to teach it.

The sciences throughout occupy a relatively subordinate place and music and drawing, because of their recent introduction into

the common school course of study, are mentioned in the second and third tables only.

The same child study outline called for certain data concerning the children—nationality, physique, carriage of the body, intellectual capacites, emotional tendencies, will power, strength of memory, acuteness of reasoning, vividness of imagination, keenness of observation, school manners, morals and habits. The 171 teachers sent returns from 4,128 children, 2.107 boys and 2,021 girls. The data are given in the following tables and, excepting nationality, the returns are expressed in percentages:

IV. NATIONALITY OF THE CHILDREN STUDIED.

Parentage.	Boys.	Girls.	Total.
1. American	1,324	1,308	2,632
2. French	313	283	596
3. Irish	158	127	285
4. English	41	39	80
5. Swedish	39	9	48
6. Russian	19	28	47
7. German	3	12	15
8. Italian	9	4	13
9. Other nationalities	15	18	33

V. PHYSIQUE.

Characteristic.	Boys—%	Girls—%
1. Strong and sturdy	86	76
2. Weak and puny	11	10
3. Deformed	8	3
4. With defective vision	5	6
5. With defective hearing	1	9

With respect to physique, our boys and girls make a very satisfactory showing. More careful tests for defective vision and hearing would doubtless produce more alarming statements. While it is true that children in the rural districts are less myopic than in city districts, still it is probably true that there is much more myopia in our rural schools than these returns would indicate. More careful studies, with the Snellen test-types, should supplement this preliminary study.

VI. CARRIAGE OF THE BODY.

Manner.	Boys—%	Girls—%
1. Erect and graceful	71	85
2. Awkward and shambling	20	11

The girls, it would seem, have better control of their bodies than the boys. It should be borne in mind, however, that the

girl acquires poise and grace in bodily movements earlier than the boys.

VII. INTELLECTUAL CAPACITIES.

Grade.	Boys—%	Girls—%
1. Strong, active and bright	73	54
2. Slow and weak	16	12
3. Very weak	2	1

These returns would indicate that mediocre intellectual capacity falls most often to the lot of the girls, a much larger percentage of the boys being reported as of a strong vigorous type of intellect.

VIII. EMOTIONAL TENDENCIES.

Characteristics.	Boys—%	Girls—%
1. Well balanced and even	34	32
2. Sensitive	21	25
3. Impulsive	12	9
4. Irritable and nervous	14	9
5. Uneven and uncertain	10	11

The fourth item in the above table does not agree with statistics in general. Girls are universally more irritable and nervous than boys and the various school neuroses, so much more common among girls than among boys, are important factors in emotional disturbances.

IX. WILL POWER.

Characteristics.	Boys—%	Girls—%
1. Strong, resolute and controlled	78	74
2. Weak	6	7

The girls make a better showing in will power than is usually supposed and the weak-willed child does not appear as an important factor in these returns.

X. INDIVIDUALITY AND CHARACTER.

Traits.		Boys—%	Girls—%
1. Concentration	Good	8	8
	Fair	21	19
	Poor	7	4
2. Application	Good	11	14
	Fair	14	18
	Poor	7	3
3. Endurance	Good	8	6
	Fair	18	14
	Poor	2	2
4. Self-reliance	Good	14	19
	Fair	17	17
	Poor	6	6
5. Confidence	Good	12	13
	Fair	24	15
	Poor	4	3
6. Perseverance	Good	12	9
	Fair	15	14
	Poor	6	5
Muscular Control	Good	15	14
	Fair	13	16
	Poor	4	3

These general qualities have value chiefly to the teacher in immediate charge of the child observed. Muscular control, for example, is one of the necessary qualities in will training and its absence suggests to the teacher the need of specific training.

XI. STRENGTH OF MEMORY.

Degrees.	Boys—%	Girls—%
1. Retentive and ready	60	59
2. Verbal	15	12
3. Weak	10	8
4. Very weak	3	2

Numerous studies have been made on the memory of school children by Shaw, Hawkins, Kirkpatrick and others and without an exception the memory power of the girls surpassed that of the boys. More definite results might have been obtained by age tabulations. Generally the memory continues to increase in power until the thirteenth or fourteenth year.

XII. ACUTENESS OF REASONING.

Degrees.	Boys—%	Girls—%
1. Strong	43	32
2. Normal	38	26
3. Weak	8	16
4. Very weak	2	3

These results agree in the main with studies made by Monroe, Barnes and Hancock on the reasoning power of school children. The reasoning power of the boy seems more acute and develops earlier than that of the girl.

XIII. VIVIDNESS OF IMAGINATION.

Degrees.	Boys—%	Girls—%
1. Vivid	14	17
2. Normal	27	38
3. Weak	20	11

Here again the superior visualizing power of girls is in accord with studies before made on the vividness of imagination.

XIV. OBSERVATION.

	Boys—%.	Girls—%
Number who see objects and their parts quickly	20	24
Number who contrast intelligently	13	15
Number who compare intelligently	13	13
Number who see beauty in an object	22	25
Number who see beauty in a thought	11	13
Number who see beauty in a sentence	11	14
Number who see beauty in a picture	29	31
Number who see the ideas in a picture	16	19
Number who see the pictures in a poem	16	18

The perceptive power of the girls seems slightly superior to that of the boys and they seem more advanced than the boys in the development of the æsthetic sense. There is promise in the fact that so many of both sexes see beauty in a picture. Clearly the capacity to enjoy beauty is in the ascendency in our schools.

XV. MANNERS.

	Boys—%.	Girls—%.
Courteous	40	46
Refined	18	26
Gentle	23	32
Reserved	11	13
Rude	13	5
Clownish, rowdyish and foppish	7	3

The boys make a better showing than might have been expected when it is recalled that the graces of manners and deportment are more essentially instinctive and inherent in girls than with boys.

XVI. MORALS AND HABITS.

	Boys—%.	Girls—%.
Truthful	53	59
Untruthful	9	8
Trustworthy	35	40
Dishonest	6	5
Obedient	48	63
Disobedient	6	4
Vicious, malicious and depraved	3	1
Punctual	40	42
Attentive	36	40
Inattentive	10	10
Lazy	9	5
Willful	8	6

While the boys make a less satisfactory showing than the girls, the moral feelings of boys develop less rapidly than the same feelings among girls. So large a proportion of the teachers who made these observations were women, it seems not unlikely that the moral standards were essentially feminine, in which case the boys are placed at a disadvantage.

XVII. MISCELLANEOUS.

	Boys—%.	Girls—%.
Energetic	24	27
Timid	6	10
Courageous	20	16
Generous	24	26
Selfish	10	11
Hopeful	17	13

	Boys—%	Girls—%
Despondent	8	3
Peaceable	25	22
Quarrelsome	9	5
Easily discouraged	9	7
Vain	3	4
Intense in hatred	2	2
Imitative	15	12
Original	8	8
Can make things with tools	13	8
Like muscular exercise	29	21
Much affected by what they term beautiful	8	14

XVIII. MOTIVES THAT INFLUENCE.

Honor	20	26
Love	24	29
Praise	26	26
Rewards	19	21
Desire to excel	24	26
Fear	9	4

XIX. HOW CONTROLLED.

Muscle	11	5
Will	18	19
Emotions	12	13
Self-control	13	19

XX. ARTICULATION AND PRONUNCIATION.

Pleasing	25	34
Accurate	14	31
Distinct	32	33
Inaccurate	13	12
Indistinct	11	7
Mumbling	6	5
Drawling	6	2

XXI. LANGUAGE WRITTEN AND SPOKEN.

Characteristic	11	11
Felicitous	5	6
Clear	21	25
Concise	5	7
Indefinite	4	4
Incorrect	12	10

XXII. PERCENTAGE OF STUDENTS PURSUING VARIOUS STUDIES.

Reading	90	90
Spelling	81	80
Writing	84	84
Drawing	52	47
Arithmetic	78	77
Language	60	59
Music	35	39
Geography	51	49
History	27	28
Nature studies	42	43

It will be noted that reading and the language arts occupy the commanding places in the schools reported in these statistics. It is encouraging to note the attention given to drawing and music.

XXIII. FAVORITE STUDIES.

	Boys—%	Girls—%
Reading	27	30
Spelling	12	13
Writing	14	16
Drawing	12	12
Arithmetic	27	23
Language	10	11
Music	9	12
Geography	12	12
History	11	9

These preferences, it will be noted, represent the reactions of the teachers rather than of the children. Still, it is important to know what studies the teachers think the favorites with children. Professor Lefevre asked 37,000 French school children to write the studies they liked best and the studies they liked least (See Revue Pedagogique, Jan., 1900, Vol. 36, pp 4-26). He found the preferences of the boys as follows: (1) History; (2) Arithmetic; (3) Drawing; (4) Reading; (5) Spelling; (6) Geography; (7) Writing; (8) Grammar; (9) Science. The preference of the girls were as follows: (1) History; (2) Arithmetic; (3) Reading; (4) Geography; (5) Spelling; (6) Drawing; (7) Writing; (8) Grammar; (9) Science.

Miss Kate Stevens, the principal of a large girls' school in the city of London, asked English girls to state their favorite lesson, their hardest lesson and their easiest lesson. (See Child Life, July, 1899, Vol. 1, pp 160-162). She found that the favorite lessons, as stated by the girls themselves, were in the following order: (1) Reading; (2) Geography; (3) Arithmetic; (4) Writing; (5) Needlework; (6) Grammar; (7) Music; (8) Scriptures.

XXIV. NO. WHO EXCEL IN DIFFERENT STUDIES.

	Boys—%	Girls—%
Reading	18	24
Spelling	24	29
Writing	17	20
Drawing	10	9
Arithmetic	21	20
Language	11	12
Music	6	8
Geography	12	11
History	9	9
Nature studies	6	6

Miss Stevens found that the lessons reported as easiest by London school girls were as follows: (1) Reading; (2) Writing; (3) Needlework; (4) Arithmetic; (5) Music; (6) Geography.

XXV. NO. WHO ARE DEFICIENT IN DIFFERENT STUDIES.

	Boys—%	Girls—%
Reading	18	15
Spelling	18	14
Writing	16	11
Drawing	11	10
Arithmetic	14	7
Language	10	9
Music	11	7
Geography	8	7
History	5	5
Nature studies	4	5

Professor Lefevre found that the school studies liked least by French children were as follows: (1) Arithmetic; (2) Geography; (3) Drawing; (4) History; (5) Grammar; (6) Spelling.

Miss Stevens found that the most difficult studies for London girls, as reported by the girls themselves, were: (1) Geography; (2) Arithmetic; (3) Grammar; (4) Needlework; (5) Spelling; (6) Reading; (7) Writing; (8) Music.

Dr. Ferdinand Kemsies, who tested Berlin school children with the ergometer, found that the most fatigue producing studies were as follows: (1) Gymnastics; (2) Arithmetic; (3) Foreign language; (4) Scriptures; (5) Grammar; (6) Science; (7) Geography; (8) History; (9) Music; (10) Drawing, (See Kemsies' Arbeitshygiene der Schule auf Grund von Ermuedungsmessungen. Berlin, 1898, pp 64).

XXVII. NUMBER WHO READ OUTSIDE OF TEXT-BOOKS.

	Boys—%	Girls—%
Excessively	5	7
Largely	7	8
Reasonable amount	23	26
Little	10	12
None	14	11

Professor Lefevre found that 62 per cent of the boys and 70 per cent of the girls tested by him were regular readers of books other than text-books.

Professor Bullock, who made observations on the use made by school children in Colorado of the public and school libraries at North Denver, Boulder and Colorado Springs, found that in

Denver 92 per cent of the third grade children use the school library and none the public libraries. In the fourth grade, 5 per cent use the public libraries and that percentage graudally increases to 60 per cent in the twelfth grade, while the percentage of those using the school library decreases to 12 per cent in the twelfth grade (See his paper on "Observations on children's readings" in the Proceedings of National Educational Association for 1897, pp. 1015-1021).

XXVIII. CHARACTER OF BOOKS READ.

	Boys—%	Girls—%
Standard	11	12
Helpful	19	25
Trashy and vicious	3	3

Professor Bullock also reports that the number of trashy and vicious books read by Colorado children is comparatively small. He found that the standard and healthful books were furnished (1) by the school library and (2) by the public library and that the trashy and vicious books were supplied (1) by Sunday School libraries and (2) by home libraries.

XXIX. ATTITUDE TOWARD SCHOOL AND WORK.

	Boys—%	Girls—%
Attached	32	41
Interested	47	55
Indifferent	15	9
Hostile	3	2

XXX. SCHOLARSHIP.

Excellent	19	28
Good	35	37
Fair	19	18
Poor	8	5
Very poor	3	2

It would be interesting to know the divers standards of scholarship by which these children were tested. It is probable that their power to explain events by referring them to their causes, to discern the relation and qualities of objects and affirm these relations in facts, or to see in particular facts the general facts that they include was not made the basis of these estimates. Measured by such standards—the ability to think—as Monroe, Hancock and Mrs. Barnes have shown—boys very generally surpass girls.

On the other hand, the ability to retain and recall lessons, to remember facts and recite the same with readiness—the memory power—as Shaw and Hawkins have shown—girls uniformly surpass boys.

XXXI. PARTICULAR TALENT.

	Boys—%	Girls—%
Special talent for some one thing	14	14
Special talent for no one thing	10	11
Aptitude for several things	17	22

XXXII. DOMINANT INTERESTS.

Nature	19	20
Books	13	14
School work	13	12
Outside work	5	4
Recreation	9	6

But six of the teachers reporting mentioned the favorite books and songs of the children and but three the portions of arithmetic found most difficult and least difficult. These topics were important and it is to be regretted that sufficient data were not furnished for tabulation. The information furnished concerning the use made of memorial holidays was too meagre and indefinite for collation.

On the whole, the returns suggest some interesting facts and, for comparative purposes, at least, they have unmistakable educational value. They throw light also on certain defects which the teachers themselves must remedy.

GENERAL COMMENTS AND QUERIES.

The percentages, in some cases, may not be understood by persons who are not accustomed to these studies. It will be noticed that under certain general heads the aggregate of the percentages exceeds 100, and that in others the sum is less than 100. In certain instances the same pupil is included in more than one of the sub-titles and, in other cases, some pupils are not estimated under any of the sub-titles used.

It is of interest to note that so many different nationalities are so largely represented in our State. Most people, who think of the matter at all, have the impression that our foreign population is limited to immigrants from two European nations. That we have so many Germans, Russians and Swedes shows that Maine and its resources are beginning to appeal to the people of several of the nations of Europe.

The physical conditions which so largely mold our people are responsible for the fine showing which the study reveals of the physiques of our boys and girls, but there seems to be no good reason for the boys leading the girls to the extent of 10 per cent in this particular.

The figures make clear the fact, already known to our educators, that while we have trained the hands and heads of our children, we have not thought it necessary to give nurture to their emotions. The per cent, under this item, exhibits a condition that calls for the thoughtful attention of the teachers. We shall some day learn, what we already ought to know, that the feelings need culture quite as much as the intellect.

The figures on application and self reliance are not encouraging. They show that too much has been done for the child and that he has been required to do too little for and by himself.

It is apparent that we do not furnish the child with reasonable opportunities to develop his memory and the result is that many of our children are deficient in this faculty. On the other hand quite as large a per cent of our pupils show ability to reason as should be expected.

The returns in relation to the imagination furnish a severe criticism on the work of the common schools. This faculty is most active in childhood. It is a well known law of pedagogy that every power of the mind should receive its training during the time of its greatest natural activity. That we need to give careful study to this matter must be clear to any one who considers these figures thoughtfully.

The record as to the manners of the children shows that there is ample opportunity for improvement and it is hoped that this testimony will result in greater attention to this subject.

Under the head of morals, habits and virtues, the returns indicate that there is still much work for the teacher to do. It is clear that if she is to render the service most needed by the children she must be a thoughtful student and a sympathetic companion.

Perhaps the most interesting item in this long list is the statement that, in the judgment of the teachers, 73 per cent of the boys and 54 per cent of the girls are possessed of more than average intellectual ability. Other parts of the record are clear upon the point that, in the matter of effort made and results

achieved, the girls lead the boys in percentages too large to be pleasant reading. There must be some explanation for these figures. Are girls more faithful and industrious than boys, or have they a stronger sense of the necessity for being studious, or are they capable of doing more and better work during the childhood period, or are the boys indifferent because of associations and the unwholesome spirit existing in so many communities in relation to the value of the training given in school for those who are to engage in certain occupations?

These statistics bring the welcome assurance that art has an influential place in our schools. The talks given at teachers' meetings and the work done by the teachers in interpreting reproductions of master pieces have borne fruit beyond the fondest anticipations of those who have sought to interest our people in this great branch of study. It is doubted if any other record, equally encouraging, can be found in any other department of school work.

It is gratifying to be assured that the work in Nature study has produced such marked results in developing the powers of observation of the children.

There is reason for being hopeful for our boys and girls when so large a per cent of them are credited with being energetic. It is possible that if a larger number were interested in physical exercises the list would be still farther increased.

It is to be regretted that nine per cent of the boys and four per cent of the girls have to be controlled by an appeal to their fears.

Those who are interested in the future of these children would be glad if more than twenty per cent of the boys and twenty-five per cent of the girls excel in reading and were worthy of being ranked as clear in their use of English.

Teachers and parents would do well to reduce, if possible, the large percentage of both boys and girls who are classed as indifferent in their attitude toward the school and school work.

It must be surprising to most persons to learn that fourteen per cent of both boys and girls have special talent for some one thing and that nineteen per cent of the boys and twenty-two per cent of the girls show a talent for several lines of work or study.

When each school is provided with a library, then we shall have more than thirteen per cent of the boys and fourteen per cent of the girls who exhibit a marked interest in books.

No one can study these figures without noticing that the girls lead the boys in desirable qualities and that the boys more largely rank the girls in particulars which reflect discredit upon school children. The almost unanimous testimony of teachers on these items makes pertinent the following queries:

First: Do the figures fairly represent the facts?

Second: Are boys less interested in school work than girls because they are in so few instances taught by men?

Third: Do women judge boys fairly?

Fourth: Do boys develop more slowly than girls and are they less willing to work?

Fifth: Are our courses of study better adapted to the needs of girls than they are to the necessities of boys?

Sixth: Are girls more industrious than boys because they are told so frequently they are not as brainy as boys?

Seventh: Have athletics had anything to do with lessening the interest of boys in school work?

Eighth: Is the instruction more attractive to girls than boys?

Ninth: Should not parents, school officials and teachers make a careful study of these figures for the purpose of determining what changes are needed in school administration, teaching force, subjects of study and methods of instruction.

A STUDY OF OUR PUBLIC SCHOOL SYSTEM WITH REGARD TO PURPOSES, SCOPE OF INSTRUCTION, ORGANIZATION, PRESENT CONDITION AND NEEDS.

The highest function of the State is to conserve and promote the well being of society. Its work is indicated when its members live righteously in all social, industrial and civic relations. Education is the preparation of the individual for right living by developing his powers, imparting noble tendencies to his activities and forming him to right habits of feeling, thinking and acting. The State must, in self defence, assume control of the education of the child in so far as education seeks to promote the general good. In assuming this control, it assumes also a duty, primarily belonging to the parent, of giving to the child the completest practical preparation for the duties of maturity. In the State organized of the people, for the people and governed by the people, preparation for worthy living in the civic relation requires that citizens shall be educated, not only so far as to give intelligent voice to political conviction, but shall be fitted also, in knowledge and training, for those highest civic actvities which are to be exercised by the few as the chosen representatives of the many.

By common consent the State is charged with the responsibility of providing efficient agencies for the elementary education of all the children and it is coming to be believed that the State should maintain such agencies for advanced education as will prepare them for the performance of those duties which grow out of the highest positions in life, that are open to all who, by natural endowments, are fitted to do the world's serious work. A properly organized system of elementary schools prepares its pupils for the right performance of the ordinary duties of life. The secondary school endeavors to fit its students for further

instruction in the college, or to aid in preparing them for the higher activities of industrial, social and civic life.

The public school system of Maine has been organized and developed in conformity with the foregoing propositions. It consists:

First: Of a system of common schools supported wholly at public expense, free to every child, the attendance upon which is compulsory during the period within which the normal child can accomplish the work set for him to do.

Second: A system of Free High Schools, the maintenance of which is not compulsory. They are open to all children in the municipalities maintaining them, who have completed the work prescribed for the common schools and, under proper conditions, to non-resident pupils.

Third: Allied to the Free High School system in pupose and scope of work is the system of academies to whose support the State contributes under certain conditions.

COMMON SCHOOLS.

These schools have as the purpose and end of their instruction, the imparting of knowledge of those branches which are of universal use in the various callings and relations of life; the developing and training of the physical, mental and moral powers; the inducing of those habits of systematic effort which are essential to successful work of every kind; the training to the practice of those common courtesies of life which are the outward expression of the inner spirit of kindness and which distinguish the gentleman from the boor; the cultivating of a love for what is enobling in literature, art and nature and, finally, the training to self-control and self-government, to respect for and cheerful obedience to law and authority.

These schools differ in organization in rural and urban communities. In the former they are ungraded in so far that the pupil completes the course without passing from school to school. In the latter they are graded—that is, the pupil completes a definite part of the course in one school and then passes into another of higher grade. In scope of instruction prescribe for them, however, the rural and urban elementary schools are practically alike.

The conditions affecting the work done in those schools are indicated by the following special statistics of Common Schools.

1. Schoolhouses, etc.

Whole number in State	3,949
No. in good condition	3,275
No. supplied with flags	2,059
No. built last year	62

2. Teachers and Superintendence.

No. of different teachers employed	6,664
No. continued in same schools during year	2,580
No. who had previous experience	5,662
No. graduates of normal schools	1,587
No. who have attended teachers' meetings	3,585
Amt. paid for superintendence	$60,100

3. Schools and Attendance.

No. of schools in State	4,581
No. of schools located in rural communities	2,786
No. of schools located in villages	1,043
No. of schools located in cities	752
No of different pupils in rural schools	57,750
No. of different pupils in village schools	41,603
No. of different pupils in city schools	33,062
No. of pupils pursuing grammar school studies	28,708
No. of children mentally incapacitated for common school work	425
No. of pupils conveyed to school	5,105
Cost of conveyance	$65,725

4. Special conditions affecting school work.

No. of schools having courses of study	2,277
No. of rural schools using courses of study	724
No. of village schools not using courses of study	242
No. of ungraded schools provided with globes	1,189
No. of ungraded schools provided with maps	2,054
No. of ungraded schools provided with charts	1,713
No. of schools having active branches of S. I. L. M.	512
No. schools have libraries	589
No. of volumes in libraries	32,892
Were books in libraries provided mainly by pupils?	Almost wholly
Value of schoolroom and schoolyard improvements for year not paid by town	$5.341

ANALYSIS OF STATISTICS.

1. The first important condition affecting the work of the school is the character of its housing. The statistics show this only in general terms. Of the 3,949 schoolbuildings occupied by 4,581 schools, 3,275, or 83 per cent, are reported as being in "good condition." Just what is meant by the term, "good condition," is uncertain. The statistics, however, show a decided improvement in this respect since the reports of 1893-4. The ratio of the schoolhouses in good condition to the whole number occupied was then but 70 per cent.

More definitely significant is the number of schoolhouses having flags. In 52 per cent of the common schools of the State the pupils pursue their studies "under the flag." It is fair to assume that the sight of the flag, with the knowledge of what it has stood for in the past and what it stands for now, will not be without avail in creating civic pride and teaching those civic virtues which give us our prominence as a people.

2. The strongest force in the school is the teacher. He is to inspire and direct every activity of his pupils, whether exercised in getting knowledge, for developing power, or for training to right habits. That this force may be most efficient it must be uniform in action. This it cannot be unless the same teacher is continued from term to term in charge of the same school. That but 39 per cent of all the teachers employed were continued in the same schools for the full year is a fact showing conclusively that something is wrong. In this regard there is evident and pressing need of radical reform in the local management of the schools. It was fortunate that 85 per cent of the teachers employed were not without previous experience, that 24 per cent had had complete normal school training and that 54 per cent were possessed of that progressive professional spirit and desire to improve their work, which led them to attend teachers' meetings. If the entire teaching force of the schools had been made up of these two latter classes the value of the instruction given would have been largely increased and the wisdom of those having local school interests in charge would have been more in evidence.

Next to the teaching, the superintendence of schools is the force determining their efficiency. Is the superintendence of our

common schools as helpful as it should be? The conditions shown, regarding the unnecessary number of teachers employed during the year, would seem to give a negative answer to the question. But the actual responsibility is in that condition of public opinion which fails to appreciate the value of a wise supervision so compensated that those having the schools in charge can afford to devote the necessary time and effort to their duties. The statistics show $60,100 as the cost of the supervision of all the schools, rural and urban, for the year. Nearly half of this amount was expended in the cities and the four supervisory districts under the charge of special superintendents. The other half had to pay for the superintendence of more than 3,600 of the 4,581 schools in the State, less than $10 for a year's care of each school on the average. For such pittance hardly the minimum legally required attention could be given to each school. Double that sum ought to be expended for a supervision that would show its influence in the improved work of the schools. Not until the rural schools are put under the charge of trained superintendents will they reach their fullest efficiency.

3. The rural common schools are 61 per cent of the whole number in the State. Of all the children in the common schools 44 per cent attend these country schools. The average number in each school is 21. The number living so far from the schools that they have to be conveyed is about 10 per cent of all—an average of two to each school. The number thus conveyed would make 243 schools of the average size, maintained at an average yearly cost per school of $270. What is the significance of these facts? Do they show satisfactory conditions, or conditions needing amendment?

These rural schools are, in some respects, the most important class in the entire system. If history continues to repeat itself, out of these will go a majority of the men and women who are to be leaders in thought and action in the State and Nation. The children in them are almost wholly of native American stock, trained in their home life to feel responsibilities, to prompt performance of duty,—to do things and to do them well. They are vigorous of body and mind through heredity and habit. They are entitled to the best the schools can give in the way of preparation for the work of life and the public weal demands that they be given the best.

These schools are too small for the best instruction, as well as for sound economy in expenditures. The minimum number should be nearly or quite up to the present average, in order to insure the best results. There is an educative force in numbers, within proper limits, because of the inspiration and enthusiasm begotten by class emulation, which counts for much in the progress of the pupils. There should, therefore, be a further reduction in the number of schools by the process of union of the smaller with the larger. Wherever practicable, they should be made large enough to permit such classification as will make possible the best results. With such union, more competent teachers could be employed and their work could be improved by the adoption of regular courses of study. At present only 724 of these 2,786 rural schools are using such courses. If such unions made necessary a large increase in the number of children conveyed to school, it would pay in the better education furnished the children.

Only 22 per cent, or 28,708 of the 132,415 pupils in these schools, are pursuing grammar school studies,—those studies prescribed for the sixth, seventh, eighth and ninth years in the course of study arranged for elementary schools. How many of these are in the 1,553 village and city schools having courses of study, and how many in the rural schools, there is nothing to show definitely. The only fact to be considered, therefore, is whether or not the number shown is as large as it should be. The period allotted to the pursuit of grammar school studies is two-fifths of that allotted to the entire elementary course. The number pursuing these studies is a little more than one-fifth of the whole number in the schools. A considerable portion of those entering upon the work of the schools do not continue in them long enough to do the work of the grammar grades. There is something wrong somewhere, which is responsible for this condition. No child in this land and age, of sufficient capacity, ought to leave school with an education short of that to be obtained in the common schools as arranged in the course of study prescribed for them. So much should be compelled by the force of public opinion and legal provision.

4. The first three items of the fourth group of statistics have already been considered. The next three items might properly have been considered in the same connection as they really

relate to the rural schols. These statistics show a fairly good equipment of those schools as regards globes, maps and charts. The ratios of these schools thus equipped to the whole number are respectively 43, 74 and 61 per cent.

To create local popular interest in the common schools, to set agencies in operation for the improvement of school grounds and buildings, the decoration of schoolrooms and the furnishing of the schools with libraries and to provide an agency for training the pupils in certain directions in which ordinary school work fails to train, are the functions of the School Improvement Leagues of Maine. The first of these were organized in 1898. The statistics here given, relating to these organizations and their work, are especially satisfactory. They show beyond question that they are valuable adjuncts to the schools and they ought to be potent arguments for their extension, until every school in the State shall have connected with it a permanently organized, working School Improvement League.

It speaks volumes for the intelligence and enterprise of the teachers and the interest and public spirit of parents, as well as the ambition of pupils, that nearly 33,000 volumes have been added to our school libraries during the past four years by the efforts of these partners in the local school. It means much that children, parents and teachers have contributed $5,341 of their personal funds for the improvement of schoolrooms and yards during the past year. To these items must be added the labor donated for these purposes which, if represented by dollars and cents, would aggregate as much as the two sums given above. Of all the credits that must be given this agency the best are the sense of responsibility developed for the welfare of the local school and the care and love for it that have been engendered.

There has been not a little discussion as to the need of an institution for the training of feeble minded children. This matter has been intelligently studied by many of our people who are interested in deficients.

It has been claimed that there are some thirteen or fourteen hundred persons in the State, between six and sixteen years of age, who are mentally incapacitated for being helped in attempting to do the work prescribed for the common schools.

The reports made by the superintendents of the several municipalities in relation to this matter indicate that this estimate

is conservative. The returns show that 425 such children have been found by these officials. It is impossible for city superintendents to include any considerable fraction of the deficients in their localities in their returns, while in the sparsely settled towns many will escape notice. These statistics furnish ample argument for taking up this matter and agitating it until Maine has done its duty by those who have a peculiar claim upon it for care and training.

II. SECONDARY SCHOOLS.

The secondary schools in our system are maintained under no compulsory provisions of law and attendance upon them is voluntary. Hence, in the number of these schools, the scope and character of the instruction given and the number of students attending them, are to be found specific evidences of the quality of public opinion as to secondary school education. In these figures, also, are to be found indications of the intellectual and civic conditions which are to obtain with the next generation.

The statistics showing these facts are tabulated in two groups, —those of the Free High Schools and those of the Academies and Seminaries. In most respects these statistics are properly to be considered together.

STATISTICS.

1. *Free High Schools.*

No. of schools maintained, 237.
No. of students enrolled, 13,450. Boys, 5,885; girls, 7,565.
No. in graduating classes, 1,428. Boys, 540; girls, 888.
No. pursuing academic studies only, 10,234.
No. pursuing college preparatory studies, 2,752.
No. studying ancient languages, 5,275.
No. graduated present year, 1,428.
No. intending to enter Maine colleges, 483.
No. attending from rural communities, 4,634.
No. attending from villages, 5,178.
No. attending from cities, 3,638.
No. intending to enter college from rural communities, 294.
No. intending to enter college from villages, 392.
No. intending to enter college from cities, 281.
No. who have taught or intend to teach within a year, 565.

II. *Academies and Seminaries.*

No. of institutions reporting, 36.

No. students, 3,147.

No. pursuing studies of training course for teachers, 199.

No. studing English (Gram. Comp. Rhet. Lit., etc.) 2,773.

No. studying History (Am. Eng. French Ger. Med. Ancient) 1,469.

No. studying ancient languages, 1,210.

No. graduated present year, 441.

No. of instructors including president or principal, 160.

No. intending to enter Maine colleges, 179.

No. intending to enter technical schools, 19.

No. attending from rural communities, 1,441.

No. attending from villages, 1,377.

No. attending from cities, 329.

No intending to enter college from rural communities, 133.

No. intending to enter college from villages, 106.

No. intending to enter college from cities, 31.

ANALYSIS OF STATISTICS.

1. There are 444 incorporated towns and cities in the State. Free High Schools were maintained in 237 of these municipalities. In 25 towns the Free High Schools were connected with the academies or seminaries therein located. There were 36 of these academies and seminaries, 11 of which were not connected with the Free High School system. Four of these 11 were located in towns or cities maintaining separate Free High Schools. Secondary schools were in operation therefore, in 244 of the 444 towns or cities, affording the children in these communities free instruction in High School studies. These facts prove conclusively that a majority of the people in a majority of the towns and cities believe that every child having the capacity for better preparation for his work than is furnished by the common schools, is entitled to these privileges at public expense. Evidently the love for sound learning and the appreciation of the right of every child to the best education, which led the forefathers of our mother State to the almost simultaneous establishing of the elementary and secondary schools and the

college, is still a characteristic of the people of Maine. We still hold to our heritage.

2. The aggregate number of students reported in attendance in both Free High Schools and academies and seminaries is 16,597. This number is larger than the actual attendance since the enrollment as thus reckoned counts twice those attending the academies in those towns in which these schools serve as Free High schools, which is 1,022. It is safe to assume, therefore, that about 14,500 children were in attendance during the year in secondary schools.

Is this attendance as large as it ought to be in view of the multiplying demands for the exercise of the highest powers of human thinking and in the new and difficult problems to be solved by this and the next generation? This question is worth the careful attention of all having at heart the future welfare of the State.

Is it as large as it ought to be when compared with the number of those in the common schools pursuing the studies of the next lower grade? There were 28,708 of these during the year reported. Evidently one-half of the pupils in grammar grades carry their education no further. They drop out of the schools to enter upon other than educational pursuits. Through lack of adequate conception of what education really is and does, or mistaken ideas of the real ends of life, they enter upon their tasks illy prepared to give the best that is in them and to get out of their work the highest profit and pleasure to themselves.

3. The number finishing the course of study and graduating from these schools, as compared with the whole attendance, indicates the existence of certain unwelcome facts. If all the students entering continued through the full four years course the number in graduating classes should approximate 25 per cent of the aggregate attendance. The actual ratio of graduates to students attending is 10 per cent in the high schools and 14 per cent in the academies. There is evident need of emphasizing in every secondary school the importance of continuous and persevering effort. The student should be made to feel, when he enters, that the four years before him are to be full of work vital to his future well being; that in the right doing of that work are to be found forces for the development and training of the best in him and that his highest duty to himself and to the

world makes imperative demand upon him to utilize those forces to the utmost.

Of the 1,428 graduates from the high schools 483, or 34 per cent., intend to carry forward their education to the higher work of the college; of the 441 graduates of the academies 198, or 45 per cent., intend to enter some college or technical school. This difference between the two classes of schools in the comparative number of those who finish their education when they graduate is due to a dissimilarity in the ideas underlying the purpose which each was established to conserve. In the public high school that idea is the general good of all through the preparation of the many for the best performance of all life's activities; in the academy the purpose was and is, primarily, the good of the individual in giving preparation for special pursuits. The principal intent of the work of the high school regards the consummation of that work as an end in itself; while the underlying idea of the academy looks to the completion of the course as a preparation for the beginning of other work of a similar kind. The public high school must, in its very nature and purpose, therefore, be the educational limit of a large proportion of its students.

4. Not without suggestiveness are the comparative numbers of boys and girls in these schools and in their graduating classes. In the high schools 44 per cent of the students attending are boys and 56 per cent are girls. Of the boys 9 per cent graduate and of the girls 12 per cent. Probably the same conditions obtain in the academies and seminaries. Evidently, unless conditions change, the woman of the future is to be the man's superior in intelligence and acquired mental power. It is for the sociologist to speculate as to the effects in home and social life, of such a condition. It cannot be without important results.

5. The statistics of the number of students pursuing different lines of study show the kind of mental training these schools are giving. In the high schools 76 per cent of all the students are pursuing academic studies only. Of these students 27 per cent are pursuing such studies as are preparatory to the college; fifty-one per cent are studying the ancient languages.

6. The statistics showing comparative number of students in secondary schools from rural, village and urban communities, are especially suggestive when compared with those showing

attendance in the same communities in elementary schools. In the elementary schools 44 per cent of the children were from rural communities, while in the high schools but 34 per cent were from such communities; in villages the comparative per cents were 31 and 38; in the cities, the per cents were 25 and 28. Evidently the free high school system is, in a measure, inequitable in its operation. It affords larger opportunities to the youth in village and urban than to those of the rural communities. This inequity is inevitable because of local conditions of population and wealth. In nearly all of the 207 towns in the State not maintaining such schools, their maintenance is impracticable. No remedy for this misfortune can be found in any modification of the system. Such remedy will be found in the action of the last legislature giving the youth in towns not supporting free high schools of standard grade, the right to attend, at public expense, secondary schools of either class in other localities.

The statistics of attendance upon academies and seminaries show that 46 per cent of all students were from rural, 44 per cent from village and but 10 per cent from city communities. These facts indicate that the boys and girls of the rural communities, where high schools were not maintained, have sought secondary instruction in the academies. Under the new provisions, made to give them privileges more on an equality with those of the village and city youth, they will probably resort to these schools in largely increased numbers.

7. The statistics showing the number intending to enter college from rural, village and urban communities, in both high schools and academies, substantially agree. They show that the country boys and girls, seeking college privileges, are proportionally the same as those of the villages and cities respectively; that hence, in the conditions of the rural home and the rural school, there are inspirational forces as great as in those of village and city homes and schools. Indeed, if we consider the larger hindrances affecting country youth, especially in the matter of ability to meet the expense of a college course, there is little doubt that the balance would stand to the credit of the rural student.

8. The secondary schools, while serving general educational ends, are, to a large extent, engaged in the special work of preparing teachers for the elementary schools. In the high schools

565 actual or prospective teachers were getting larger fitness for their work and 199 such teachers were in the special training classes for teachers. This function of the secondary schools is of no small value. If these teachers and candidates for the teacher's office got no further preparation than these schools can give, they would be vastly more efficient for the training and culture thus received; but a large majority of them get this culture as preparation for the more specific professional training of the normal school. A large and increasing majority of the students in these latter schools are graduates of the secondary schools.

GENERAL CONCLUSIONS.

There are certain general conclusions to be deduced from the foregoing statements and statistics, without which this study of the public schools of Maine would be incomplete. Briefly stated they are as follows:

1. The system, in organization and administration, conforms in theory to well established and correct civic principles.

2. The legal provisions, underlying its organization and controlling its administration, are such as to render it sufficiently flexible to conform readily and easily to changing conditions.

3. The elementary and secondary schools comprised in the system are so co-ordinated as to act in harmony with each other, whether in cities, villages or rural communities and to adjust themselves to local needs.

4. The courses of instruction arranged for the system are planned in accordance with recognized pedagogical principles. The elementary school course is intended to equip the pupil with those fundamental facts and principles which are of practical use and, at the same time, to fit him, in acquirements and training, to enter upon the successful prosecution of the work of the secondary school. The secondary schools seek to impart that larger knowledge requisite for successful entrance upon the work of the college or technical school, or for successfully meeting the special demands of the higher industrial, social and civic positions; in scope and character they strive to give that complete and harmonious development of the physical, mental and moral powers which is the highest educational end.

5. Both the elementary and secondary schools are serving their respective purposes in a fairly efficient manner and with reasonably satisfactory results. But a better service should be required and more valuable results should be secured.

6. In order to bring the system to its highest practicable usefulness there is needed:

(a) That public opinion shall be brought to a saner appreciation of the real nature and value of education.

(b) That public opinion so informed shall demand of the schools the largest practicable results by persuading the parent to keep his child in school through the entire elementary course and, in certain instances, through the secondary course; by requiring the union of small schools which shall be properly housed and equipped; by insisting upon efficient local supervision through the employment of expert superintendents and by urging the employment of competent teachers and their retention in the same school so long as their labors are satisfactory.

(c) That all having at heart the educational interests of the State shall earnestly and actively work together, without regard to personal prejudice, for the improvement of the schools. This union of effort is the highest of civic duties and the chiefest of civic virtues, since only through the right education of all the children can be evolved the ideal industrial, social and civic state of the future.

THE SCHOOL IMPROVEMENT LEAGUE OF MAINE.

The object and aim of this organization were set forth in detail in the report of this department for the year 1902.

The reports for that year of the president and secretary of the State League are valuable additions to league literature. These reports gave, in a comprehensive manner, a complete statement of the need of such an organization, of the existing conditions it was intended to improve and of its adaptation to the desired end.

In the year covered by the present report the League has proved its ability to do the work required of it and has given evidence of its inherent principles of growth and permanence.

With that growth and with the promise of permanent benefit the reports for this year of the president and of the secretary more particularly deal.

In this connection it is but right to state that a large share of the success attending the work of the local leagues, supplementing the efforts of local officers and members, is due to the faithful and intelligent labors of the president and secretary of the State organization.

It is also fair to state that these labors have been cheerfully given without other reward than the consciousness of good work well done for the common weal.

REPORT OF THE PRESIDENT. A CONSIDERATION OF THE LEAGUE'S GROWTH.

One of the most encouraging things about the School Improvement League of Maine is the quality or kind of growth it has had.

From the first there have been no attempts to urge the organization upon teachers or communities. So far as known there has been no instance where a local superintendent has insisted

that his teachers organize leagues. The State officers have purposely refrained from making any efforts to organize leagues in localities where either teachers or communities had not first shown interest in the things for which these leagues stand.

Each individual league stands in the community it represents as the spontaneous expression of the desire of that community for improved educational facilities.

Several town and city superintendents have, indeed, given ample encouragement and much practical aid to teachers who have taken up the work of improving school conditions and the State officers, with others interested in the work, have made constant iteration, before both teachers and citizens, of the need of those improvements which the School Improvement League demands.

In every case within the knowledge of the State officials the local leagues were organized and brought to usefulness by the teachers, parents and pupils of the communities which were to be their several centers of activity.

In this mode of organization is to be found the reason for the permanent character of the League's growth.

To be successful in its work the local league must start with the interest of the teacher enlisted in the improvement of her school. With an intelligent view of its needs and a tactful, sensible way of presenting these needs the support of the pupils and of the community in measures to meet them are not found wanting.

The circumstances surrounding the extension of the leagues have precluded the possibility of anything like an elaborate system of management and this absence of the machine element has undoubtedly promoted the permanent extension and adoption of the idea.

The results achieved by the leagues are not in the slightest measure the work of central authorities, reaching out and directing others, but are the direct work of the individuals, teachers, pupils, and citizens, who have set themselves at work to do things for their own schools, and this is why the School Improvement League is able to show a record of things accomplished.

The present working strength of the League is not to be measured by the number of local leagues which have been organized. Some leagues have been formed, have accomplished considerable

work and for one reason or another have ceased to be active organizations. The work done by these is to be placed to their credit and has justified their existence, however brief. The important part performed by leagues of this class in the development of the idea has been, first, in showing to teachers the possibilities of the organization and second, in calling the attention of the public to the important work it has undertaken.

In connection with this reference to inactive leagues it is fair to state that the reason for their inactivity is to be found, usually, in the fact that the teachers who directed these leagues removed to other schools and were followed by teachers who were ignorant of, or indifferent to, efforts for school improvement; thus furnishing additional proof that the teacher of the school must be the directing and organizing force.

This leads, however, to the desired conclusion which is that the present strength of the League is best measured by the number of teachers actively interested in it and its real growth may be determined by the increase in the number of teachers so interested. A consideration of figures on this point is exceedingly gratifying. The first local league was organized in October, 1898. To the end of June of that school year not more than twenty-five teachers had become actively engaged in the work of the organization. Statistics gathered at the beginning of the present fall term of 1903 show that five hundred twelve teachers are at the head of local leagues throughout the State. In terms like these we can estimate the real progress of the movement.

Of course there are likewise to be considered the many teachers who have been identified with the League and who have left active school work, or have gone to other states. Moreover, it should be added that twice as many leagues have been organized since these figures were gathered as were organized in the corresponding months of any preceding year.

An analysis of all these figures shows that, to the time of this report, approximately seventy thousands persons, sixty thousand of them public school pupils, have, since 1898, been enrolled as members of the League. These persons have been led in their efforts by over one thousand teachers. At the present time probably twenty-five thousand pupils and four thousand adults, under the leadership of six hundred teachers, are carrying on the work

of the organization. It should be borne in mind that pupils graduating or leaving schools generally cease to be active members. While this loss is annually made good by the addition of those entering school, the total enrollment from the founding of the League must always far exceed the active membership at any given time. It is enough to say that this active membership is at present far in excess of that shown at any preceding time.

In this consideration of the growth of the League something should be said of the localities it has entered. It is true that the organization has found a particularly fertile field among rural schools and in older communities. It has found many rural schools especially poor in material equipment whose teachers have been quick to appreciate the means of supplying this equipment. Likewise in some older communities it has been the means of rehabilitating many an old schoolhouse. The League takes a peculiar pride and satisfaction in the work it has done for these schools.

It would, however, be a mistake to assume that the League has confined its activity to these places. Not only has it been a recognized factor in developing certain phases of educational work in the larger villages and a few of the cities, but it has also been especially effective in towns where generous school appropriations are made. The records indicate as most active league centers four of the five largest towns of the State, while the cities where the League has done its best work are conspicuous among the cities where good school work is done.

These facts give conclusive evidence that the growth of the League has been permanent and has increased with each succeeding year; that the number of teachers employing it as a medium for directing their efforts is rapidly growing; that its activity has not been restricted to any one portion of the State and that it has proven its entire adaptability to the varying conditions of large or small towns, of sparsely settled or thickly populated communities.

PAYSON SMITH,
President S. I. L. M.

Report of the Secretary.

The secretary in making this second annual report is able to congratulate all friends of the S. I. L. M. on the continued success of the work.

The League has not only attracted the attention of our own progressive teachers but is interesting those in other states who are desirous of seeing the school and its surroundings what they should be. Letters are received almost weekly from superintendents and teachers in all parts of the country asking for information in regard to the movement.

Those who were among the earliest interested have felt their interest increasing as time has passed, and each successive term has developed new friends who have taken up the work with an earnestness and zeal which have been most encouraging. Hundreds of new members have been enrolled during the past year.

Teachers are urged to send their names and addresses to the secretary in order that the directory may be a complete one. Many benefits come to the teachers personally by registering, and the cause is greatly aided.

In October it was decided to grant charters to all existing leagues making application for them, and all new leagues that might be formed. Notices to this effect were sent to the presidents of local leagues. The response was extremely gratifying. It was a matter of deep regret to the officers that there was an unavoidable delay in sending out the charters.

Teachers are cautioned against allowing their leagues to become mere money-getting affairs. Let that once happen and the true spirit of the League is lost.

From reports received during the year it is found that there is a decided gain in the number of improvements made in school buildings and grounds, while in some instances new houses have been built as a result of interest aroused through League effort. To enumerate the benefits that have come to the schools during this year is, necessarily, a repetition of last year's report, since the needs of the schools are always the same.

The following results have been reported.

Yards have been graded and all manner of unsightly objects removed from them, while Arbor Day has invariably been observed by leagues setting out trees and making flower beds.

The schoolrooms have been made more homelike with good pictures, fresh wall paper, new curtains, plants and plaster casts. Some rooms have had steel ceilings, hardwood floors and tinted walls. Dressing rooms have been furnished with necessary articles; clocks, maps, globes, bookcases and musical instruments have been bought. Nearly every secretary sending a report makes mention of the purchase of books, many of them valuable from a pecuniary standpoint, all indispensable in the work of the school.

The following letters are submitted to give a general idea of work accomplished as teachers view it.

"My school averages about fifteen pupils, and these with outside members number thirty-five.

"Our first work was to improve the schoolyard by making it neater, making flower beds, and planting running vines beneath some of the windows. With our first money, paid by the members, we purchased a large picture of McKinley and since we have added a similar one of Roosevelt, "The Angelus" and "Christ in the Temple."

"Besides these, we have bought a nice map of the United States and Mexico and a large dictionary. We have made a few more small purchases which were necessary in the schoolroom and brightened it in many little ways. In all, we have raised by socials and entertainments this term $22.25. We are anxious to receive our charter and intend to have it nicely framed. The children have taken an active interest in the league work."

Another says: "According to the agreement made when we sent for the charter, we enclose a report of our work for this term.

"At the beginning of the term we had $43.33 in the treasury. We have bought a bookcase for the twenty volumes which we had. We have sent an order for books amounting to $12 and are planning to buy an organ. During this term we have had one entertainment for the league at which we netted $18.30. We hope to accomplish even more next term. Our members are all most interested workers."

The secretary of a league organized in October, 1902, writes: "Although our members are few and we are only a year old, we have purchased a set of maps in a hardwood case, a bookcase and an organ; have set out shade trees and had the walls of the

room papered, also bought a nice large flag and erected a pole for it upon the house. The funds have all been raised by the work of the league, not by gifts nor by begging. We are all in love with the work."

Another teacher says: "During the past year we have bought a full set of wall maps, a clock, painted the schoolroom on the inside, stained the desks and furnished a small dressing room. Our meetings, which are conducted in an orderly manner by the children, have aroused great interest. * * * * I find when we earn the things ourselves we take much more pride in them. I cry, long live the S. I. L. M."

The officers of the League are deeply grateful to all those who have helped to make this the most prosperous year of the organization.

KATE MACDONALD,
State Secretary of S. I. L. M.

SCHOOLS IN UNORGANIZED TOWNSHIPS.

The schooling of children in unorganized townships is wholly at State expense, except for the comparatively small sum which is required by law to be paid into the State treasury in the form of a per capita tax. Rightly, therefore, the State retains entire control of these schools.

To make the necessary local arrangements in any township or group of townships, agents are appointed whose duties are to make enumeration of the inhabitants in the townships under their charge, to enroll the children therein between the ages of four and twenty-one years, to assess and collect the required per capita taxes, to employ and superintend the work of teachers or arrange for the schooling of children in schools outside of their townships and to approve and transmit to the State Superintendent all bills contracted by them, under his direction. These agents, in short, exercise the functions of local school superintendents for the townships under their control.

When the movement to extend school privileges to the children of these townships was inaugurated, this system of management seemed the only practicable one. It is both simple and effective. Under it, during four complete school years, efficient schooling has been afforded to the children in townships in eight of our sixteen counties. Each of the four years has seen a wider extension of these schools in the number of townships and of children reached and the character of the work done has constantly improved.

The condition of these schools for the year ending April 1, 1903, as compared with that of the preceding year is quite definitely shown by the statistics grouped in the following

STATISTICAL SUMMARY.

	1901-2.	1902-3
1. *Number, Population, etc., of Townships.*		
Number of townships reported	47	49
Population of townships	1,602	1,745
Number of children between 4 and 21	591	660
Number of townships in which schools were maintained	36	37
Number in which children were schooled in neighboring towns or townships	11	12
2. *School Enrollment and Attendance.*		
Number of children attending school	442	497
Number schooled in home schools	395	451
Number schooled in other towns or townships	47	47
Average daily attendance	381	442
Number of cases of tardiness	581	523
Number of pupils not absent one half day,	177	158
Number of visits of citizens to schools	256	187
3. *Concerning Teachers.*		
Number of teachers who had taught before	30	38
Number who had not taught before	14	11
Average number of terms taught before	7	8
Average weekly wages including board	$6.07	$6.50
4. *Classification and Studies pursued.*		
Number of pupils in reading classes	424	455
Number in spelling classes	349	338
Number in penmanship classes	325	357
Number in arithmetic classes	310	346
Number in grammar classes	158	128
Number in geography classes	173	174
Number in history classes	86	103
Number in physiology classes	72	112
Number in bookkeeping and other subjects	21	14

5. *Fiscal.*

	1901-2.	1902-3
Amount paid for wages and board of teachers	$4,823	$4,786
Amount paid for transportation of children	381	346
Amount paid for tuition	225	227
Amount paid for board of children	135	341
Amount paid for fuel, janitors' services, etc.	144	253
Total paid for instruction	$5,708	$5,953
Amount paid agents, services and expenses	749	369
Amount paid for books and supplies	601	387
Total expenditures for year	$7,058	$6,709
Amount paid from per capita taxes	400	434
Amount paid from interest on reserved lands	1,906	2,567
Amount paid from State appropriation	4,752	3,708
Total	$7,058	$6,709

ANALYSIS OF STATISTICS.

1. The first group of statistics presented shows an increase over the preceding year of two townships in which children were schooled, of 143 in the population of those townships and of 69 in the number of children of school age. This increase in number of townships is less than half as large as was the average for the three preceding years, owing to the fact that nearly all townships in which there are children enough to warrant their schooling are included in those now under the law. As stated in last year's report, the number of townships coming under the law will not hereafter differ materially from year to year.

2. In the items relating to attendance large increases are shown. The increase in number of children attending school—55—lacks but 14 of equaling the increase in the whole number enrolled between four and twenty-one years of age. The ratio of attendance to enrollment for the year was 75 per cent, while, in the State at large, it was about 62 per cent.

The ratio of average daily to enroll attendance, as shown, is exceptionally large and especially so as compared with the

same showing for the whole State. In these townships that ratio is nearly 89 per cent., while for the State it is about 75 per cent.

With the increase of 55 in the number of children attending school there is shown a decrease of 58 in the number of cases of tardiness during the year as compared with those of the preceding year. Compared with the number attending school—497—these cases were remarkably few, especially when the local conditions of distance which many of these children have to travel to reach school, are taken into consideration.

The number of pupils not missing a half-day in attendance was 19 less than in the preceding year. This is probably due to the fact that a large number of townships had winter terms and local conditions of distance to travel, severe storms and bad roads, kept pupils from school when they would otherwise have been in attendance.

The interest of the parents in their schools, as indicated by the number of visits made by citizens, was apparently somewhat diminished, since the number of visits reported was 69 less than the year before. Other known facts not shown in these statistics, however, such as the building of new schoolhouses and the improving of those existing, would indicate no loss of parental interest, but rather an increase.

3. In employing teachers for these schools it has been the policy in all cases to get the best available for the special need of each; to keep the same teacher in the same school term after term and thus to secure a body of special teachers to be kept permanently in these schools. In all cases personality has been considered. These schools, more than others, need teachers not only capable in scholarship and professional fitness to give needed instruction in subjects of study, but, also, teachers who are a constant inspiration to and example of what is best intellectually, socially and morally.

The statistics of the third group are indicative of the results of the policy pursued. Of the 49 teachers employed, 38 had had a teaching experience averaging eight terms, as against 30 averaging seven terms, employed the preceding year. Of these 38, eighteen had taught in these schools at least two years, several of them for the four years during which these schools had been in operation.

To secure and retain satisfactory teachers requires the payment of good wages and an increase in wages; hence the increase shown in average weekly wages paid.

4. These schools are necessarily very elementary in the extent of instruction given in them. To teach reading, spelling, writing and arithmetic is their chief work, as shown by the statistics in the fourth group. Those showing the number of pupils pursuing these branches and, also, grammar and geography, can not be expected to show material change from year to year, except as the number of pupils changes and do not indicate, from the nature of the case, any advance which the pupils may have made or may make. Only in the last three items of the group will be found indications of advance in the general scholarship of these schools. The showing made by these, especially in the number of pupils in history and physiology classes, is evidence of substantial advance. These gains have been exceptional during the four years of the existence of these schools. During the first year, ending April 4, 1900, the pupils studying history and physiology were 9 per cent. of the whole number in the schools; for the year here reported, they were respectively 20 and 22 per cent.

5. In view of the increase in weekly wages and board of teachers elsewhere shown, the first item in the fifth group of statistics, showing a slight decrease of the total amount expended for that purpose, seems to need explanation. Such explanation is found in the facts that in two townships, owing to local conditions, the schools were not continued for the twenty weeks authorized by law and that during the preceding year, they were continued in two townships more than twenty weeks to make up for a similar shortening of terms the year before. Owing to these facts the gross amount of school in weeks for the year here reported was enough less to account for the discrepancy noted.

The increase of $206 shown in the amount paid for the board of children given schooling away from home, was due to the discontinuing of the school in one township because it was found cheaper to send the children elsewhere to school and to the bringing of the children in outlying settlements in two townships to the schools in the larger settlements and paying their board, as less expensive than establishing schools for them. The increase of $109 shown in expenditures for fuel and janitors' services was

due to maintaining of winter terms in several townships in which there were no winter schools the preceding year. These two increases served to render the cost of instruction somewhat larger than for the preceding year.

The decrease of $380 shown in the amounts paid for services and expenses of agents arose from the fact that no general State inspection was given, as was the case the preceding year and that the local agents were not required to spend so much time in seeing that their schools were furnished with text-books. The decrease in amounts paid for text-books and supplies was owing to the fact that the schools were fully supplied the year before and books had to be furnished only for newly established schools, or to meet requirements for more advanced books for the older pupils. Because of these two decreases the total cost of the schools for the year was $349 less than for the year before, notwithstanding the children of two additional townships were furnished schooling and that the cost of instruction was increased by the sum of $245.

CONCLUSION.

The foregoing statistical summary, as analyzed and interpreted, affords abundant evidence that the schooling of children in our unorganized townships is proceeding in a very satisfactory manner. A larger percentage of all the children in these townships are in school than of those in the State at large and they are more regular in attendance. Parental interest in the schools, as manifest in parental visitation, is more general. The teachers employed are fully equal, in fitness for their special work, to those in the schools of the towns. The instruction given, though elementary in scope, is steadily and rapidly advancing beyond the elementary stage and, finally, the cost to the State is not excessive.

It would be interesting, if it were possible, to compare the cost of these schools with the value of the work they are now doing. At the rate of expenditure for the year, to school one of these children for ten years would cost $150. What is the value to the State, to society and to self, of the boy or girl thus educated, as compared with the same boy or girl wholly uneducated? A bright young man resident in one of these townships gave an

estimate of the personal value of such education when he said "Why were these schools not established twenty years sooner? There are six of us boys, and only one, who is going to school now, can read and write. I would give a thousand dollars to have had his chance."

It does pay richly to educate the children everywhere, to train them for living rightly in all human relations. Schools act more widely than upon the children under training. They affect for good the whole social, intellectual and moral life of the community in which they are established. There are townships in the State in which these schools, during the four years of their existence, have wrought social and moral changes for the better, almost amounting to reformation in the thought and feeling and living of the people. The State did well in establishing schools in the unorganized townships and will do well to see that those schools are made the most efficient practicable agencies for the right training of the children attending them and for the development of a fuller, purer, sweeter social life in the communities where they are established.

DETAILED STATISTICS.

In the following table will be found a list of the townships in which children were schooled for the year 1902-3 arranged by counties and detailed statistics of population, of school enrollment and attendance and of expenditures, showing amounts, for what made and how defrayed.

SCHOOL STATISTICS, UNORGANIZED TOWNSHIPS, FOR THE YEAR ENDING APRIL 1, 1903.

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: Salaries and board of teachers.	Transportation of scholars.	Board of scholars.	Tuition of scholars.	Fuel, janitor, supplies, etc.	Total.	Expended from: Per capita tax.	Interest on reserved lands.	State appropriation.	Total.
9, R. 5	Aroostook..	8	4	2	2	$144 75	–	–	–	–	$144 75	$2 00	$13 21	$129 54	$144 75
A, R. 5 (Moluncus)	Aroostook.	87	35	18	17	149 47	$91 00	–	$31 18	–	271 65	21 75	103 72	146 18	271 65
8, R. 3 (Howe Brook)	Aroostook..	64	18	15	12	153 25	–	–	–	$20 25	173 50	16 00	16 21	141 29	173 50
8, R. 4 (St. Croix)	Aroostook..	75	17	23	20	149 15	–	–	–	12 90	162 05	18 75	60 93	82 37	162 05
11, R. 4	Aroostook..	6	3	3	3	87 50	–	–	–	5 00	92 50	1 50	32 56	58 44	92 50
17, R. 4 (Guerette)	Aroostook..	107	58	41	37	165 00	–	–	–	2 00	167 00	26 25	20 76	119 99	167 00
17, R. 5	Aroostook..	127	64	32	29	128 00	–	–	20 00	1 25	149 25	31 75	81 25	36 25	149 25
4, R. 2 (Crockertown)	Franklin....	39	11	8	7	126 00	–	–	–	–	126 00	9 75	11 62	104 63	126 00
4, R. 3	Franklin....	29	11	10	8	140 00	–	–	–	–	140 00	7 25	–	132 75	140 00
Perkins	Franklin....	44	14	12	11	120 00	47 50	–	–	–	167 50	11 00	7 50	149 00	167 50
Washington	Franklin...	22	8	6	6	–	44 50	–	–	–	44 50	5 00	–	39 00	44 50
1, R. 8 (Skinner)	Franklin....	76	25	15	11	190 25	–	–	–	–	190 25	19 00	17 19	154 06	190 25
2, R. 8 (Lowelltown)	Franklin....	92	23	17	14	160 00	–	–	–	–	160 00	23 00	–	137 00	160 00
No. 32	Hancock....	13	4	4	4	163 50	–	–	–	16 00	179 50	3 25	42 00	134 25	179 50
No. 39 (Riceville)	Hancock....	54	26	14	13	166 50	–	–	–	10 00	176 50	13 50	78 67	84 33	176 50
Letter C	Oxford.....	7	5	3	3	116 50	–	–	–	–	116 50	1 75	22 23	92 52	116 50
Andover North Surplus	Oxford.....	14	6	6	5	56 70	–	–	–	–	56 70	3 50	21 30	31 90	56 70
Fryeburg Academy Grant.	Oxford....	13	4	2	2	–	–	$90 00	21 00	–	111 00	3 25	–	107 75	111 00
A, R. 7	Penobscot..	22	7	5	5	–	–	60 00	–	–	60 00	5 50	–	54 50	60 00
A, R. 8-9 (W. Seboois)	Penobscot..	34	10	9	8	123 25	–	–	–	–	123 25	8 50	53 76	60 99	123 25
2, R. 6	Penobscot..	49	27	17	12	119 00	–	–	–	–	119 00	12 25	25 00	81 75	119 00
5, R. 7	Penobscot..	18	11	9	8	–	–	–	82 50	–	82 50	4 50	–	78 00	82 50
3, Indian Purchase	Penobscot..	48	17	12	10	102 00	–	–	–	–	102 00	12 00	90 00	–	102 00

A, R. 13 (Frenchtown)	Piscataquis.	13	6	4	4	80 50	–	–	–	–	80 50	3 25	26 82	50 43	80 50
Day's Academy Grant	Piscataquis.	40	4	4	4	110 00	–	20 00	–	–	130 00	10 00	22 56	97 44	130 00
3, R. 5 (Little Squaw Mt.)	Piscataquis.	56	22	17	11	144 30	–	–	–	12 00	156 30	14 00	40 80	101 50	156 30
2, R. 6 (Squaw Mt.)	Piscataquis.	24	7	7	6	72 00	–	–	–	–	72 00	6 00	66 00	–	72 00
5, R. 9	Piscataquis.	14	5	4	4	–	80 00	–	40 00	–	120 00	3 50	22 86	93 64	120 00
6, R. 9 (K. I. Works)	Piscataquis.	46	20	15	12	143 75	–	18 00	–	30 25	192 00	13 25	10 54	168 21	192 00
5, R. 13 (Chesuncook)	Piscataquis.	59	18	16	13	377 70	–	–	–	78 00	455 70	14 75	73 41	367 54	455 70
3, R. 15 (N. E. Carry)	Piscataquis.	10	2	2	2	–	–	100 00	16 00	–	116 00	2 50	39 48	74 02	116 00
Taunton and Raynham	Somerset	24	10	5	4	85 00	–	–	–	–	85 00	6 00	79 00	–	85 00
1, R. 4 (Bowtown)	Somerset	14	4	4	3	101 00	–	–	–	–	101 00	3 50	26 10	71 40	101 00
3, R. 1 (Long Pond)	Somerset	60	21	18	15	121 30	–	–	–	–	121 30	15 00	22 23	84 07	121 30
5, R. 1 (Attean)	Somerset	6	2	2	1	*									
6, R. 1 (Holeb)	Somerset	28	8	9	8	120 00	–	–	–	–	120 00	8 50	111 50	–	120 00
1, R. 5 (Moxie Gore)	Somerset	12	9	6	5	72 00	–	–	–	–	72 00	3 00	29 39	39 61	72 00
1, R. 7 (Sapling)	Somerset	8	2	2	2	60 00	–	–	–	–	60 00	2 00	58 00	–	60 00
1, R. 1 Strip (Rockwood)	Somerset	68	28	22	18	197 50	–	–	–	29 87	227 37	17 00	–	110 37	227 37
1, R. 2 (Tomhegan)	Somerset	10	4	3	3	–	50 00	–	–	–	50 00	2 50	47 50	–	50 00
2, R. 7 (Misery)	Somerset	12	3	3	2	†									
Million Acre Gore	Somerset	7	4	4	4	77 90	–	–	–	–	77 90	1 75	–	76 15	77 90
2, R. 1 (Sandwich Acy. Grant)	Somerset	5	2	2	1	‡									
1, R. 2 (Dyer)	Washington	27	17	15	13	91 75	–	–	–	3 00	94 75	6 75	88 00	–	94 75
1, R. 3 (Lambert Lake)	Washington	80	27	21	15	150 00	–	–	–	24 00	174 00	20 00	118 65	35 35	174 00
10, R. 3 (Forest Station)	Washington	28	9	13	11	140 00	–	–	–	3 50	143 50	7 00	136 50	–	143 50
7, R. 2 (Kossuth)	Washington	28	8	7	6	–	33 00	52 65	–	–	85 65	7 00	78 65	–	85 65
No. 18, East Division	Washington	12	6	6	5	80 00	–	–	–	5 00	85 00	3 00	–	82 00	85 00
No. 19, East Division	Washington	6	4	3	3	–	–	–	17 00	–	17 00	1 50	15 50	–	17 00
		1,745	660	497	442	$4,785 52	$346 00	$340 65	$227 68	$253 02	$5,952 87	$433 25	$1,811 40	$3,708 22	$5,952 87

*Schooled in Holeb. †Schooled in Taunton and Raynham. ‡Schooled in Long Pond.

STATE EXAMINATIONS.

The special examination of members of the graduating classes of the State Normal Schools and Madawaska Training School, who wished State certificates, was held Friday, May 26. The number taking this examination was 129 and the number passing and receiving certificates was 127. The grades of certificates granted and the periods for which granted are given in the tabulated statement which forms part of this report.

The regular annual examination was held Friday, August 28, at twenty-seven different points, selected as hitherto, to convene such candidates as had registered prior to August 15. Notice of the date of examination had been sent to all daily and weekly papers in the State in the latter part of May; circulars of information had been sent in June to all persons reported by town superintendents as likely to be interested and, after the places of holding had been definitely fixed, circulars, giving a list of such places and stating the rules to be observed in taking and conducting the examination, had been mailed to all persons who had registered as candidates.

The number of candidates registering and sending in the required preliminary examination reports was 255; of these 212 appeared for examination. Of those taking the examination forty-four failed to pass, twenty-seven by reason of failure to get the required rank and seventeen because they failed to take examination in all required subjects. Certificates were awarded, therefore, to 170 candidates.

During the year 1903, in the special and regular examinations held, 341 actual or prospective teachers of Maine have submitted themselves to the tests of fitness for their work and 297 have passed those tests in such manner as to be entitled to the State certificate in some one of the four grades issued.

For the information of such teachers as may contemplate taking this examination in the future and wish information as to its

scope, the grades of certificate granted and the conditions upon which they are granted, the following excerpts from the circular of information which is sent to all asking for it, are here given:

"The subjects in which candidates will be examined are reading, writing, spelling, arithmetic, geography, English grammar, U. S. history, physiology and hygiene, elementary science or nature studies, civil government, theory and practice of teaching and school law.

The certificates issued will be of four grades and of four periods of duration. Grade of certificate will be based on rank in examination, on facts stated in the preliminary examination, report of which must be filed in this department before August 10, by every teacher taking the examination and on statements submitted by such persons as teachers give for references. Duration of certificates will be determined by actual teaching experience, minimum rank in examination and certain facts given in the preliminary examination reports. The highest grade will authorize the holder to teach in any free high or other public school for which employed; the other grades, to teach in any common school for which employed. Duration of certificates will be for life, or for five years, three years, or one year.

Candidates who are college graduates or graduates from a college preparatory course or its equivalent in a first-class academy or high school and whose average rank is 90 and whose rank in any subject is not less than 70, will receive a certificate of the highest grade. Others who are not graduates as above but whose rank is exceptionally high, who can teach high school subjects including at least one ancient and one modern language, and who have taught successfully in high schools, may receive a certificate of highest grade. For the second grade an average rank of 80 at least and no lower rank than 70 must be attained. For the third grade an average rank of 70 with none below 50 is required. All candidates whose rank in any subject is less than 50 but in none less than 35, will receive certificates of the fourth grade.

Statistics showing for the regular examination the number of candidates from each county from which candidates appeared for examination, the number passing and failing to pass, the grades of certificates issued and the periods for which issued, and the same facts for the special examination held at the normal and training schools, are given in the following table:

Examinations—Counties.	Number examined.	Number passed.	Number not passed because of		Grades of certificates.				Periods for which certificates were granted.			
			Defective rank.	Incomplete examinations.	Public school.	Grammar or common school.	Common school.	Primary or common school.	Life.	Five years.	Three years.	One year.
Androscoggin	5	3	2	-	-	2	1	-	2	-	1	
Aroostook	31	24	3	4	1	4	9	10	3	4	7	10
Cumberland	19	18	-	1	1	6	10	1	6	6	3	3
Hancock	19	13	5	1	1	3	6	3	7	1	2	3
Kennebec	18	15	2	1	1	6	5	3	8	3	1	3
Knox	3	3	-	-	-	1	-	2	1	-	1	1
Lincoln	1	1	-	-	-	1	-	-	-	1		
Oxford	13	9	3	1	1	-	3	5	2	-	2	5
Penobscot	25	18	2	5	-	1	6	11	4	4	2	8
Piscataquis	7	6	1	-	-	2	2	2	1	3	1	1
Sagadahoc	2	2	-	-	-	1	-	1	-	-	-	2
Somerset	4	2	1	1	1	-	1	-	-	2		
Waldo	12	12	-	-	-	4	6	2	4	4	2	2
Washington	30	25	4	1	-	3	11	11	3	6	4	12
York	23	19	3	1	-	4	10	5	6	2	3	8
Normal schools	129	127	1	1	-	42	64	21	10	44	24	49
Totals	341	287	27	17	6	80	134	77	57	80	53	107
Totals, 1902	378	330	36	12	11	112	116	91	67	92	69	102

The first of these annual examinations was held in 1897. In the seven examinations held, 2,439 candidates have presented themselves of whom 2,065 have been awarded certificates. By reason of the expiration of the time for which granted and failure of the holders to present them for renewal 832 certificates have ceased to be valid. There are, therefore, now in force in the possession of Maine teachers 1,233 State certificates authorizing the holders to teach in the schools of Maine for which they may be employed without local examination or certification. In other words, the contract which any teacher holding one of these certificates makes with an officer authorized to employ teachers, is at once valid and such teacher may legally exercise in the school for which employed or elected all the authority which the law gives to teachers of public schools, and may enforce all rights arising under contract to teach such school.

The record thus made in seven years is one in which the teachers of Maine may well take pride. Except in a few towns, where possession of the State certificate is made a condition precedent to employment, the taking of the examination is optional. That nearly 2,500 of our teachers, without compulsion

or urging from any quarter, have been to the trouble and expense of taking these examinations is strong evidence of the earnest professional spirit which animates the large majority of those who have in charge the instruction of the children of Maine.

"FOR THE BETTER EDUCATION OF YOUTH."

The policy adopted by Maine in granting aid to secondary schools is peculiarly gratifying to those who are interested in the higher education of our people. While the legislature, at its winter session, passed several important laws relating to schools, yet the most significant is the one which gives aid to towns having no high school of standard grade and which pay the tuition of resident pupils who attend schools approved by the State superintendent of public schools.

Chapter Sixty-eight of the Public Laws of 1903, now Sect. 63 and Sect. 64 of Chap. 15, R. S. 1903, provides that:

SECTION 1. Any youth who resides with parent or guardian in any town which does not support and maintain a free high school giving at least one four years' course properly equipped and teaching such subjects as are taught in secondary schools of standard grade in this State may, when he shall be prepared to pursue such four years' course, attend any school in this State which does have such a four years' course and to which he may gain entrance by permission of those having charge thereof, provided said youth shall attend a school or schools of standard grade which are approved by the State superintendent of public schools. In such case, the tuition of such youth, not to exceed thirty dollars annually for any one youth, shall be paid by the town in which he resides as aforesaid and towns are hereby authorized and required to raise annually as other school moneys are raised, a sum sufficient to pay such tuition charges.

SECTION 2. When any town shall have been required to pay and has paid tuition as aforesaid, the superintending school committee of such town shall make a return under oath to the State superintendent of public schools stating the name of each youth for whom tuition has been paid, the amount paid for each, and the name and location of the school which each has attended and thereupon shall be paid, annually in the month of December,

from the State treasury out of the appropriation for the support of free high schools, to each town paying tuition and making return as aforesaid, a sum equal to one-half of the amount thus paid by such town not exceeding two hundred and fifty dollars.

If this law is administered according to its intent and in harmony with other sections of the statutes relating to schools, it will be of great financial advantage to the smaller towns, as it provides advanced instruction without subjecting these towns to the expense of maintaining a free high school.

It is the earnest desire of the State superintendent that Maine shall make an enviable record in the number of students enrolled in its secondary schools. We are all proud of the fact that the State and the towns have assumed the responsibility of providing free instruction in secondary studies for all students who are prepared to attend schools of this grade.

This law does not contemplate crippling the common schools by admitting pupils to secondary schools before they have completed the studies prescribed for the common schools. Neither is it the intention of the law to burden the towns with the payment of the tuition of common school pupils in secondary schools. See Section 59, Chap. 15, R. S. 1903, and Section 62, lines 4 and 5.

Some one must have authority to decide what pupils have completed the common school course of study and are therefore entitled to the aid provided in Sects. 63 and 64 of Chap. 15, of R. S. of 1903. This power is vested in the school officials of the towns. Sec. 74, Chap. 15, R. S. 1903, lines 5-8, Sec. 34, Sec. 35, par. 1, 2 and 9, and Sec. 76, lines 1-8.

These officials are required by law to make such returns to the State superintendent as he may desire and direct and, to do this properly, they must follow the directions given by the State Educational Department. See Sect. 37, Chap. 15, R. S. 1903, last sentence.

Principals of secondary schools, receiving State aid, must also make returns as required by the Department. See Sec. 82, Chap. 15, R. S. 1903.

All funds raised by taxation to pay tuition in secondary schools and all aid received from the State for their support must be expended for the purposes for which they are appropriated. This statute has a heavy penalty attached to it. See Sect. 56, last 9 lines; Sect. 65, last 6 lines.

Minimum courses of study have been prepared for the common and secondary schools of the State as provided by the statutes. These courses must be used in the schools for which they are prepared. See Sect. 100, par. 7, and Sect. 59, par. 1, lines 1 to 6.

Common school funds must not be used to pay tuition in secondary schools. See Sect. 13, Chap. 15, R. S. 1903, last five lines.

Funds appropriated for the support of secondary schools must not be used to pay for instruction in common school studies. See Sect. 59, lines 1-6, Sect. 76, lines 9-10.

In brief, Sections 63 and 64, Chap. 15, R. S., and other sections referred to above, provide that pupils must do the work prescribed in the common school course of study in the common schools, and that the towns are not required to pay for instruction in these studies in schools not established or controlled by the towns in which pupils reside.

It is equally clear that all pupils who are qualified to pursue a high school course are entitled to free tuition in secondary schools of standard grade.

All good citizens will aid in protecting the towns from unjust demands on their treasuries and will oppose all attempts to deplete the common schools or degrade the standard of the secondary schools.

EXTRACTS FROM THE REVISED STATUTES.

The following extracts from the statutes have been compiled for the benefit of those who are interested in the "better education of youth."

Section 59, Chap. 15, of the Revised Statutes (revision of 1903) in speaking of secondary schools, has the following: "The Superintendent or superintending school committee having supervision thereof shall make such examination of candidates for admission to said schools as they consider necessary."

Section 62, Chap. 15, in giving the conditions upon which students may be admitted to academies, says that pupils shall be admitted to these schools "under a standard of scholarship to be established by such committee."

Section 74, in speaking of secondary schools established by funds given by the trustees of academies, says, "the superintend-

ing school committee in said municipality shall determine the qualifications necessary to entitle any applicant to enter or attend said free high school and no one shall attend it without a certicate of said officers to that effect."

Section 34, Chap. 15, states that, "The management of the schools * * * * * * shall devolve upon the superintending school committee" and Sect. 35, paragraph 2, says that said committee shall "direct the general course of instruction." Paragraph 9 says the school committee shall "determine what description of scholars shall attend each school, classify them and transfer them from school to school, etc."

Section 37, Chap. 15, states that "the town superintendent shall also furnish such other information relating to the public schools as the said State superintendent shall at any time require of him."

Section 100, paragraph 1, prescribes that the State superintendent "shall advise and direct the town committees in the discharge of their duties." In paragraph 7, Sect. 100, it says, "he shall prescribe the studies to be taught in the common schools."

Section 82, Chap. 15, provides that "Every educational institution receiving State aid shall report to the State superintendent of public schools and answer such questions as the State superintendent shall require." Further, "Every educational institution failing to comply with the above requirements shall forfeit whatever aid or assistance it would otherwise receive from the State."

Section 76, Chap. 15, provides that "whenever it shall be made to appear to the Governor and Council * * * * * that the pupils attending the said academy, seminary or institute are qualified to receive such instruction, * * * * * * such academy shall be entitled to receive annually from the State," etc.

Section 82, Chap. 15, provides that "the officers and teachers of every academy receiving money from the State * * * * * * * * * shall * * * * * * make such further report to the State superintendent of public schools as he may from time to time require."

Section 65, Chap. 15, in speaking of secondary schools, says that, "any teacher, agent, or superintendent, who in any way aids or abets in defrauding the State into the payment, in

support of said schools, of more than is contemplated by this chapter, shall forfeit not less than $500 or be imprisoned in the county jail not less than one year."

The following conclusions seem to be justified by the quotations given above:

First. The intent of the law is to aid pupils who wish to pursue secondary school studies and who reside in towns in which no school of this grade is maintained.

Second. This aid is intended to be given to those *alone* who desire and are fitted to enter a four years' course in a secondary school of standard grade.

Third. The school officers of each town are clothed with power to judge of the fitness of each pupil applying for aid under the provisions of Sections 63 and 64, Chap. 15, R. S. 1903, and these officers are by law required to make sworn return to the State superintendent of public schools, giving the facts in the case of each pupil whose tuition has been paid by the town under the terms of the statute before mentioned.

Fourth. No youth can claim the benefit of this law unless he holds a certificate from the superintending school committee of the town where he resides, setting forth his fitness to enter a four years' course in a secondary school of standard grade.

Fifth. No town can receive aid from the State under the provisions of Sections 63 and 64, Chap. 15, R. S. 1903, unless each pupil, for whose tuition aid from the State is asked, is provided with a certificate from the principal of the school he has attended, stating that he was regularly received into said school upon a certificate from the school officials of the town of his residence and that his tuition for the time claimed has been paid by the town and unless the above facts are reported to the State superintendent of public schools in a return made under oath by the superintending school committee of said town.

As an appropriate appendix to the foregoing, the circulars and blanks issued by the Educational Department, on this matter, are here added.

CIRCULAR LETTER

To School Committees of Towns and Principals of Secondary Schools.

Sections 63 and 64, Chap. 15, R. S. 1903, make it necessary for every applicant for admission to a secondary school to present to the principal a certificate from the school officials of the town in which he (or she) resides, stating that the applicant has passed the required examinations and is fitted to enter a secondary school of standard grade.

It is also necessary that the principal of every school, receiving pupils under this act, shall certify that the pupil has complied with the provisions of the law and that his tuition has been paid by the town.

Pupils who hold certificates, or diplomas, stating they have completed the course of study in grammar schools of standard grade and pupils who have maintained satisfactory standing for at least one year in secondary schools which have been approved by the State Superintendent, should be granted certificates of admission to these schools without examination.

The superintending school committee are required to make a return to the State superintendent of public schools certifying, under oath, the names of pupils whose tuition has been paid by the town, the name of the school each pupil has attended and the amount of tuition paid by the town.

No town can receive aid from the State, under the provisions of Sections 63 and 64, Chap. 15, R. S. 1903, unless all the conditions of the Act have been complied with and the several certicates have been properly made out and signed.

The required blanks will be furnished by the State superintendent upon application by the parties interested.

CIRCULAR LETTER.

To the Principal:

The law entitled "An Act for the Better Education of Youth," passed by the legislature of 1903, was designed to aid pupils residing in towns in which no high school is maintained.

Under this Act pupils are not entitled to have their tuition paid by the towns in which they reside until they have passed final and satisfactory examinations in common school studies, declared their intention of pursuing one of the courses in an approved secondary school and received a certificate signed by the school officers of the town in which they reside, stating these several facts.

Pupils who hold certificates, or diplomas, stating they have completed the course of study in grammar schools of standard grade and pupils who have maintained satisfactory standing for at least one year in secondary schools which have been approved by the State superintendent, should be granted certificates of admission to these schools without examination.

The State superintendent of public schools has authority to decide whether any town is complying with the requirements of the free high school law and whether, or not, any given school is of standard grade.

It is suggested, that before any effort is made to solicit students in towns to which this law may be thought to apply, the solicitor first consult the school and municipal officers of the town and secure, if possible, their approval and co-operation.

It is also suggested that it will be unwise to solicit students in the territory lying within the acknowledged jurisdiction of the smaller secondary schools.

You are in a position to appreciate the importance of having the law so administered as not to be offensive to citizens of the smaller towns.

You will realize that it would be unfortunate if the number of students enrolled from any town should prove to be large enough to make the payment of tuition fees burdensome to the taxpayers.

Cordial co-operation will assist in making this law acceptable to the people and beneficial to their children.

CERTIFICATE OF S. S. COMMITTEE.

THIS IS TO CERTIFY that M.....of the town of.....has passed satisfactory final examinations in all the common school studies and is entitled, by scholarship, to enter a secondary school of standard grade and has declared h....intention of pursuing one of the four years' courses in.....

..... } Superintending
..... } School Committee
..... } of .....

.....

Superintendent of Schools.

CERTIFICATE OF PRINCIPAL.

.....ME.....19....

THIS IS TO CERTIFY that M.....of.....
has presented to me a certificate from the school officers of the town of.....stating that ....he has passed satisfactory final examinations in all the common school branches and is entitled, by scholarship, to enter a secondary school of standard grade.

The pupil above named has entered a class pursuing a four years' course of study and h....tuition amounting to $.....
has been paid to the treasurer of this institution by the town of.....

.....

Principal of.....
.....ME.....19....

RETURN OF S. S. COMMITTEE.

Return of Superintending School Committee in regard to tuition of secondary school pupils paid by the town, under provisions of Chap. 68, Public Laws of 1903.

Name of Town	Name of pupil	Amount paid	Name of school attended

We the undersigned, Superintending School Committee of the town of.....do hereby certify, under oath, that the above statements are true and correct, according to our best knowledge and belief; that this town does not support a free high school giving at least one four years' course in subjects taught in secondary schools of standard grade in this State; that every pupil whose name is recorded above passed satisfactory final examinations in all the common school studies and is entitled to enter a secondary school of standard grade and each declared his (or her) intention of pursuing one of the courses in the school entered opposite his (or her) name in the above return.

..... } Superintending
..... } School
..... } Committee.

.....ss,.....19

The above parties .....
personally appeared before me and made oath that the foregoing statement by them subscribed is true and correct.

.....
Justice of the Peace.

CIRCULAR LETTER

To the Principal:—

The Revised Statutes provide that the Courses of Study prescribed for secondary schools shall receive the approval of the State educational department before said institutions shall be entitled to State aid or before they may collect tuition from towns for the schooling of pupils who attend these schools.

For the purpose of allowing each school to arrange the details of its work as best suits its convenience, the following minimum outline of the several courses has been prepared:

ENGLISH COURSE.

English,.....four years.
Algebra,.....one year and one term.
Geometry,.....one year and two terms.
History, (not including U. S. His.).two years.
Science,.....four years.

Civics,.....one-half year.
Psychology,.....one-half year.

Review Arithmetic, Geography, United States History and English Grammar during the senior year.

COLLEGE PREPARATORY COURSE.

(All Subjects Required.)

College Entrance English.....counts 4 points
Latin .....counts 8 points
Greek .....counts 6 points
Algebra .....counts 4 points
Plane Geometry.....counts 2 points
Roman History .....counts 1 point
Greek History.....counts 1 point

FOR THE B. Ph. COURSE.

Required Subjects.

College Entrance English.....counts 4 points
Latin .....counts 8 points
Algebra .....counts 4 points
Plane Geometry .....counts 2 points
Roman History .....counts 1 point

Optional Subjects (7 points, to be chosen)

(If Greek is not taken, French or German must be; if Greek is taken, Greek History must be taken also. Not less than 4 points of any modern language will be accepted.)

Greek .....counts 6 points
Each year of French.....counts 2 points
Each year in German.....counts 2 points
Chemistry .....counts 2 points
Physics .....counts 2 points
Solid Geometry.....counts 1 point
English History.....counts 1 point
American History and Civil Government.....counts 1 point

FOR THE B. S. COURSE.

Required Subjects.

College Entrance English.....counts 4 points
Algebra .....counts 4 points
Plane Geometry .....counts 2 points
Solid Geometry.....counts 1 point

Optional Subjects (15 points, to be chosen)

(Of these, two years of one modern language, one year of science, and one year of history must be taken. Not less than 4 points of any modern language will be accepted.)

Each year in French.....counts 2 points
Each year in German.....counts 2 points
Each year in Latin.....counts 2 points
Each year in Greek.....counts 2 points
Advanced Mathematics (higher Algebra and Plane and Spherical Trigonometry).....counts 2 points
Chemistry .....counts 2 points
Physics .....counts 2 points
Physiography .....counts 1 point
Physiology .....counts 1 point
Roman History.....counts 1 point
Greek History.....counts 1 point
English History.....counts 1 point
American History and Civil Government.....counts 1 point

TEACHERS' TRAINING COURSE.

First and second years same as approved English Course.

Third year: History, English Literature 3, Theory and Practice of Teaching, School Management, School Government, School Organization, History of Education. Science, one-half year. Psychology, one-half year.

Fourth year, first term: Review thoroughly Arithmetic and Geography. Geometry 4, and Science. Observation Work in the common school grades.

Second term: Review United States History and English Grammar. Civics and Geometry 4. Read and report on one

standard work on Pedagogy, exclusive of books studied during third year. Practice Teaching Work for full term.

Third term: Geometry 4, School Law and Civics, one-half term each. Read and report on one standard work on Psychology, exclusive of books studied during third year. Model Work for full term.

The figures at the right of each subject indicate the number of recitations which should be provided for in each subject during each week.

Instruction in composition should be made a part of the work in rhetoric, grammar and literature.

There should be one recitation in spelling each week throughout the Course. Arrangements should be made for rhetoricals each week and the classes should be divided into four divisions, so that each pupil will have a part in the exercises once each month.

Roman History, Latin Prose Composition and Ancient Geography should be taught in connection with the regular work in Latin during the third year. Greek History and Prose Composition and Ancient Geography should be taught in connection with the regular work in Greek during the fourth year.

It is suggested that in schools having a limited corps of instructors the classes in the several courses take their work in English together, those in the English Course taking special work for two days in each week. The same suggestion is made in reference to the subjects of Geometry, Algebra, Science, etc.

The "Observation Work" in the first term of the fourth year of the Teachers' Training Course should be done under the direction of an expert and a detailed report of the work observed should be made by the student to the training teacher.

The "Practice Work" in the second term should be so arranged that each member of the class will have charge of the different recitations of his classmates for the full term. The training teacher should give needed instruction in methods before and after the work is done by the student.

In the "Model Work" each student must take full charge of a class in the common schools. Criticisms of the work should be made by the training teacher on the preparation made by the pupil teacher, the methods used, the discipline maintained and the results secured.

FEDERATION OF WOMEN'S CLUBS.

The department is pleased to recognize in this organization a valuable co-worker in the cause of education and an instrumentality that is doing much for the improvement of our public schools.

Before a large degree of advancement in the efficiency of our common schools can be hoped for, the home makers of the State must be awakened to a keener interest in their behalf.

The work of arousing this interest and of calling the attention of parents to existing conditions and needs is the self-imposed task of the Women's Clubs of Maine.

The report of the educational committee of this Federation, prepared by Miss L. Annie Hunter of Machias, is, with pleasure, given a place in the report of the department.

A careful reading of this valuable document will show the continued obligation under which all friends of education are placed to the organization whose efforts are productive of so much good to the public schools of the State.

REPORT.

The previous years bequeathed to your committee certain matters of interest which were before the clubs for consideration, and upon which they were requested to act. New demands presented themselves and a circular was finally evolved which was divided into eight departments. The circular was too long. We asked too many questions—yet we have to thank upward of fifty clubs, representing about three thousand women, for courteously considering these circulars and sending in full and most satisfactory answers to our questions. The remaining clubs were indifferent or even resentful of the intrusion upon their precious study time—and some honestly told us so. We believe notwithstanding, that an educational circular letter is a necessity and tends to the binding together of the clubs in matters of mutual interest and work and ambition for the future.

I thank you, in behalf our our committee, for all courtesies extended, for the kind letters received and words of love and appreciation so generously spoken.

Other states saluted us: Massachusetts—New York—Minnesota—Ohio—, and pronouncing upon our work called it good and assured us that our circular encouraged their educational committee in their work also. * * The chairman of the educational committee had written, up to September 1st, 225 letters and had sent out 300 circulars. Other members of the committee wrote some twenty or twenty-five letters apiece during the year, making at least 300 letters written as well as circulars sent out. Let us hope the result is increased zeal and enthusiasm and a larger growth of kindly feeling.

In many towns and villages, up and down the long lanes of Maine, educational meetings have been conducted by club women, often several clubs uniting. Schools, civics, the public health and the encouragement of manual and industrial training have been topics under consideration. The press of our State has taken up the theme with us, many of our club women contributing articles and the *general good,* including the education of the masses, becomes the loudest topic and the subject of largest interest in all our wide area. The fact that clubs have their individual courses of study, beautifully arranged, daintily catalogued and painstakingly carried out, no longer hinders us from considering others and the pressing needs of our beloved State we have taken into our hearts and minds as much a part of club work as the former self culture routine of eleven years ago. To educate ourselves and *all our people,* till Maine shall become the most enlightened State in the Union, is a worthy object for our Federation of Women's Clubs. Let the light shine till there are no dark corners and let the Sage's challenge be ours to cry out when social follies threaten to baffle our own sane vision—"Stand Out of My Light!" To seek the greatest happiness of all in sane true living is worthy our best effort so long as we enjoy God's light and sunshine. The constitution of the Federation states that the clubs shall be banded together "for mutual benefit." Our purpose, then, is very elastic. It may mean much, or little, and is designed to cover all the exigencies of the years. I would that it stated that only such clubs were eligible to membership as could show a record of *practical* educational work attempted. It is time we applied our culture for the good of all!

The tendency of the clubs is toward increased interest and activity in all lines of civics. Time has been when the country clubs felt shut out from this line of work but, with increased

knowledge, the women of Maine have included in their thought the beautifying of all the highways and byways and even *themselves* in the great scheme of making the world a better place to live in. We are learning in our attempts to apply our reading and study, that beauty begins in our own hearts and souls and that no corner of Maine is without its possibilities. Nearly every club has answered the query "Have you anything beautiful in your locality?" with a positive affirmative. But "Have you anything artistic?" seems to call up doubtings. Why, ladies, I appeal to you, has no one answered—"Yes, our school buildings are *beautifully clean.*" Certainly Nature cannot provide for us, in the things of daily use, the clean, wholesome, healthful conditions which God expects rational human beings to provide for themselves. Here is our crying need and here is where art should be applied. It is impossible that a club of ladies can spend an hour contemplating the chaste outlines of an Italian marble and, returning home, retain happy hearts and tranquil minds when nothing but ugly outlines and unkempt walks and store fronts and house fronts meet their gaze. It is impossible to be happy after studying Raphael's Madonnas for an afternoon unless we can relieve, in a measure, the burden which makes of our poor scrub woman a most neglectful mother of dirty, unattractive children. To preach the gospel of cleanliness is binding upon us clubwomen. It should precede all other branches of civics. We call Japan a most artistic country, not because they name great artists among their people or because they have built lasting monuments and works of art from the enduring materials —stone, bronze, or marble, but because their little houses of paper or straw are free from bric-a-brac and dust and disorder and there the tranquil mistress displays the beautiful vase of flowers or the blooming plant. The secret of artistic beauty has been said to be the having of nothing that offends.

The lists of the most artistic buildings and the opinion of our members as to our possessing a National style of architecture has brought many and varied replies, but the subject must be passed over till the midwinter meeting when I hope all clubs which have studied Art may contribute some practical thought to the discussion of *Art in the State of Maine.* * * Next to the power of God in the world, we are told, is the power of public opinion. "Women more than men," says Dr. Strong, "are influential in shaping public opinion."

Throughout the existence of the Federation there has been an expressed interest in schools. Beginning with the kindergarten we have considered methods and, following along the grades, we have studied into both condition and curriculum, have offered suggestions in nature study, have tried to increase the interest in study of local history and State history, civics and forestry, have added inducements and incentives. Finally we have come around to the starting point and considered our own education. That we have run well none will deny but that we have run in the dark is the feeling of more of our workers today.

I am bringing you a new message which has been brought to me and many more by our recent reading. The message is this —have a clear idea of what you expect to attain by education, form a sane plan of procedure, then, as a State organization with a stated purpose, go to work and work out your own salvation. It isn't enough to be good (and united) you must be good for something. The social purpose has been stated to be to produce sane, beautiful, healthful men, women and children and education is simply the practical process by which we realize this end.

We concede that the process of education is never completed— that from the cradle to the grave we must continue our efforts for ourselves and others—yet we can well look upon the beautiful results of our work from year to year as a finished product, so far as we are concerned. The new thought of a perfectly developed heart; a perfectly developed hand giving its possessor conscious power in his ability to create or control and the perfect head, sanely translating impressions received through healthy sensory channels into thought, reason, actions is the thought of the hour and it may well become the thought actuating the Federation Idea.

What the clubs have done, are doing and may do is the ground to be covered in my report and I will ask you next to consider with me the educational work for children in which a kind Providence has allowed many a club woman to participate this year. Some of our clubs are composed of kindergarten teachers, many more of mothers. We are all sisters or cousins or aunts or we were once children ourselves, so the little child in our midst is at once a supreme object of interest. We, the club women of Maine, have this year looked away from our enticing little courses of study to interest ourselves in the forces which tend toward civilization in our State and we have visited the schools where

the little tots are housed. Yes, every club has visited schools! We have hung good pictures upon clean walls which an awakened public sentiment had first prepared for us, we have looked into the sanitation of these public school buildings and we have encouraged the School League in the matter of beautifying the school yard. We have said we would use our influence in securing teachers well trained, or experienced, for these little ones. We believe in reducing the number under each teacher to between twenty and thirty. We have voted to increase the period of childhood by keeping the child out of elementary schools till six years old. (One club of kindergarten teachers says *seven* years.) Under suitable conditions we approve of facing the storms and continuing school on rainy days. In the home we have agreed to look into the reading of the little ones and to try to secure for all the best books. We pronounce *loudly* against the free textbook, seeing no reason why a bad law should not be repealed—granting perhaps to each child its books or returning to the old proud days of purchase and ownership.

For the good of the child—if for no other reason—you have pronounced against the overcrowding of objects in the home. "The beautiful bare room" of Mr. Henderson may be yet far in advance of our ideal, yet there is hope that in time the little child may lead us into the simple life.

We are opening our eyes to the beauties in our surroundings—we are thinking about a sincere art that can come into the humblest home and humblest village of Maine. We are realizing that life under the best conditions means "A healthful diet, simple clothing, a sanitary dwelling-place, air and exercise" and these we are hoping to secure for our little ones. If, in what we say we are sincere, who can doubt that a beautiful life is to be realized by the little children in the State of Maine! Ladies, is it too much to expect that 4,000 women in our State can so influence public sentiment that the conditions now surrounding our innocent little children shall be *vitally* changed? Have we the right to look upon any child as ours to spoil and over feed and over dress, or upon our neighbor's child as ours to neglect? Are not the little children, the youth and the men and women the greatest wealth of the State? Can we say this educational work is no concern of ours and return to our self culture in club lore, to the dwarfing of our own souls and the wasting of our lives? We have taken a step toward living the life beautiful

when we have agreed to the questions touching upon child education in our educational circular. Here in this beautiful city you have seen some of the good work in operation and I know your heads are full of the subject and your hearts full of love for the little child.

After securing for the children the advantages of kindergarten and looking into the grade work which follows and the physical conditions which surround the schools—we have the budding youth of our State to consider.

Henderson thinks the home every day in the year is of much more importance than the school. He urges that we do not rob the boy of the privilege of service in the home. Let him bear his share of loving, cheerful home tasks and in so doing learn the respect due womankind, rather than to acquire that dangerous habit of accepting service, often unthankfully, of women servants or even from the mother in the home. Our clubs agree with this idea—they answer "boys should be taught domestic service." To do things useful, to create, is a power we must not deny our young people and Portland is showing us how proudly their youth appropriate the training provided by this most advanced city. All Maine needs manual training! Our circulars show unanimous approval of this set of questions. We are thinking and planning and, after this Portland meeting, we will certainly be heard from! To keep our young people well employed, simply dressed, wholesomely fed, is nearly all the law of love requires of club mothers and teachers—yet the most important thing of all is health.

Given health and a child will pull through temptations and struggles of which the most careful guardians never dream, but let ill health creep in, the constitution become undermined and innocent childhood is forgotten, the ambitious future is abandoned and away drifts our nine-tenths of glorious promise and society in Maine is stagnant. From the Aroostook and remote Washington county come the same results and the wonder is expressed that our pioneers are not replaced by more worthy grandchildren. I believe transgression of health laws, neglect of sanitation as our population has become centered, is the reason for our decline and an active warfare, urged promptly through our most efficient board of health, backed by a thoroughly awakened public sentiment, is the happy solution of the difficulty. Every city, every little hamlet in our State has its

health officer. Never was there a more paralytic army corps! With citizens indifferent, or only using complaint as an excuse for waging neighborly warfare or working out personal spite, what are we to do? The heads of this department are worked to death attempting to blot out smallpox, diphtheria, and cattle diseases while the sources of trouble are fed anew from the unending indifference of the rural communities and public sentiment generally. Maine is away behind in civilization and we talk of *culture* and attempt an outside veneer. So we must cover our defects and try to make the best of a bad case till some new spirit of thorough reform takes possession of us as a people.

We send a few of our defective children to other states, others fall victims to our lack of consistency. Our ill must die or, possibly in some other state, love will provide them with clean air and such surroundings that disease is baffled and health regained. When an attempt is made to enlist the *active* sympathy of our cultured people in a *Maine* home for defective children, or a *Maine* Sanatorium we are confronted by the inertia of *our* citizens who read culture, indolence; and education, mental relaxation. Club women of Maine, you at least are not mistaking laziness for religion! You are not ready to sacrifice life with all its glorious opportunities for doing good to any useless, so called, *culture;* but you will go home from this meeting resolved to read into your life, in the place where you live, all the purpose God means you should. To leave the world better than we found it is the only *education.*

If I may presume to advise my advice will be this—Let each club appoint an educational committee. At least once in the season hold a special educational session. Choose one unselfish object upon which to put your best effort and thought outside of your study course. Report your choice to the educational committee of the Federation and seek help if need be from other clubs. As you know, one Portland club has espoused the cause of a Maine Home for Defective Children. They should report to us and ask aid. Should another club choose The Public Health and try to improve physical conditions at home their example would encourage many more.

Should you care to help the State Sanatorium for the love of striken ones, do not do it in the dark but make your good intentions known even if they amount to no more than *good intentions.*

Let the watchword be *specialize.*

Do some one thing and do it *heartily!*

ANALYSIS OF SPECIAL STATISTICS OF ACADEMIES, SEMINARIES AND INSTITUTES, FOR THE YEAR ENDING JULY 1, 1903.

SUMMARY.

I.	*Assets—Permanent:*	
	Amount of endowment	$656,030
	Value of grounds, buildings, etc	558,026
	Value of other property	106,030
	Total assets	$1,320,086
II.	*Income—Current:*	
	From invested funds	$25,525
	Received from towns	16,313
	Received from State (appropriation)	20,907
	Received from State (high school fund)	3,750
	Received for tuition	27,244
	Received for fees	114
	Received as gifts	8,197
	Received from all other sources	16,481
	Total income—current	$118,531
III.	*Expenditures—Current:*	
	For teachers' salaries	$74,337
	For janitors' services	6,084
	For books, apparatus, etc	3,782
	For repairs	4,646
	For all other purposes	27,069
	Total expenditures—current	$115,918
	Balance	6,666
	Deficiency	4,053

IV. *Number of Pupils who Studied:*

Mathematics	2,582
English	2,773
History	1,469
Science	1,733
Modern languages	729
Ancient languages	1,210

V. *Teachers, Attendance, etc.:*

Number of teachers including president or principal	160
Number of weeks in session from July 1, 1902, to July 1, 1903	1,259
Number of pupils enrolled	3,147
Average number of pupils in attendance	2,596
Number of pupils pursuing academic studies exclusively	2,904
Average number pursuing academic studies exclusively	2,474
Number of resident pupils pursuing academic studies exclusively	1,510
Average number resident pupils pursuing academic studies exclusively	1,331
Number non-resident pupils pursuing academic studies exclusively	1,394
Average number non-resident pupils pursuing academic studies exclusively	1,143
Whole number pursuing common school studies	171
Average number pursuing common school studies	142
Whole number in English academic course,	1,501
Average number in English academic course	1,288
Whole number in college preparatory course	973
Average number in college preparatory course	880

V. *Teachers, Attendance*—Concluded:

Whole number in training course for teachers	199
Average number in training course for teachers	165
Number graduated present year	441
Number intending to enter Maine college,	179
Number intending to enter other colleges,	39
Number intending to enter technical schools	19
Number intending to enter institutions not heretofore mentioned	58
Number attending from rural communities,	1,441
Number attending from villages	1,377
Number attending from cities	329
Number from rural communities intending to enter college	133
Number from villages intending to enter college	106
Number from cities intending to enter college	31
Number who do not intend entering any higher institution of learning	146

SPECIAL STATISTICS OF ACADEMIES, SEMINARIES AND INSTITUTES, FOR THE YEAR ENDING JULY 1, 1903.

NAME.	Location.	Date of incorporation.	Date of establishment.	Number of weeks in session from July 1, 1902, to July 1, 1903.	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	Anson	1823	1823	33	43	40	23	22	14	13	9	9	-	-	23	22
Bluehill-George Stevens Acad.	Bluehill	1891	1898	36	83	69	83	69	66	57	17	12	-	-	55	43
Bridgton Academy	Bridgton	1808	1808	36	96	80	96	80	25	22	71	58	-	-	58	50
Calais Academy	Calais	1836	1836	36	143	138	143	138	129	124	14	14	-	-	37	35
Cherryfield Academy	Cherryfield	1829	1829	36	80	72	75	72	49	47	26	25	-	-	43	41
Coburn Classical Institute	Waterville		1842	37	146	108	128	104	25	23	103	81	-	-	58	54
Corinna Union Academy	Corinna	1852	1851	33	74	61	74	63	49	40	25	23	-	-	64	53
East Corinth Academy	Corinth	1846	1844	33	60	43	60	43	37	28	23	15	-	-	52	36
Erskine Academy	South China	1891	1883	30	60	43	52	41	30	21	22	20	8	6	54	45
Foxcroft Academy	Foxcroft	1823	1822	36	75	66	75	66	47	42	28	24	-	-	49	42
Freedom Academy	Freedom	1836	1836	36	99	90	78	71	31	27	47	44	21	17	41	40
Fryeburg Academy	Fryeburg	1792	1792	37	73	63	73	63	45	40	28	23	-	-	50	43
Gould's Academy	Bethel	1836	1836	36	97	71	97	71	56	42	41	29	-	-	48	30
Hampden Academy	Hampden	1803	1803	36	78	68	63	53	49	43	14	10	15	15	36	29
Hebron Academy	Hebron	1804	1804	38	185	155	185	155	23	16	162	139	-	-	39	39
Higgins Classical Institute	Charleston	1890	1890	36	127	110	125	100	28	26	97	74	12	10	38	35
Leavitt Institute	Turner	1901	1897	36	106	90	80	78	58	57	22	21	26	20	30	27
Lee Normal Academy	Lee	1845	1845	33	70	40	63	30	28	18	35	12	-	-	7	3
Limerick Academy	Limerick	1809	1808	33	57	46	57	46	44	36	13	10	-	-	34	28
Limington Academy	Limington	1848	1848	33	59	47	51	42	35	32	16	10	8	5	33	25
Lincoln Academy	Newcastle	1801	1805	38	89	76	89	76	23	20	66	56	-	-	45	39
Litchfield Academy	Litchfield	1845	1839	36	39	36	39	36	26	24	13	12	-	-	32	29

Maine Central Institute.....	Pittsfield ...	1866	1866	37	118	95	108	88	43	42	65	46	10	7	28	24
Mattanawcook Academy.....	Lincoln.....	1847	1847	36	59	45	59	51	27	25	32	26	-	-	43	36
Monmouth Academy...	Monmouth .	1809	1803	32	61	45	61	45	40	31	21	14	-	-	57	41
N. Yarmouth Academy.....	Yarmouth..	1814	1812	36	39	33	32	30	8	7	24	23	6	5	20	18
Oak Grove Seminary..... ..	Vassalboro	1854	1850	36	105	75	74	74	34	34	40	40	21	21	30	30
Parsonsfield Seminary...	Parsonsfield	1833	1833	33	60	53	47	47	27	27	20	20	13	13	27	27
Patten Academy.....	Patten	1847	1848	34	77	57	77	66	51	45	26	21	-	-	34	30
Ricker Classical Institute	Houlton ...	1848	1847	38	154	134	150	131	37	32	113	99	4	3	19	16
Somerset Academy.....	Athens.....	1846	1846	30	60	46	44	39	30	27	14	12	16	12	26	20
Springfield Normal School.. ..	Springfield..	1898	1885	30	86	62	54	45	21	18	33	27	11	8	54	45
Thornton Academy....	Saco... ...	1811	1813	37	142	129	142	129	117	106	25	23	-	-	102	97
Washington Academy.....	E. Machias.	1792	1823	39	73	63	73	63	40	39	33	24	-	-	51	43
Wilton Academy.....	Wilton	1867	1867	32	106	96	106	96	63	60	43	36	-	-	40	38
Wiscasset Academy.....	Wiscasset ..	1808	1808	35	68	51	68	51	55	40	13	11	-	-	44	35
				1,259	3,147	2,596	2,904	2,474	1,510	1,331	1,394	1,143	171	142	1,501	1,288

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	11	11	–	–	36	37	14	13	6	13	9	5	–	2
Bluehill-George Stevens Academy	12	12	–	–	61	77	28	29	9	28	11	3	1	–
Bridgton Academy	32	30	–	–	71	96	30	80	36	28	20	8	2	–
Calais Academy	106	103	–	–	90	143	113	34	57	90	26	6	1	–
Cherryfield Academy	32	30	–	–	75	75	60	50	28	26	15	6	–	–
Coburn Classical Institute	72	67	–	–	123	128	41	48	47	73	32	18	6	–
Corinna Union Academy	10	10	–	–	74	74	51	74	28	28	13	5	5	1
East Corinth Academy	8	7	–	–	60	60	31	53	8	8	3	1	–	1
Erskine Academy	–	–	–	–	60	60	25	40	–	18	5	2	–	3
Foxcroft Academy	16	15	–	–	72	74	35	55	13	23	12	12	–	–
Freedom Academy	22	21	15	14	51	62	15	40	8	23	19	13	–	–
Fryeburg Academy	23	20	–	–	73	73	28	43	14	43	7	2	1	–
Gould's Academy	49	41	–	–	91	95	61	44	28	40	16	5	2	–
Hampden Academy	27	24	–	–	78	78	40	44	17	34	7	3	–	–
Hebron Academy	38	38	–	–	89	126	61	70	54	99	39	8	–	–
Higgins Classical Institute	26	24	14	13	102	–	–	–	–	–	15	6	–	–
Leavitt Institute	33	32	17	16	89	106	63	80	14	32	16	3	2	–
Lee Normal Academy	–	–	24	15	70	41	14	24	2	24	6	2	–	–
Limerick Academy	23	13	–	–	57	57	57	10	19	23	8	1	–	–
Limington Academy	10	10	–	–	59	51	38	23	16	30	1	1	–	–
Lincoln Academy	29	24	15	13	81	89	50	55	33	30	15	6	–	–
Litchfield Academy	7	7	–	–	39	37	8	32	22	20	8	1	–	1
														2

Maine Central Institute	50	48	20	17	67	118	45	62	23	52	9	6	-	1
Mattanawcook Academy	16	16	-	-	50	59	38	48	18	16	-	-	-	-
Monmouth Academy	4	4	-	-	61	60	-	61	23	6	5	-	-	-
North Yarmouth Academy	13	10	-	-	35	37	16	14	8	20	4	-	2	-
Oak Grove Seminary	8	7	-	-	68	91	41	64	14	30	10	2	5	-
Parsonsfield Seminary	20	20	-	-	45	45	32	32	13	20	6	1	2	1
Patten Academy	3	3	-	-	72	76	35	9	24	38	13	10	2	1
Ricker Classical Institute	101	88	30	26	153	153	130	107	35	101	28	11	1	1
Somerset Academy	8	4	10	6	60	50	40	36	8	8	-	-	-	-
Springfield Normal School	18	12	54	45	82	80	20	86	16	10	5	5	-	-
Thornton Academy	38	32	-	-	103	140	77	65	43	81	20	14	6	-
Washington Academy	22	19	-	-	55	73	38	51	12	29	13	4	1	-
Wilton Academy	64	60	-	-	63	106	58	99	18	44	15	7	-	-
Wiscasset Academy	22	18	-	-	67	46	36	58	23	22	10	2	-	-
	973	880	199	165	2,582	2,773	1,469	1,733	729	1,210	441	179	39	19

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 building.	Other property.	Total.
Anson Adademy	2	40	1	2	6	3	-	2	3	-	$2,000	$4,500	$6,500
Bluehill-George Stevens Academy	-	24	59	-	-	4	-	7	3	$14,000	6,000	200	20,200
Bridgton Academy	1	52	43	1	8	3	-	9	4	19,150	10,000	6,250	35,400
Calais Academy	7	13	18	112	8	-	6	12	6	4,250	6,000	300	10,550
Cherryfield Academy	2	17	63	-	1	5	-	5	3	4,000	10,000	1,601	15,601
Coburn Classical Institute	5	42	82	22	5	15	4	3	9	40,090	60,090	10,000	110,090
Corinna Union Academy	-	48	26	-	6	5	-	2	2	500	2,500	1,767	4,767
East Corinth Academy	1	40	20	-	1	-	-	-	2	6,100	4,500	200	10,800
Erskine Academy	-	60	-	-	2	-	-	-	3	7,780	3,000	500	11,280
Foxcroft Academy	-	27	48	-	5	7	-	-	6	2,731	4,200	200	7,131
Freedom Academy	6	73	24	2	12	1	-	-	5	-	3,500	500	4,000
Fryeburg Academy	4	21	51	1	3	4	-	-	4	-	10,000	11,732	21,732
Gould's Academy	6	46	43	8	9	5	-	-	4	1,000	6,000	-	7,000
Hampden Academy	1	20	54	4	1	3	-	3	3	10,000	2,000	20	12,020
Hebron Academy	-	51	101	33	1	7	-	31	10	210,000	125,000	29,000	364,000
Higgins Classical Institute	-	85	40	2	4	2	-	9	7	20,000	100,000	-	120,000
Leavitt Institute	-	96	10	-	5	-	-	11	5	-	10,000	500	10,500
Lee Normal Academy	2	30	40	-	5	1	-	-	4	-	3,000	1,500	4,500
Limerick Academy	2	31	24	2	1	-	-	5	4	-	-	1,000	1,000
Limington Academy	-	33	24	2	1	-	-	-	2	500	2,500	191	3,191
Lincoln Academy	2	22	66	1	3	6	-	6	4	11,641	8,000	1,000	20,641
Litchfield Academy	3	33	5	1	5	1	-	2	3	450	2,000	750	3,200

Maine Central Institute	1	54	64	-	5	3	-	1	8	18,000	25,000	-	43,000
Mattanawcook Academy	-	8	51	-	-	-	-	-	2	2,200	2,500	100	4,800
Monmouth Academy	-	42	19	-	-	-	-	5	2	3,500	2,500	300	6,300
N. Yarmouth Academy	1	20	12	7	3	-	-	1	5	7,200	8,000	1,300	16,500
Oak Grove Seminary	1	26	65	14	2	3	2	2	7	7,000	21,000	2,000	30,000
Parsonsfield Seminary	2	58	-	2	5	-	1	-	4	100,000	25,000	2,000	127,000
Patten Academy	-	41	36	-	6	7	-	-	2	6,400	1,600	150	8,150
Ricker Classical Institute	2	71	77	6	10	4	1	13	9	18,000	50,000	-	68,000
Somerset Academy	-	45	15	-	-	-	-	-	2	3,500	2,500	1,900	7,900
Springfield Normal School	-	47	39	-	2	3	-	-	4	-	4,000	-	4,000
Thornton Academy	-	28	10	104	2	3	15	-	9	112,213	12,726	25,000	149,939
Washington Academy	2	21	51	1	3	4	-	6	3	25,075	7,000	419	32,494
Wilton Academy	4	60	44	2	3	4	-	4	4	750	15,000	650	16,400
Wiscasset Academy	1	16	52	-	-	3	-	7	3	-	1,000	500	1,500
	58	1,441	1,377	329	133	106	31	146	160	$656,030	$558,026	$106,030	$1,320,086

Special Statistics of Academies, etc.,—Concluded.

Name.	INCOME—CURRENT.									EXPENDITURES—CURRENT.							
	Invested funds.	Town.	State appropriation.	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, 1903.	Deficiency.
Anson Academy	$270	$500	$750	–	$139	–	–	–	$1,659	$1,480	$26	–	$6	$144	$1,656	$3	–
Bluehill-George Stevens Academy	670	500	500	–	100	–	–	–	1,770	1,526	135	$25	–	220	1,906	–	$136
Bridgton Academy	758	–	750	–	1,725	–	$200	$300	3,733	2,950	135	112	286	321	3,804	–	71
Calais Academy	270	3,000	500	$250	210	–	–	–	4,230	3,042	100	242	412	–	3,796	434	–
Cherryfield Academy	138	900	750	250	81	–	–	–	2,119	1,478	20	–	–	233	1,731	388	–
Coburn Classical Institute	1,561	–	500	–	2,993	–	300	1,300	6,654	4,800	400	250	140	1,064	6,654	–	–
Corinna Union Academy	71	250	500	250	132	–	–	93	1,296	1,050	25	93	44	133	1,345	–	49
East Corinth Academy	142	342	500	250	–	–	24	135	1,393	1,011	24	92	–	41	1,168	225	–
Erskine Academy	400	–	500	–	470	–	–	–	1,370	1,160	40	30	100	40	1,370	–	–
Foxcroft Academy	60	500	750	250	322	12	225	–	2,119	1,716	72	34	69	228	2,119	–	–
Freedom Academy	–	348	1,000	–	952	–	–	–	2,300	2,238	63	120	–	25	2,446	–	146
Fryeburg Academy	555	–	750	–	1,218	–	–	–	2,523	2,000	60	61	45	611	2,777	–	254
Gould's Academy	97	–	750	–	1,455	–	413	91	2,807	2,450	60	54	71	241	2,876	–	69
Hampden Academy	500	500	500	250	13	–	–	–	1,763	1,460	36	–	23	85	1,604	159	–
Hebron Academy	2,719	–	–	–	4,781	–	3,800	5,500	16,800	4,849	287	154	135	11,278	16,703	97	–
Higgins Classical Institute	864	–	1,000	–	1,825	–	–	–	3,689	3,200	400	98	–	–	3,698	–	9
Leavitt Institute	–	700	750	250	98	–	750	180	2,728	2,757	225	429	118	368	3,897	–	1,169
Lee Normal Academy	64	–	1,000	–	476	–	–	–	1,540	1,660	22	16	81	160	1,939	–	399
Limerick Academy	37	500	407	–	–	–	–	36	980	815	32	–	30	105	982	–	2
Limington Academy	17	530	500	–	–	–	–	21	1,068	1,006	–	–	28	20	1,054	14	–
Lincoln Academy	494	–	1,000	–	1,525	–	85	–	3,104	2,395	130	43	180	561	3,309	–	205
Litchfield Academy	31	–	500	–	550	–	20	–	1,101	1,050	–	20	39	15	1,124	–	23

Maine Central Institute	526	755	1,000	250	1,210	–	20	259	4,020	3,109	300	124	438	465	4,436	–	416
Mattanawcook Academy	132	467	500	250	–	–	15	218	1,582	1,180	36	85	26	87	1,414	168	–
Monmouth Academy	111	500	500	250	–	–	–	–	1,361	1,000	26	110	11	217	1,364	–	3
North Yarmouth Academy	490	–	500	–	480	–	–	–	1,470	1,255	–	–	125	85	1,465	5	–
Oak Grove Seminary	360	–	500	–	1,273	–	1,478	4,393	8,004	1,801	1,001	583	415	4,485	8,285	–	281
Parsonsfield Seminary	3,007	586	–	–	295	102	–	2,109	6,099	2,262	979	163	38	3,135	6,577	–	478
Patten Academy	324	450	500	250	103	–	–	357	1,984	1,022	182	–	66	327	1,597	387	–
Ricker Classical Institute	971	–	1,000	–	2,787	–	821	1,389	6,968	3,488	381	–	587	1,737	6,193	775	–
Somerset Academy	237	300	500	–	–	–	–	–	1,037	825	30	50	60	40	1,005	32	–
Springfield Normal School	–	500	–	250	199	–	–	–	949	1,125	32	–	135	–	1,292	–	343
Thornton Academy	8,200	2,420	–	250	710	–	–	–	11,580	5,864	604	500	823	60	7,851	3,729	–
Washington Academy	1,449	565	500	–	337	–	–	38	2,889	2,268	141	75	20	251	2,755	134	–
Wilton Academy	–	700	750	250	622	–	–	–	2,322	1,967	44	29	20	212	2,272	50	–
Wiscasset Academy	–	500	500	250	162	–	46	62	1,520	1,078	36	190	75	75	1,454	66	–
	$25,525	$16,313	$20,907	$3,750	$27,244	$114	$8,197	16,481	$118,531	$74,337	$6,084	$3,782	$4,646	$27,069	115,918	$6,666	$4,053

SUMMER SCHOOLS.

The following circular of information was issued from the educational department in the latter part of May, 1903:

CIRCULAR.

The summer schools for teachers for the present season will be held as follows: Fort Kent, July 6-10; Stonington, July 13-17; Winthrop, July 20-24; Saco, July 27-31.

The instructors have all had experience as teachers and superintendents of rural, village and city schools.

Miss Gertrude Edmund, principal of the teachers' training schools of Lowell, Mass., will have charge of the work in primary methods.

Dr. Charles O. Dewey of New York, will select the subjects of his lectures from the following list.

1. Economy of time.
2. Tact in the control of children.
3. How can we teach our children to observe?
4. The business habits of the teacher. Devices.
5. Kindergarten work available in country schools.
6. Practical measurements.
7. What shall I read?
8. Instruct the children in play.
9. Letter writing.
10. How can I become a better teacher?
11. The equation form in teaching arithmetic.
12. Factoring.
13. The critical reading of a masterpiece.
14. Spelling and the use of the dictionary.

Mr. C. H. Albert of Bloomsburg, Pa., will select his subjects from the following list:

I. The organization of the school. *a.* Temporary organization. *b.* Permanent organization.

II. The recitation. *a.* Its objects. *b.* Its requirements. *c.* Its methods.

III. School discipline. *a.* Parental influence. *b.* Architectural considerations. *c.* The pupils. *d.* The teacher. *e.* Kinds of discipline and its tests.

IV. Underlying principles in teaching. *a.* Teacher must understand true object of education. *b.* Teacher must understand that upon which he operates. *c.* Teacher must understand that with which he operates. *d.* Teachers must understand how to conduct the operation.

The reputation of Maine summer schools brings to the State each year many teachers from different sections of the country.

It is hoped that Maine teachers will make a special effort to attend these schools and thus gain the inspiration and receive the benefits which these leaders in educational thought will give.

For information as to board, rooms and railroad rates, please write Miss Mary P. Nowland, Fort Kent; Mr. Sumner P. Mills, Rockland; Supt. E. T. Clifford, Winthrop; Supt. John S. Locke, Saco.

No tuition fees. No text-books required. Expenses limited to board and railroad fare. Each school opens at 8.45 A. M., Monday and closes the following Friday afternoon.

Summer schools were held in each of the four places designated, viz: Fort Kent, Stonington, Winthrop and Saco.

The instructors named in the foregoing circular were all present at each of the summer schools. Each one of these was a specialist in the particular branches assigned him. The State Superintendent was fortunate in securing a corps of instructors of such known ability.

The number of teachers present was larger than in any preceding year and a cordial interest was manifested by all. Teachers more and more each year are appreciating the value of these schools and are availing themselves of the advantages afforded by them.

TEACHERS' INSTITUTES.

Early in the year a manual for the use of the officers and members of the county institutes was issued. This manual, in pamphlet form, has been widely circulated among the teachers and school officers of the State and has been productive of much good.

The introduction to this manual giving, briefly, the rules and methods governing the management of Teachers' Institutes, is here given.

INTRODUCTION TO MANUAL.

The Statutes provide that Teachers' Institutes, receiving State aid, shall be under the control and management of the State superintendent of public schools. The practice of having the officers of the local associations decide on places for the meetings and prepare the programs for the several sessions has proved satisfactory. The department, for obvious reasons, selects the dates when the meetings are to be held. The State superintendent will be pleased to receive suggestions as to the time preferred in the different counties and will be governed, as far as practicable, by these recommendations.

The officers of the institutes will render a distinct service if the following matters receive attention.

The president should open the sessions at the hours announced on the program unless there are exceptional reasons for not doing so. It is important that the members understand that the exercises will close on time.

So far as practicable persons should not be allowed to enter or leave the room while speakers are addressing the institute. The officers should refrain from walking about the room or consulting with each other or the members while the exercises are in progress. If there is any matter that cannot wait, it is better to take a recess and attend to it and then go on with the regular work.

Children should not be allowed to occupy the best sittings, either in the assembly room or dining room, but should be asked to wait until their elders have been served. It is hoped these meetings will be object lessons in courtesy.

The president should appoint a competent person whose duty it shall be to see that no one disturbs the exercises by indulging in practices which have cast discredit upon some of our public meetings. Not the least valuable service rendered by these gatherings is that arising from having the officers discharge the duties devolving upon them in a prompt and dignified manner. Those meetings have proved most successful in which the president has devoted his energies to presiding and the members of the executive committee have been willing to carry out his directions.

Do not give to persons titles to which they have no claim. When in doubt use Mr., Mrs. or Miss, as the case may be.

Papers should not exceed twelve minutes. The period for discussions should be limited to about thirty-five minutes.

Patrons of the schools should be invited and, to a reasonable extent, urged to attend the meetings. The program should include at least one speaker who is not directly connected with school work and who looks at matters in which the community and we are interested from the standpoint of a layman.

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

The program should include a query box and at least one class exercise.

Provisions should be made for singing appropriate selections, by the audience, at frequent intervals.

It is unwise to keep the institute waiting for any person who is assigned a part on the program. If he is not present, either fill the vacancy or take the next number.

Arrangements should be made to have all teachers who attend the institute register and pay the treasurer ten cents. In this registration should appear the name of the teacher, her post office address and the name of the school in which she is teaching.

Entertainment should be provided for those persons only who are engaged in teaching. Programs should be sent all persons who register and pay the fee.

The department has no funds to pay the rent of rooms in which the meetings are held. The expenses of one speaker, selected by the State superintendent, will be paid by the State. The programs will be printed free of expense, provided the manuscripts are received about four weeks before the meeting is to be held. The department cannot be responsible for programs printed under the direction of the officers of the institutes.

It is sincerely hoped that some officer will be responsible for having the assembly room thoroughly ventilated before the session opens, during recesses and intermissions and at the close of each session. It is desirable that members be furnished the opportunity to observe the benefits of breathing pure air.

PROGRAMS.

In order to render the exercises more comprehensive and practical a scheme of work has been prepared embracing thirteen subjects, outlines of which are herein presented. The work outlined can be done in four annual sessions of two days each, or eight semi-annual sessions of one day and yet give time for general work.

It is recommended that this work be done in the order in which the subjects are herein arranged and in accordance with the following method:

Have carefully prepared papers presented covering each general sub-division of a subject. Have each paper followed by a discussion of ten minutes. After all the papers on any given subject have been read, give thirty minutes for general discussion of the whole subject.

To illustrate: The subject of arithmetic would appear in the program as follows:

ENDS TO BE SOUGHT IN TEACHING ARITHMETIC.

Paper by .....of.....
Discussion by .....of.....

MEANS TO BE USED IN TEACHING ARITHMETIC.

Paper by .....of.....
Discussion by .....of.....

METHODS OF TEACHING ARITHMETIC.

Paper by .....of.....
Discussion by .....of.....
General discussion.

By this plan each general subject can be fully considered in a systematic and thorough way in from one and a half to two hours. If any member desires further explanation of any topic, such comment or discussion can be called out by means of the question box.

The institutes have been well attended and an increasing interest has been manifested on the part of the teachers and also by citizens generally. Able speakers, both from within and without the State, have been employed and the work has been systematized to a greater degree than ever before.

The attendance upon these institutes and at the summer schools, as well as the increasing number of candidates for State examination and certification, gives evidence of the encouraging fact that the teachers of Maine are taking more interest in their profession and are, with no greater compulsion than the influence of the public demand, availing themselves of every advantage within their reach to increase their fitness to perform the important duties devolving upon them.

NORMAL SCHOOLS.

The Aroostook State normal school was established by act of the legislature, approved March 20, 1903. The town of Presque Isle, having purchased from the bishop of Maine the buildings and five acres of land formerly occupied by the St. John's parochial school, donated them to the State for the use of the new normal school.

The legislature made liberal appropriation for repairs and the buildings were thoroughly renovated and fitted with all the improvements required for the work of the school. The exercises of dedication were held in the chapel room August 18 and the school was opened to pupils September 15, 1903.

The school is located in the village of Presque Isle, on the Bangor and Aroostook and Canadian Pacific railroads, 186 miles northward from Bangor, in the valley of the Aroostook. The new school opened with a class of seventeen pupils, under the instruction of Irving O. Bragg, A. B., principal and Alonzo J. Knowlton and Miss Ardelle M. Tozier, assistants. No account of the work of this school is given in this year's report of the department.

The following tabulation exhibits the statistics of attendance in the State normal schools of Farmington, Castine and Gorham for the year 1902-1903.

COMPARATIVE SUMMARY.

COMPARATIVE SUMMARY.					LARGEST ATTENDANCE.	
School.	Year ending.	Number entering.	Number graduated.	Average attendance per term.	Number.	Term.
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	
Farmington	June 11, 1903	109	66	170	219	Winter.
Castine	June 16, 1903	91	57	146	160	Spring.
Gorham	June 18, 1903	61	41	108	112	Winter.
Totals		261	164	424	491	

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

FARMINGTON, ME., June 11, 1903.

To the Trustees of the State Normal Schools:

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

Number entering	109
Number attending first term	113
Number attending second term	219
Number attending third term	177
Number of different pupils	275
Number graduating	66

The teachers for the year have been: Geo. C. Purington, A. M., principal; Wilbert G. Mallett, A. B., Sarah Bailey Purington, Ella P. Merrill, B. L., Carolyn A. Stone, Katherine E. Abbott, Mary M. Bickford, assistants; Lillian I. Lincoln, critic teacher and principal of the model training schools; assistants,

Helen M. March, seventh, eighth, and ninth grades; G. Luella Hayden, fifth and sixth grades; Margaret E. Waterhouse, third and fourth grades; Irene P. Ladd, first and second grades; Helen M. March, teacher of vocal music.

The following list embraces the names of those pupils that have completed the work of the course, and by their disposition, character and attainments are deemed worthy by the teachers of the school to receive a diploma.

PROFESSIONAL ADVANCED COURSE.

Mary Maud Bickford, Norway; Flora Alice Pearson, Farmington.

REGULAR COURSE.

Annie Mae Adams, North Edgecomb; Ethel Pierce Bagley, Troy; Fred Herbert Bagley, Troy; Eda Ellen Baker, Caratunk; Harold Edward Beane, Norway; Della May Bemis, Dexter; Lucretia Loring Brooks, Portland; Emily Abbott Brown, Jackson; Nelson Willard Brown, Weeks Mills; Vera Emma Brown, Clinton; Percy Leverett Bruce, Brunswick; Abbie Louise Conlogue, Houlton; Lucelia Evangeline Crockett, South Paris; Marion Curtis, Dennysville; Ada Deette Davis, Madison; Emma Hayden Day, Skowhegan; Emma Demuth, Farmington; Lena Mae Dickinson, Wiscasset; Henrietta Douglas, Bethel; Clara Augustine Eastman, Warren; Annie Stickney Emery, Athens; Eva Mae Farrington, South China; Leona Marion Fogg, Strong; Sada Bunnie Foss, Danforth; Nina Alice Gardner, Rockland; Grace Amelia Gilkey, Farmington; Grace Amelia Graves, Sidney; Grace Louise Griffith, Brownville; Grace May Hanscom, Milo; Lucy Myra Hayes, North Berwick; Ella Mabel Hewins, East Winthrop; Maude Azuba Hickey, Somerville; Nellie Maude Hillman, East Troy; Ella Hancock Irish, Buckfield; Annie Belle Laferriere, Norway; Hattie Jane Lawrence, Kingsbury; Ella Gertrude Lowe, Waterville; Percy Jonathan Look, Farmington; Mildred Maud Mason, Belfast; Ethel Matilda Matthieu, Farmington; Ivy E. Morse, Friendship; Catherine Huldah Oldham, Caribou; Josephine Holman Oliver, Georgetown; Susan Emma Porter, South Paris; Etta Belle Pratt, Wilton; Annie Adams Reed, Boothbay Harbor; Lucy Mabel Reynolds, Vinalhaven; Carrie Irene Richards, Freeman;

Jennie Ardelle Robinson, St. George; Ethel Sophia Rowell, Athens; Mary Elizabeth Russell, Avon; Ethel Helene Sanford, Palmyra; Susie Belle Sherer, Rockland; Chester E. A. Starrett, Warren; Edith Lovejoy Strout, Belfast; Sadie Alice Sylvester, Freeport; Bertha May Tardy, Foxcroft; Olive Emery Titcomb, Farmington; Zerua Rose Walker, Wilton; Delle I. Wheeler, Farmington; Katherine May White, Skowhegan; Nellie Maria White, Skowhegan; Charlotte May Whitney, Brunswick; Howard Fuller Wright, Wilton.

The class in many respects is one of the strongest that we have graduated, and is the largest in the history of the school. The demand for trained teachers is constantly increasing and, as last year, we have not been able to supply half the calls we have had.

The work of the year has been pleasant and the relations of pupils and teachers have been most harmonious. An epidemic of mumps and measles in the winter term broke up the work somewhat and, for a time, was the cause of considerable care and anxiety. Happily there were no fatal cases, though several pupils had to leave school.

The addition of another model teacher has greatly strengthened our training work and gives us a chance to increase the work done in the model schools. No part of the course is of more value.

The generous appropriation by the last legislature will enable us to supply several long-felt needs, chiefly a commodious and well-equipped chemical laboratory, at the same time giving us the present laboratory for use as a lecture room.

We shall still be in need of additions to our library and stock of text-books and some person to do the writing of letters and keep the records that must be done in a large school just as in a large business establishment.

Respectfully submitted,

GEO. C. PURINGTON.

CASTINE, MAINE, June 16, 1903.

To the Trustees of the State Normal Schools:

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

Number entering the school	92
Number attending the fall term	135
Number attending the winter term	143
Number attending the spring term	160
Total enrollment for the year	438
Number graduating, advanced class	2
Number graduating, regular class	55
Total number graduating	57

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 reelection of all the assistant teachers. The salary of Miss Bills ought to be increased at least fifty dollars a year. There are too many grades in the model school and it ought to be divided, but we have no room to do this. We have primary and intermediate grades in this room and pupils are admitted from this to the village grammar school. In order to do the best work we need more room.

THE YEAR'S WORK.

The past year has been a most pleasant and profitable one. No difficulty of any kind has arisen between pupils and teachers and the utmost harmony has prevailed among us. We have had no occasion to suspend a pupil, nor has an unkind criticism been necessary. The pupils have conducted themselves as ladies and gentlemen and the large graduating class is composed of teachers of experience.

NEEDS.

As we said last year the needs of a school like this are constantly increasing. We need an annual appropriation of three hundred dollars for text-books. Five hundred dollars ought to be appropriated at once for reference books. The building is now in good repair and the sanitary arrangements nearly perfect. The location is most beautiful and healthful and there is no reason why this should not become one of the best normal schools in New England. But we need and must have more room. There is no principal's room. We need more recitation rooms. The legislature has appropriated money for land adjoining the school lot and if a building can be erected upon that to furnish rooms for the practice schools, the present building will be amply sufficient for many years to come. The new building could be used also for a dormitory.

CLASS OF 1903.

I recommend fifty-seven young ladies and gentlemen for graduation. Their names appear below. They represent 45 different towns in eastern Maine. No one has taken less than the six terms, and several have taken seven. They have not come here simply for a diploma, but they are teachers who have been ambitious to do better work and so have taken two years in a normal school where they have done good, honest, hard work. I know they will add much to the teaching force of the State.

Advanced Class—Fausta M. Grindle, Penobscot; Amy S. Perkins, Castine.

Regular Course—Bertha E. Appleton, Carmel; Annie L. Bean, Hermon; Olive A. Blood, Morrill; Guy A. Burrill, Dedham; Harvey L. Carter, Hancock; Hermon A. Carter, Bluehill; Minola Colby, Dedham; Ada Cookson, Newburgh; Susie A. Cousens, Stockton Springs; Nettie B. Crane, Gouldsborough; Mary A. Creighton, Warren; Elzada C. Dodge, Burnham; Lillian R. Dow, Charleston; A. Harriet Eaton, Waterville; Mabel O. Eddy, Eddington; Kathreen M. Foss, Weston; Luallie A. Foss, Danforth; Everett W. Fowler, Orrington; Carrie L. Gushee, Appleton; Christina F. Hatch, Penobscot; Annie B. Houston, Bucksport; Gertrude M. Johnson, Bucksport; Edith A. Ladd, Belfast;

Marietta Marshall, Cushing; Russell I. Morgrage, Castine; Myra A. Moon, Hancock; Theodule L. Morin, Fort Kent; Grace Morrison, Levant; Georgia A. Nash, Columbia Falls; Sarah A. Parker, Sedgwick; Isabella A. Patterson, Everett, Mass.; Joseph H. Peterson, Penobscot; Ada M. Pratt, Baring; Addie L. Randlett, Islesboro; Annette E. Robinson, Castine; Ethel A. Rowe, Holden; Alice E. Sanborn, Frankfort; William H. Saunders, Deer Isle; Winifred E. Shackley, Oldtown; Stephen W. Sidelinger, Washington; Maud K. Simmons, St. George; Susie W. Stinson, Surry; Anna D. Stinson, Surry; Eleanor I. Stover, Castine; Amanda A. Strout, Cherryfield; Estelle A. Sweet, Holden; Millie M. Tapley, Brooksville; L. Marie Tapley, Brooksville; Annie F. Wellman, Searsmont; Alice M. Welt, Jefferson; Edgar E. White, Jonesboro; Lillian B. Woodman, Orrington; Alice M. Workman, Sullivan; Annie M. Young, Lamoine; Annabel Johnson.

Respectfully submitted,
ALBERT F. RICHARDSON.

GORHAM, June 18, 1903.

To the Trustees of the State Normal Schools:

GENTLEMEN: I have the honor to submit the report of the year.

School has been successful. Teachers changed in some respects. Principal was voted leave of absence at beginning of school term on account of ill health. Mr. Russell was given charge of the school for the term. Miss Helen M. Staples was called to take some of the work and has proved eminently able. The work was rearranged for the term and has been successfully done. At the beginning of the spring term Miss Andrews resigned her position. I was directed by the inspectory committee to find some one for the rest of the term. From a number of candidates Miss G. H. Nourse was called and all seemed to be pleased with her work. I recommend that she be asked to take the work for the next year at the salary of six hundred dollars. I urgently advise an addition of fifty dollars per year to the salary of Miss Stone and Miss Fickett severally. They deserve

it. We have in Miss Isabel T. Reed one of the ablest primary teachers in the country. Her influence and skill tell wonderfully on the training of the graduates of the normal school. They go out from practice in Miss Reed's department desirous to take primary work and fitted to do it. The trustees ought to give her an addition of one hundred dollars, making her pay six hundred, the same as the other practice teachers.

Have added sixty volumes of books to the library during the year. Some ninety volumes of text-books have been bought. A large number of pictures, reproductions of the best artists of the world and of time came into possession of the school. They have been framed at an expense of ninety-seven dollars for materials and work. These pictures have been put up in the various rooms of the normal school and the rooms of the practice schools. They are educators in taste and they serve to produce a higher taste.

I submit as entitled to the graduating honors of the school and the State the names enclosed and ask you to vote the diplomas of the schools to each one there named.

First Class—Helen W. Barry, Kennebunk; Alice M. Cunningham, 178 Congress St., Portland; Alice B. Donahue, 7 Fore St., Portland; Blanche E. Douglass, Newhall; Marion K. Dunham, 347 Stevens' Ave., Portland; Ora I. Edgecomb, Kennebunk; Edith B. Farrington, Fryeburg Center; Ethel V. Leighton, 82 Allen Ave., Portland; Nettie J. Sampson, Thomaston.

Second Class—Annie E. Baker, Standish; M. Carey Barrows, 6 Brackett St., Biddeford; Mary E. G. Bennett, 92 Salem St., Portland; Pauline D. F. Berthold, Needham, Mass.; A. Beatrice Bradford, 77 Hartley St., Portland; Winnifred A. Briggs, Winthrop Center; Alice A. Bucknam, Eastport; Nellie A. Bunton, 664 Maple St., Manchester, N. H.; Helen L. Burke, Pleasantdale; Bertha E. Cassidy, Cumberland Mills; Adalade L. Chaplin, North Gorham; Ethelyn E. Cole, 33 Alba St., Portland; Ethel J. Cook, Otisfield; Jennie B. Damon, Eastport; Claribel P. Fisher, West Pembroke; Alice M. Harmon, Springvale; Esther F. Lowell, 40 Melbourne St., Portland; Annie Meserve, Gorham, R. F. D. 2; Bessie E. Mosher, 28 Mosher St., S. Portland; Emma M. Nelson, North Berwick; Ina L. Parlin, Rumford Falls; Clara E. Reed, East Pittston; Emma J. Robinson, Calais;

Laura J. Sanborn, Gorham, R. F. D. 2; Mattie E. Shaw, Woodfords; Birdie S. Sinclair, Fort Kent; A. Louise Stetson, Damariscotta; Etta M. Stewart, Cumberland Mills; Dorothy C. True, 19 Elm St., Augusta; Nellie M. Webb, 12 West D. St., Knightville; Mary S. White, Richmond.

I advise the reëlection of the regular teachers of the school for the next school year.

All debts have been paid and the contingent funds very nearly balance save a bill of fifteen dollars of the American Book Company and a bill of Rand and McNally of some thirteen dollars.

There is great need of reference books and I urge the appropriation of one hundred dollars from the general fund to be expended by the State superintendent for this purpose. The work in the rear of this building is of infinite promise to this school in the future. It gives ample rooms for practice work, for classes, for a gymnasium, for manual training. These needed rooms will give the school in the future appliances for good normal work. Progress has been made in the direction of Nature study, but the little done, while it shows fine results, is only a beginning of progress in the right direction.

Respectfully submitted,

W. J. CORTHELL.

FORT KENT, MAINE, June 20, 1903.

To the Trustees of the State Normal Schools:

GENTLEMEN: The following is a report of the Madawaska Training School for the year ending June 3, 1903.

ATTENDANCE.

Number entering the school	60
Number attending the autumn term	94
Number attending the winter term	144
Number attending the spring term	63
Total number for the year	301
Number graduating	14

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

With greatly increased numbers and livelier interest, the school has been more than ever before, pleasant and profitable.

During the year now passed no fault could be found with the conduct of the pupils, in school or out, while the work of all, particularly that of members of the first class has been good. I feel that we have closed a most successful year.

THE GRADUATING CLASS OF 1903.

Marie Alice Audibert, Fort Kent; Amanda Austin, Fort Kent; Russell Cleveland Brown, Eagle Lake; Isabelle Bellefleur, Madawaska; Maxime T. Chassè, St. Agatha; William R. Chassè, St. Agatha; Adeline Cyr, Madawaska; Alice Marie Daigle, Madawaska; Antoine Joseph Gagnon, Frenchville; Marie Therse Nadeau, Fort Kent; Gertrude Therse Nadeau, Fort Kent; Anna Ouellette, St. Agatha; Margaret Alice Sweeney, Fort Kent; Emelia Lisia Côté, Eagle Lake.

Very respectfully,

MARY P. NOWLAND.

FISCAL STATEMENT.

The resources and expenditures for the normal and training schools for the fiscal year 1903 consists 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, 1903.

Annual appropriation for normal schools	$33,000 00
Special appropriation for Farmington Normal School	2,000 00
Special appropriation for Castine Normal School	2,000 00
Special appropriation for Gorham Normal School	10,000 00
Special appropriation for Aroostook State Normal School, Presque Isle	5,000 00
Total resources	$52,000 00

EXPENDITURES, 1903.

For salaries	$28,283 28
fuel	3,387 45
water	150 00
books	234 20
repairs	531 57
miscellaneous (diplomas, appliances, etc.)	413 50
Farmington (special appropriation)	2,000 00
Castine " "	2,000 00
Gorham " "	10,000 00
Presque Isle " "	5,000 00
Total expenditures	$52,000 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, 1903.

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.*

	1902.	1903.
Whole number of persons between ages of four and twenty-one in State.....	213,526	214,725
Increase 1,199		
Whole number of different scholars attending school during the year.....	133,537	132,415
Decrease 1,122		
Average registered attendance per term for year.....	115,896	111,734
Decrease 4,162		
Average daily attendance per term for year	98,918	97,424
Decrease 1,494		

II. *Length of Schools.*

Average length for year.....	29w 2d	28w 3d
Decrease 11d		
Aggregate number of weeks per year...	123,983	131,699
Increase 7,716		

III. *Teachers.*

	1902.	1903.
Number of male teachers in spring terms	459	382
Decrease 77		
Number of male teachers in fall and winter terms.....	705	596
Decrease 109		
Number of female teachers in spring terms	4,255	4,364
Increase 109		
Number of female teachers in fall and winter terms.....	4,191	4,175
Decrease 16		
Number of different teachers employed during year.....	6,634	6,664
Increase 30		
Number continued in same school during year.....	2,564	2,580
Increase 16		
Number who had had previous experience	5,501	5,662
Increase 161		
Number who were graduates of normal schools	1,481	1,587
Increase 106		
Average wages of male teachers per month	$36.05	$37.37
Increase $1.32		
Average wages of female teachers per week	$6.81	$6.90
Increase $0.09		
Amount paid for teachers' services and board and janitors' services.....	$1,172,577	$1,229,979
Increase $57,402		

IV. *Text-books and School Appliances.*

Amount expended for free text-books..	$88,915	$92,407
Increase $3,492		
Amount expended for fuel.....	$95,490	$93,292
Decrease $2,198		

	1902.	1903.
Amount expended for new buildings, repairs, insurance and school appliances	$307,817	$399,051
Increase $91,234		
Value of all schoolroom and schoolyard improvements not paid for by town	$5,709	$5,341
Decrease $368		

V. *Number and Character of Schools.*

Whole number of schools in State	4,210	4,581
Increase 371		
Number of graded schools	1,382	1,780
Increase 398		
Number of ungraded schools	2,828	2,801
Decrease 27		
Number of schools located in rural communities	2,773	2,786
Increase 13		
Number of different pupils registered in rural schools	58,328	57,750
Decrease 578		
Number of schools located in villages	1,052	1,043
Decrease 9		
Number of different pupils registered in village schools	45,801	41,603
Decrease 4,198		
Number of schools located in cities	385	752
Increase 367		
Number of different pupils registered in city schools	29,408	33,062
Increase 3,654		
Number of rural schools using a prescribed course of study	694	724
Increase 30		
Number of village schools not using a course of study	245	242
Decrease 3		

	1902.	1903.
Number of schools having libraries....	419	589
Increase 170		
Number of volumes in school libraries..	27,651	32,892
Increase 5,241		

VI. *Number and Condition of Schoolhouses.*

Number of schoolhouses in State.....	3,964	3,949
Decrease 15		
Number reported in good condition....	3,149	3,275
Increase 126		
Number supplied with flags.....	2,035	2,059
Increase 24		
Number built during year.....	60	62
Increase 2		
Cost of same.....	$172,425	$305,711
Increase $133,286		
Estimated value of all school property..	$4,728,743	$4,698,390
Decrease $30,353		

VII. *School Superintendence.*

Number of terms of school reported as not visited as law requires.....	333	299
Decrease 34		
Number of teachers who failed to return registers	7	9
Increase 2		
Amount paid by towns for superintendence	$59,538	$60,100
Increase $562		

VIII. *Resources and Expenditures.*

Amounts available from town treasuries,	$838,807	$901,106
Increase $62,299		
Amounts available from State treasury,	$562,461	$583,738
Increase $21,277		
Amounts derived from local funds.....	$38,042	$35,304
Decrease $2,738		

	1902.	1903.
Total current resources (school fund proper)	$1,439,310	$1,520,148
Increase $80,838		
Total current expenditures (school fund proper)	$1,338,235	$1,394,462
Increase $56,227		
Net balance unexpended (school fund proper)	$101,075	$125,686
Increase $24,611		
Amounts expended for new school-houses	$172,425	$305,711
Increase $133,286		
Amounts expended for free text-books,	$88,915	$92,407
Increase $3,492		
Amounts expended for local superintendence	$59,538	$60,100
Increase $562		
Amounts expended for repairs, insurance, apparatus, etc	$135,392	$93,340
Decrease $42,052		
Total expenditure for common schools	$1,794,505	$1,952,083
Increase $157,578		
Amount of common school fund voted by towns	$751,495	$798,858
Increase $47,363		
Excess above amount required by law (net)	$208,681	$279,198
Increase $70,517		
Amounts raised by towns less than required by law	$1,255	$1,718
Increase $463		
Average amount raised by town per scholar	$3.52	$3.72
Increase $0.20		
Average percentage of valuation assessed by towns	.002 2-10	.002 2-10

FREE HIGH SCHOOLS.

The usual tabulation of free high schools is given in the latter part of the appendix. This tabulation shows the number and condition of these schools for the year ending July 1, 1903.

The returns show an increase of thirteen in the total number of schools, of 167 in the number of pupils enrolled and of 223 in the average attendance.

The rank of the free high schools has been gradually raised during the past decade and, while many do not offer regular four years' courses or fit pupils for college, yet all of them are doing advanced work and giving those in attendance the advantages of instruction in the higher English branches at least. The placing of the free high schools upon a higher grade has resulted in a decrease in the attendance from rural sections, while the increase in the number of high school pupils has come from the cities and villages.

COMPARATIVE STATEMENT.

I. *Number and Length.*

	1902.	1903.
Number of free high schools receiving aid from the State	224	237
Increase	13	
Number established by towns	221	235
Increase	14	
Number established by precincts	3	2
Decrease	1	
Total number of weeks	6,597	6,358
Decrease	239	
Average number of weeks to each school,	29w 4d	26w 3d
Decrease	3w 1d	

II. *Attendance.*

	1902.	1903.
Number of pupils registered	13,283	13,450
Increase 167		
Average attendance	11,240	11,463
Increase 223		
Per cent of average attendance	.85	.85
Number of common school teachers who were pupils	571	565
Decrease 6		
Number attending from rural communities	5,112	4,634
Decrease 478		
Number attending from villages	4,649	5,178
Increase 529		
Number attending from cities	3,522	3,638
Increase 116		

III. *Scope of Instruction.*

Number pursuing academic studies exclusively	9,638	10,281
Increase 596		
Number of resident pupils pursuing academic studies exclusively	8,683	9,089
Increase 365		
Number of non-resident pupils pursuing academic studies exclusively	992	1,192
Increase 200		
Number pursuing common school studies,	3,291	2,299
Decrease 992		
Number pursuing English academic course	7,007	6,758
Decrease 249		
Number pursuing college preparatory course	3,226	2,752
Decrease 474		
Number pursuing training course for teachers	194	193
Decrease 1		

	1902.	1903.
Number studying higher mathematics...	10,981	11,151
Increase 170		
Number studying English literature, rhetoric, etc.....	11,340	11,817
Increase 477		
Number studying ancient and modern history	6,702	8,158
Increase 1,456		
Number studying the natural sciences..	6,787	6,328
Decrease 459		
Number studying modern languages....	2,660	3,022
Increase 362		
Number studying ancient languages....	5,218	5,275
Increase 57		
Number who were graduated the present year	1,513	1,428
Decrease 85		
Number who intend to enter a Maine college	620	483
Decrease 137		
Number who intend to enter other colleges	153	141
Decrease 12		
Number who intend to enter technical schools	133	128
Decrease 5		
Number who intend to study in institutions not named above.....	397	453
Increase 56		
Number rural residents intending to enter college	265	294
Increase 29		
Number village residents intending to enter college.....	379	392
Increase 13		
Number city residents intending to enter college	235	281
Increase 46		

APPENDIX—I.

COMMON SCHOOL STATISTICS.

Compiled from Annual Returns of School Superintendents and Fiscal Returns of Municipal Officers, for the Year Ending April 1, 1903.

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 winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of schoolhouses in town.	Number in good condition.	Number supplied with flags.	Number of schoolhouses built last year.	Cost of 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.												
Auburn	3,897	1,752	1,527	1,696	1,542	.39	1,755	15		10	3	2,028	31	31	21	–	–	$104,000	5	4	68	68	26
Durham	389	156	132	175	157	.37	222	9		10	3	279	11	10	9	–	–	5,000	1	–	8	9	4
East Livermore	637	449	389	467	447	.65	531	9	1	11		446	8	6	8	–	–	26,000	1	2	14	14	4
Greene	189	119	97	113	95	.50	133	9		9		162	9	7	4	–	–	2,000	–	1	6	5	4
Leeds	327	177	150	187	161	.44	200	8	4	9		242	12	7	7	–	–	2,500	1	1	8	8	1
Lewiston	8,174	2,448	2,016	2,567	2,094	.25	2,990	12		14		2,772	24	24	19	1	74,000	300,000	5	5	81	89	60
Lisbon	1,228	833	796	844	762	.63	891	12		11		852	18	17	17	–	–	35,000	2	2	24	25	4
Livermore	278	162	132	170	136	.48	173	10		10		180	7	7	2	–	–	2,600	–	–	6	6	4
Mechanic Falls	442	251	218	288	245	.52	298	12		12		180	4	3	3	–	–	15,000	–	–	9	9	2
Minot	232	133	117	116	91	.44	160	9	4	9	3	203	7	6	6	–	–	2,000	–	1	8	7	1
Poland	366	262	234	264	242	.65	266	10		8		264	16	16	12	–	–	10,500	1	4	14	10	17
Turner	492	257	223	243	212	.44	271	10		9		420	20	16	8	–	–	10,000	–	–	17	16	7
Wales	125	79	64	62	57	.48	86	9		9		81	7	4	3	–	–	1,600	–	–	3	3	
Webster	342	166	134	184	156	.42	191	10	4	11		253	8	4	3	–	–	7,350	–	1	9	8	3
Total	17,118	7,244	6,229	7,376	6,397	.36	8,167	9	4	9	3	8,462	182	158	122	1	74,000	$523,550	16	21	275	277	137

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Auburn	73	$69 60	$8 92	$1,400	$23,000	$12,639	–	$5 98	.003 2-10	$23,000	$10,729	$6	$33,735	$33,696	$39	
Durham	10	31 60	6 25	100	1,200	216	–	3 08	.003 6-10	1,531	1,117	–	2,648	2,068	580	
East Livermore	20	32 00	8 25	165	2,200	496	–	3 45	.002 3-10	2,011	1,707	695	4,413	6,836	–	$2,423
Greene	–	32 00	6 50	50	900	239	–	4 76	.003	1,062	521	63	1,646	1,604	42	
Leeds	4	28 00	5 92	75	855	3	–	2 55	.002 8-10	964	898	2	1,864	1,796	68	
Lewiston	69	131 60	10 00	1,900	22,250	15,711	–	3 60	.001 5-10	22,250	23,574	330	46,154	38,437	7,717	
Lisbon	36	64 00	8 00	250	6,350	3,468	–	5 16	.003	6,547	3,692	201	10,440	7,083	3,357	
Livermore	–	23 00	6 63	70	1,000	100	–	3 59	.002 2-10	1,360	768	60	2,188	2,106	82	
Mechanic Falls	9	–	7 67	100	2,200	851	–	4 97	.002 5-10	2,256	1,136	25	3,417	3,241	176	
Minot	5	19 00	5 67	82	700	54	–	3 01	.002	707	660	38	1,405	1,323	82	
Poland	10	26 50	7 55	150	2,000	682	–	5 46	.002 5-10	2,114	1,073	130	3,317	3,242	75	
Turner	20	–	6 37	166	1,800	327	–	3 65	.002 6-10	2,427	1,336	–	3,763	3,087	676	
Wales	6	–	6 45	25	500	152	–	4 00	.002 5-10	566	355	59	980	991	–	11
Webster	–	30 00	6 88	78	1,650	646	–	4 82	.003 1-10	1,981	956	40	2,977	2,881	96	
Total	262	$44 30	$7 21	$4,611	$66,605	$35,584	–	$4 82	.002 3-10	$68,776	$48,522	$1,649	$118,947	$108,391	$12,990	$2,434

AROOSTOOK COUNTY.

Towns.	Number of children belonging in town between the ages of 4 and 21 years.	Number registered in spring terms.	Average number in spring terms.	Number registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average Attendance.	Number of different pupils registered.	Average length of spring terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of schoolhouses in town.	Number in good condition.	Number supplied with flags.	Number of schoolhouses built last year.	Cost of 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.												
Amity	157	102	73	90	64	.43	120	10		10		150	5	3	2			$1,500		1	5	4	2
Ashland	547	324	252	343	258	.46	371	10		10		390	10	4	5			7,000		3	9	8	1
Bancroft	149	92	72	85	65	.45	104	11	4	8	2	115	5	5	3			800			4	5	1
Benedicta	163	63	42	83	64	.32	99	7		8		90	4	4	1			1,300		1	3	3	3
Blaine	384	211	164	192	151	.40	276	10		9		224	6	4	2			2,000			8	8	3
Bridgewater	420	232	194	220	162	.42	259	8		11		270	10	9	2			10,500	1	1	8	8	1
Caribou	1,886	1,021	829	955	771	.42	1,053	9	2	10		862	27	27	4	1	$600	33,000	2	3	29	29	8
Castle Hill	193	118	83	108	94	.45	123	15	3	15		133	6	6	1			4,000			6	6	
Crystal	183	77	65	81	64	.34	92	10		11	3	108	7	6	4			3,500			5	5	
Dyer Brook	106	103	74	82	52	.59	104	8	2	12	3	92	4	4				1,200			4	4	
Easton	418	265	213	301	233	.53	320	9		9		297	11	9	3			4,700	2	4	9	8	
Fort Fairfield	1,731	794	648	709	596	.35	1,311	9		10		754	25	20	14			17,500		1	27	25	2
Fort Kent	1,309	667	533	-	-	.40	667	28				590	18	4	8	1	150	3,150			22		5
Frenchville	677	544	419	254	186	.44	557	19		9	1	392	11	8	6	1	225	1,650	4		8	9	5
Grand Isle	455	271	190	255	199	.42	315	12		12	1	291	7	7	6			900	1	2	8	7	5
Haynesville	105	74	65	76	61	.60	76	10		14		102	4	4	1			425			3	3	2
Hersey	78	39	32	37	23	.34	40	11		13		59	2	2	1			740			2	2	
Hodgdon	411	208	165	203	159	.39	271	9		9		270	12	10	10	1	400	5,000		1	10	10	1
Houlton	1,451	772	637	736	616	.42	875	11		11	2	714	13	11	9			42,700	1	1	20	20	5
Island Falls	479	290	244	320	250	.51	335	10		10	2	214	4	3	3	1	8,270	10,000	2	1	5	6	6
Limestone	471	267	204	265	205	.43	281	10		7	2	270	10	7	2			6,000		1	11	10	4
Linneus	282	155	122	134	103	.39	177	10		12	3	226	10	4	9			2,000		2	10	8	
Littleton	319	188	140	176	130	.42	240	10		11	2	272	10	10	9			5,500	1	2	8	7	

Ludlow	96	67	44	60	40	.43	72	10	9	1	96	6	4	5	-	-	1,000	-	-	5	5	2
Madawaska	765	436	348	333	260	.39	443	12	12		432	16	13	7	1	275	3,900	5	6	12	11	8
Mapleton	340	190	165	178	156	.49	225	8	7	3	185	8	7	2	1	900	3,600	-	1	8	7	
Mars Hill	493	308	244	279	222	.47	380	10	10		330	10	9	-	-	-	5,000	1	3	10	11	7
Masardis	150	87	69	69	56	.41	93	9	9		74	3	3	-	-	-	3,000	1	1	2	3	3
Monticello	523	279	227	220	165	.37	356	8	11		270	10	10	2	-	-	3,300	2	4	7	5	
New Limerick	213	112	89	119	92	.42	170	8	10		168	6	6	5	-	-	2,350	-	1	6	5	
New Sweden	357	167	120	194	127	.34	231	11	4	15	1	216	8	8	8	1	631	3,500	3	-	5	8	6
Oakfield	355	234	175	174	121	.41	271	11	3	11		265	9	6	1	1	350	3,000	2	2	8	7	1
Orient	71	61	43	49	33	.53	65	10		10		60	3	3	3	-	-	400	2	1	1	2	
Perham	256	129	92	129	93	.35	147	12		11		170	5	5	3	-	-	2,800	-	-	5	5	2
Presque Isle	1,613	850	702	849	773	.45	922	9	1	10		881	25	20	14	1	850	34,000	1	1	30	31	13
Sherman	346	213	173	192	151	.46	253	8	4	9	1	191	7	6	7	-	-	3,000	-	1	8	7	5
Smyrna	130	62	46	74	57	.39	91	10		8	3	81	4	4	1	-	-	1,700	-	-	3	4	
St. Agatha	694	312	297	246	195	.35	318	12		8		343	9	7	3	1	160	1,500	7	5	4	6	2
Van Buren	803	433	268	296	172	.27	527	10	3	9	1	455	13	10	3	1	500	3,000	2	2	13	13	4
Washburn	466	288	233	291	213	.47	330	10	3	12		270	12	11	2	-	-	4,400	-	3	11	8	1
Weston	126	72	58	70	57	.45	63	10		9		110	4	4	1	-	-	1,500	-	1	4	3	
Woodland	413	257	205	239	175	.46	302	12		13	4	283	11	10	1	-	-	3,700	-	3	13	9	2

AROOSTOOK COUNTY—CONTINUED.

PLANTATIONS.	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.												
Allagash	103	-	53	-	40	.44	53	18		-		72	4	4	3	-	-	$600	-	1	-	3	2
Cary	112	70	65	69	64	.57	89	11	1	10	4	98	3	2	-	-	-	1,000	-	1	3	3	1
Caswell	205	118	89	108	99	.45	123	10		7	3	97	4	3	-	-	-	400	2	3	2	1	
Chapman	157	77	75	73	57	.42	92	10		11		105	4	3	1	-	-	1,000	-	-	5	7	
Connor	221	120	73	87	54	.29	125	13		10	3	105	4	4	1	-	-	1,000	1	1	3	2	2
Cyr	204	144	97	117	107	.50	149	12		8	3	172	6	5	-	1	$100	850	-	-	6	6	2
E. Plantation	43	12	12	7	7	.20	12	16		19		35	2	-	-	-	-	400	-	-	2	2	
Eagle Lake	227	143	126	129	113	.52	152	12		12		96	4	2	2	-	-	1,000	3	2	1	3	3
Garfield	38	12	10	18	14	.31	18	10		12		33	2	2	1	-	-	800	-	1	1	1	1
Glenwood	62	41	32	35	33	.51	44	10	3	8		76	3	2	3	-	-	500	-	-	3	3	2
Hamlin	231	104	67	99	59	.27	116	12		9	2	122	5	-	-	1	140	1,200	-	-	4	4	
Hammond	34	21	18	13	10	.41	23	12		9		30	1	1	1	-	-	350	-	-	1	1	
Macwahoc	49	35	26	28	21	.46	41	11		8	3	48	2	2	1	-	-	600	-	-	2	2	3
Merrill	96	82	60	78	56	.60	82	11	3	11	4	74	3	-	2	-	-	175	1	1	3	3	
Moro	91	65	51	62	51	.56	70	9		10		83	3	2	3	1	350	600	1	-	2	3	3
Nashville	8	7	5	3	3	.50	7	10		10		20	1	-	1	-	-	325	-	-	1	1	
New Canada	212	162	145	85	47	.45	113	12		10		102	3	-	1	-	-	500	2	1	4	2	
Oxbow	46	30	22	29	20	.45	30	10		10		20	1	1	-	-	-	1,000	-	-	1	1	1
Portage Lake	130	119	53	48	30	.31	120	10	3	10	3	42	1	-	1	-	-	400	1	1	1	-	1
Reed	153	92	88	84	58	.47	111	10		11		116	4	3	3	-	-	800	-	1	4	3	3
Silver Ridge	59	26	20	30	23	.35	34	14		16		30	1	1	1	-	-	500	-	-	1	1	1
St. Francis	290	151	117	128	99	.35	151	12		12		120	4	3	4	-	-	900	-	-	5	5	2

St. John	165	99	61	99	61	.36	99	14		15		88	3	2	3	–	–	1,000	–	–	4	3	1
Stockholm	128	45	30	18	15	.17	52	10		12		44	2	2	–	–	–	1,100	1	1	1	1	2
Wade	112	93	86	62	42	.57	98	9	4	11	1	114	5	5	–	–	–	1,200	–	1	6	4	
Wallagrass	353	168	133	163	128	.36	168	12		8	2	172	6	6	4	–	–	2,000	1	1	5	5	3
Westfield	139	72	59	69	55	.41	79	10	2	9	3	116	4	4	3	1	407	1,700	1	2	3	3	2
Westmanland	51	33	25	31	18	.41	34	12		14		26	1	1	–	–	–	475	–	1	1		
Winterville	77	44	41	36	30	.45	49	13	2	13		26	1	1	–	–	–	500	–	–	1	1	1
Total	24,380	13,519	10,700	6,564	9,078	.40	15,659	11	2	10	1	14,147	477	378	212	16	14,308	$262,590	56	79	455	419	153

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April, 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Amity	-	$32 00	$6 68	$30	$350	$26	-	$2 22	.005 2-10	$414	$401	$360	$1,175	$1,145	$30	
Ashland	10	40 00	7 25	150	1,000	-	$210	1 82	.002 5-10	1,569	1,394	269	3,232	3,154	78	
Bancroft	7	-	6 91	25	300	46	-	2 08	.005 4-10	356	366	245	967	913	54	
Benedicta	2	38 00	6 86	23	253	-	27	1 55	.004 3-10	260	427	50	737	703	34	
Blaine	6	-	7 38	50	763	-	-	1 98	.004 8-10	846	981	33	1,860	1,821	39	
Bridgewater	4	28 00	7 20	100	943	-	-	2 24	.002 9-10	850	1,117	122	2,089	2,117	-	$28
Caribou	21	29 32	8 48	500	3,892	86	-	2 06	.002 8-10	6,070	5,372	-	11,442	8,217	3,225	
Castle Hill	-	-	9 53	40	430	-	23	2 22	.004	634	673	30	1,337	1,202	135	
Crystal	-	-	-	52	500	204	-	2 73	.005 8-10	705	416	36	1,157	976	181	
Dyer Brook	-	-	6 37	48	300	76	-	2 83	.003 4-10	322	203	825	699	126		
Easton	10	29 20	7 30	165	1,000	28	-	2 39	.003 7-10	1,276	1,192	137	2,605	2,637	-	32
Fort Fairfield	-	30 00	7 50	400	5,500	2,156	-	3 17	.004 2-10	9,000	4,706	126	13,832	9,374	4,458	
Fort Kent	22	-	5 38	75	350	-	-	26	.001 3-10	1,222	3,345	48	4,615	3,766	849	
Frenchville	3	19 25	4 94	40	375	-	-	55	.003 1-10	389	1,825	16	2,230	2,187	43	
Grand Isle	8	23 00	5 00	25	250	-	-	54	.002	444	1,353	31	1,828	1,789	39	
Haynesville	3	-	7 00	15	350	98	-	3 33	.005 2-10	395	288	153	836	832	4	
Hersey	-	-	6 59	20	250	91	-	3 20	.004 2-10	342	230	50	622	492	130	
Hodgdon	10	40 00	6 75	100	1,200	296	-	2 91	.004 5-10	1,365	1,039	68	2,472	2,303	169	
Houlton	21	28 00	8 65	300	5,000	1,252	-	3 45	.002 1-10	5,799	4,160	159	10,118	9,721	397	
Island Falls	10	40 00	8 83	75	950	100	-	1 98	.003 7-10	1,140	1,264	158	2,562	2,058	504	
Limestone	8	28 00	6 89	100	1,044	140	-	2 21	.003 1-10	1,303	970	132	2,405	2,415	-	10

Linneus	-	36 00	6 34	75	800	133	-	2 83	.003 2-10	1,099	759	267	2,125	1,849	276	
Littleton	-	37 50	6 97	75	1,400	636	-	4 38	.004 4-10	1,488	879	-	2,367	2,374	-	7
Ludlow	5	-	6 30	35	396	81	-	4 12	.003 2-10	412	296	72	780	632	148	
Madawaska	17	24 00	5 50	45	325	-	-	42	.001 6-10	357	2,112	87	2,556	2,539	17	
Mapleton	4	28 00	6 75	66	682	-	-	2 00	.003 1-10	792	854	49	1,695	1,311	384	
Mars Hill	-	41 00	7 08	90	1,200	254	-	2 43	.004	1,545	1,245	65	2,855	2,688	167	
Masardis	6	45 00	8 25	25	350	-	-	2 33	.003 2-10	394	355	80	829	696	133	
Monticello	6	40 00	7 15	75	1,066	1	-	2 04	.003 1-10	1,066	1,452	62	2,580	2,575	5	
New Limerick	1	24 00	6 89	65	480	-	-	2 25	.002 7-10	829	538	46	1,413	1,320	93	
New Sweden	4	26 66	7 32	67	700	7	-	1 96	.004 4-10	828	965	60	1,853	1,754	99	
Oakfield	1	36 80	7 42	75	688	-	-	1 93	.006 7-10	1,450	973	432	2,855	2,156	699	
Orient	2	28 00	7 00	16	250	84	-	3 52	.005 2-10	250	169	109	528	459	69	
Perham	2	-	7 65	40	465	1	-	1 81	.003 8-10	995	701	259	1,955	1,418	537	
Presque Isle	20	34 66	7 99	453	4,800	1,757	-	2 97	.003 3-10	4,800	4,263	132	9,195	8,876	319	
Sherman	-	32 00	8 93	61	943	159	-	2 72	.004 8-10	1,186	973	112	2,271	1,832	439	
Smyrna	2	-	7 00	25	370	42	-	2 84	.003 2-10	431	410	30	871	819	52	
St. Agatha	7	28 60	5 31	40	375	-	-	54	.003 8-10	379	1,912	6	2,297	2,263	34	
Van Buren	1	40 67	5 88	54	1,502	-	-	1 87	.005 8-10	2,213	2,019	45	4,277	3,300	977	
Washburn	7	32 66	7 25	100	980	-	-	2 10	.003 8-10	2,065	1,292	59	3,416	1,890	1,526	
Weston	-	32 00	5 93	30	320	27	-	2 53	.005 2-10	484	363	56	903	795	108	
Woodland	3	33 00	6 75	90	875	-	1	2 11	.004 5-10	1,200	1,111	234	2,545	2,201	344	

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Allagash	4	$25 00	$6 00	$15	$100		$52	$0 97	.002	$179	$462	-	$641	$420	$221	
Cary	-	40 00	8 87	20	320			2 85	.001	445	346	$180	971	789	182	
Caswell	4	32 00	7 00	20	294			1 43	.006 1-10	495	551	-	1,046	612	434	
Chapman	-	-	5 86	48	250	$22		1 59	.003 9-10	289	346	51	686	656	30	
Connor	2	28 00	6 00	25	200		162	90	.003 6-10	316	629	-	945	754	191	
Cyr	4	-	5 13	34	75			36	.001 4-10	263	660	11	934	962	-	$28
E. Plantation	-	-	5 00	10	100	65		2 32	.002 2-10	215	86	-	301	212	89	
Eagle Lake	3	35 00	7 00	18	100			44	.002 1-10	148	687	-	835	730	105	
Garfield	2	40 00	9 00	5	80		8	2 10	.001	233	229	4	466	340	126	
Glenwood	2	-	7 33	13	165	23		2 66	.003 7-10	183	313	24	520	501	19	
Hamlin	-	-	5 13	25	150			64	.001 9-10	224	643	9	876	770	106	
Hammond	1	-	7 00	13	125	33		3 67	.001 4-10	298	52	106	456	268	188	
Macwahoc	4	-	7 50		100		22	2 04	.002 3-10	171	112	180	463	390	73	
Merrill	-	34 00	6 67	20	236		2	2 45	.003	328	308	60	696	721	-	25
Moro	1	28 00	5 00	12	161		12	1 76	.003 2-10	154	222	225	601	611	-	10
Nashville	1	-	5 00	2	70	45		8 75	.001	268	36	74	378	104	274	
New Canada	3	22 00	6 25	20	100			47	.002 8-10	174	532	20	726	639	87	
Oxbow	-	-	6 75	10	140	18		3 04	.002 8-10	180	304	-	484	321	163	
Portage Lake	-	41 00	6 00	15	280	88		2 15	.005 6-10	394	274	-	668	533	135	
Reed	6	36 00	7 15	20	320	1		2 09	.002 5-10	320	1,049	-	1,369	1,260	109	

Silver Ridge	2	-	7 50	5	130	-	4	2 20	.003 2-10	185	169	102	456	394	62		
St. Francis	5	-	6 00	15	150	-	-	51	.003	176	796	39	1,011	698	313		
St. John	4	-	5 43	12	100	-	-	60	.002 3-10	116	497	-	613	573	40		
Stockholm	2	28 00	7 00	6	160	8	-	1 25	.001 9-10	301	269	-	570	250	320		
Wade	-	24 00	5 98	45	100	-	116	88	.001 7-10	327	346	62	735	761	-		26
Wallagrass	6	30 00	5 64	25	100	-	-	28	.002	168	1,053	41	1,262	1,152	110		
Westfield	8	31 33	6 08	35	250	43	-	1 79	.002 8-10	404	349	149	902	821	81		
Westmanland	-	36 00	7 00	6	96	16	-	1 88	.001 4-10	109	141	-	241	223	18		
Winterville	1	-	7 09	7	60	-	-	77	.001	82	213	10	305	295	10		
Total	298	$32 15	$6 46	$4,436	$48,479	$8,143	$639	$1 98	.002 3-10	$66,078	$67,156	$6,035	$139,269	$119,028	$20,407	$166	

CUMBERLAND 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 goods.	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.												
Baldwin	227	122	102	117	102	.44	134	9		10	2	150	7	6	2			$2,500			5	5	2
Bridgton	823	518	454	523	461	.45	567	11	1	10		533	14	13	7	2	$6,600	20,000	2	2	18	20	7
Brunswick	2,096	876	726	898	729	.34	1,174	10	2	11	1	1,026	23	20	16			65,000	1	2	30	31	5
Cape Elizabeth	252	104	86	92	73	.31	119	11		11		132	4	4	3			3,500			5	4	3
Casco	221	119	108	117	95	.45	143	8		8		192	8	8	5			3,200	1	1	8	8	3
Cumberland	413	200	163	200	158	.38	212	10		10		210	8	8	7			4,800		1	7	7	1
Falmouth	415	270	224	248	212	.52	393	10		10	3	327	12	10	10			8,000	1	2	11	11	1
Freeport	608	437	388	446	403	.64	552	11		10	3	560	19	18	12			20,000	2	3	19	17	3
Gorham	733	499	421	485	422	.57	540	10		11	4	474	12	10	9			19,200	2	2	16	16	3
Gray	387	234	197	222	184	.47	273	10		10		300	10	5	7	1	2,713	5,000			10	10	1
Harpswell	519	318	288	311	264	.53	386	8		9		425	19	17	12			10,925	1	2	15	14	
Harrison	249	157	136	145	124	.52	160	9		10	3	287	10	10	8			5,000		1	10	9	3
Naples	227	145	119	137	101	.48	154	8		16		208	11	10	1			4,000	1	1	7	8	
New Gloucester	329	187	166	166	138	.46	265	10		10		270	12	12	9			11,000			9	9	6
North Yarmouth	182	98	77	101	87	.45	106	7		10	3	138	6	6	5			4,500			5	5	4
Otisfield	167	93	83	90	74	.46	113	10		10		180	11	6	3			2,500	1	2	5	4	
Portland	15,724	6,441	5,759	7,251	6,168	.37	8,542	12		12	3	7,067	35	32	35			500,000	10	10	221	220	129
Pownal	143	74	63	84	64	.44	94	10		11		164	7	5	2			2,800		1	5	4	1
Raymond	251	164	145	154	132	.54	180	8		8		184	8	6	2			2,400		2	8	6	1
Scarboro	539	329	288	314	270	.51	391	11		9	3	323	11	10	10			8,500			12	12	11

Sebago	166	97	83	94	73	.46	101	8		8		192	8	8	-	-	-	1,600	-	-	8	9	1
South Portland	1,839	1,270	1,046	1,242	1,086	52	1,287	10		12		918	14	14	10	-	-	28,000	1	1	32	33	19
Standish	411	238	204	237	196	.48	250	10		10		390	13	7	9	-	-	7,000	2	2	11	11	11
Westbrook	2,622	1,110	1,030	1,244	1,130	.41	1,398	10		13		1,226	11	10	9	-	-	100,000	5	5	30	31	23
Windham	514	300	253	284	236	.47	376	11		10	3	448	15	15	10	1	600	8,500	2	3	14	13	5
Yarmouth	677	368	319	387	342	.48	402	11		11		264	8	8	4	-	-	25,790	-	-	10	11	4
Total	30,734	14,768	12,928	15,589	13,324	.42	18,312	9	3	9	7	16,588	316	280	200	4	$9,913	$873,715	32	43	531	528	252

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Baldwin	5	- -	$7 33	$60	$800	$144	- -	$3 52	.002 2-10	$1,137	$629	$72	$1,838	$1,401	$437	
Bridgton	20	$66 67	8 36	400	3,500	1,206	- -	4 24	.002 5-10	4,595	2,084	46	6,725	6,307	418	
Brunswick	30	29 00	8 55	600	5,529	85	- -	2 63	.001 3-10	6,572	5,801	25	12,398	12,454	-	$56
Cape Elizabeth	-	- -	7 40	50	1,100	391	- -	4 36	.001 5-10	1,070	640	- -	1,710	1,614	96	
Casco	17	26 00	6 50	70	920	294	- -	4 11	.003 3-10	898	618	- -	1,516	1,458	58	
Cumberland	10	40 00	8 30	155	1,123	-	- -	2 71	.001 4-10	1,271	1,086	80	2,437	2,177	260	
Falmouth	6	38 00	7 98	100	2,100	892	- -	5 06	.001 8-10	2,386	1,278	- -	3,664	3,416	248	
Freeport	15	50 00	6 50	180	2,800	929	- -	4 60	.002 3-10	2,914	1,691	- -	4,605	5,084	-	479
Gorham	15	54 50	8 50	203	3,000	968	- -	4 09	.002	3,602	2,070	57	5,729	5,256	473	
Gray	- -	- -	6 45	75	1,150	40	- -	2 97	.002	1,160	1,125	65	2,350	2,341	9	
Harpswell	- -	34 00	6 78	115	1,800	409	- -	3 46	.002 4-10	1,922	1,483	-	3,405	3,262	143	
Harrison	- -	28 60	6 68	100	1,200	425	- -	4 81	.002 9-10	1,396	680	201	2,277	2,137	140	
Naples	- -	27 00	6 00	75	850	200	- -	3 74	.003 3-10	1,018	637	1	1,656	1,358	298	
New Gloucester	1	- -	- -	75	1,800	871	- -	5 47	.001 7-10	2,658	934	223	3,815	2,668	1,147	
North Yarmouth	4	- -	8 20	65	800	287	- -	4 39	.002 4-10	835	499	197	1,531	1,669	-	138
Otisfield	-	25 00	5 77	66	1,000	418	- -	5 92	.004 2-10	1,240	474	127	1,841	1,608	233	
Portland	220	135 89	12 65	2,250	112,591	72,475	- -	7 18	.002 2-10	112,591	43,074	-	155,665	155,665		
Pownal	4	26 00	6 10	45	800	327	- -	5 59	.003 1-10	1,281	410	20	1,711	1,136	575	
Raymond	4	31 33	6 36	80	7 33	75	- -	2 92	.003 6-10	742	676	131	1,549	1,450	99	

Scarboro	10	-	7 72	110	1,800	308	-	3 33	.001 8-10	1,686	1,275	-	2,961	3,071	-	110
Sebago	-	-	5 14	75	600	140	-	3 61	.003 7-10	665	475	-	1,140	1,094	46	
South Portland	33	64 64	9 75	700	6,000	971	-	3 26	.002 3-10	6,648	5,208	2,061	13,917	13,428	489	
Standish	-	31 50	6 75	134	1,860	657	-	4 52	.003 1-10	2,078	1,192	94	3,364	3,180	184	
Westbrook	35	111 11	10 17	650	9,412	3,586	-	3 58	.002 3-10	9,412	7,151	21	16,584	16,561	23	
Windham	9	39 76	6 53	120	2,750	1,207	-	5 35	.002 8-10	2,933	1,463	146	4,542	4,102	440	
Yarmouth	11	-	9 22	100	2,045	226	-	3 02	.001 5-10	2,904	1,946	5	4,855	3,955	900	
Total	449	$47 68	$7 58	$6,653	$168,063	$87,522	-	$5 46	.002 1-10	$175,614	$84,599	$3,572	$263,785	$257,852	$6,716	$783

FRANKLIN 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 teams.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.
								w.	d.	w.	d.												
Avon	114	60	52	49	37	.38	71	10		11		105	4	4	4	–	–	$1,000	–	–	5	4	
Carthage	95	55	43	52	44	.45	58	8		11		90	6	5	1	–	–	750	–	1	5	4	
Chesterville	199	120	106	119	106	.53	132	8		8	3	115	10	5	3	–	–	2,500	1	1	7	8	3
Eustis	153	103	86	105	92	.58	117	10		10		143	4	4	3	–	–	4,000	1	1	4	4	1
Farmington	888	361	319	368	314	.35	489	9		10	3	482	17	16	10	–	–	25,000	4	3	16	15	18
Freeman	110	84	71	88	65	.61	99	8	2	11	4	109	7	7		–	–	1,500	–	–	6	6	
Industry	159	111	95	102	78	.56	121	8	1	11	1	176	7	6	4	–	–	1,450	1	–	8	9	2
Jay	938	491	459	483	456	.47	507	9		10	3	570	14	13	5	1	$869	11,000	2	5	17	18	5
Kingfield	211	139	124	141	138	.62	158	9	2	10	4	101	1	1	1	–	–	2,000	1	1	3	3	1
Madrid	106	85	70	86	66	.64	97	8	2	7	1	88	4	3	3	–	–	1,100	1	–	3	4	
New Sharon	266	150	128	156	133	.49	178	8		8	3	224	12	4	4	–	–	3,000	2	3	7	6	3
New Vineyard	157	93	76	70	50	.40	102	11		15		141	8	3	3	–	–	2,000	–	–	6	5	1
Phillips	375	291	263	290	255	.69	332	10		10		360	9	9	8	–	–	13,737	1	1	13	13	4
Rangeley	276	185	153	198	168	.58	246	10		10	3	186	4	2	5	–	–	2,000	2	2	5	6	8
Salem	43	30	24	25	20	.51	37	12		12		36	1	–	–	–	–	150	–	–	1	1	1
Strong	203	129	121	136	121	.59	141	10		9	3	116	5	1	–	–	–	8,300	–	–	3	4	3
Temple	103	70	62	65	50	.54	73	8		9	3	84	5	3	1	–	–	1,500	–	–	4	4	3
Weld	231	167	137	123	108	.55	181	10		10		200	11	8	2	–	–	4,950	1	3	9	9	
Wilton	501	285	251	263	235	.48	340	9		10	3	350	12	9	9	1	15,000	19,600	2	3	10	10	4

PLANTATIONS.																							
Coplin	19	10	9	10	9	.47	19	9		11		20	1	1	1	–	–	400	–	–	1	1	1
Dallas	46	42	35	43	33	.73	45	10		12		44	2	2	1	–	–	1,000	–	–	2	2	
Greenvale	18	12	10	9	7	.44	12	10		10		20	1	–	1	–	–	50	–	–	1	1	
Lang	45	31	28	35	29	.62	35	8		12		40	2	2	1	1	425	1,500	1	1	1	1	2
Rangeley	27	14	12	13	12	.44	14	8		10	3	48	1	1	1	–	–	600	1	–	1	2	1
Total	5,283	3,118	2,734	3,029	2,626	.50	3,604	9	1	10	3	3,848	148	109	71	3	16,294	$109,087	21	25	138	140	61

FRANKLIN COUNTX—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 1902.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Avon	-	-	$5 70	$35	$500	$142	-	$4 38	.003 7-10	$589	$352	-	$941	$756	$185	
Carthage	-	$23 25	6 00	37	268	1	-	2 82	.002 1-10	525	274	$41	840	596	244	
Chesterville	-	32 00	6 35	50	850	283	-	4 27	.003 4-10	1,175	585	36	1,796	1,318	478	
Eustis	-	57 00	7 20	44	400	52	-	2 61	.002 7-10	528	421	157	1,106	1,255	-	$149
Farmington	22	38 00	6 70	275	2,700	70	-	3 04	.001 4-10	2,700	2,520	844	6,064	6,020	44	
Freeman	1	-	6 00	35	468	151	-	4 25	.004 8-10	537	343	-	880	792	88	
Industry	-	28 00	5 12	38	442	-	-	2 92	.004 3-10	442	468	22	932	1,002	-	70
Jay	25	38 00	7 10	135	2,000	-	-	$206	2 13	.001 2-10	2,473	2,564	105	5,142	5,511	-	369
Kingfield	3	62 00	8 00	18	555	1	-	-	2 63	.001 2-10	873	593	80	1,546	1,153	393	
Madrid	2	26 00	6 59	36	360	100	-	-	3 39	.004 4-10	370	344	35	749	712	37	
New Sharon	-	27 43	5 88	100	900	137	-	-	3 38	.002 4-10	1,155	687	42	1,884	1,602	282	
New Vineyard	2	-	5 50	49	550	83	-	-	3 50	.003 4-10	662	432	6	1,100	988	112	
Phillips	15	60 00	7 39	200	1,670	1,351	-	-	4 45	.003	1,907	1,017	204	3,128	2,933	195	
Rangeley	1	30 00	7 00	75	850	82	-	-	3 08	.002 2-10	914	718	54	1,686	1,604	82	
Salem	2	-	7 00	7	166	10	-	-	3 86	.003 5-10	330	166	4	500	302	198	
Strong	5	-	7 94	65	700	91	-	-	3 44	.002 7-10	700	504	98	1,302	1,534	-	232
Temple	4	-	6 13	13	316	1	-	-	3 06	.002 5-10	386	327	1	714	603	111	
Weld	5	46 50	4 98	72	700	110	-	-	3 03	.003 4-10	697	651	41	1,389	1,488	-	99
Wilton	12	32 00	7 10	142	1,447	130	-	-	2 88	.001 9-10	1,957	1,350	138	3,445	2,858	587	

PLANTATIONS.																
Coplin	2	–	6 50	8	100	44	–	5 26	.001 5–10	168	104	–	272	160	112	
Dallas	–	–	7 00	–	122	–	15	2 65	.001 5–10	487	150	69	706	343	363	
Greenvale	–	–	4 95	2	65	20	–	3 61	.002 7–10	92	43	–	135	112	23	
Lang	2	28 00	6 50	21	70	1	–	1 55	.001 2–10	196	106	188	490	309	181	
Rangeley	1	30 00	8 00	14	300	222	–	11 11	.001 5–10	588	50	327	965	449	516	
Total	104	$37 21	$6 52	$1,471	$16,499	$3,084	$221	$3 12	.002	$20,451	$14,769	$2,492	$37,712	$34,400	$4,231	$919

HANCOCK 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 goods.	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.												
Amherst	111	86	71	87	72	.63	87	9		9		81	4	4	1	1	$327	$600	-	1	3	3	2
Aurora	47	28	24	28	27	.53	32	10		11		42	3	2	-	-	-	500	-	-	2	2	
Bluehill	621	370	323	352	309	.50	382	10		9		532	17	17	9	-	-	9,500	-	3	19	16	2
Brooklin	290	193	164	183	162	.56	224	9		9		224	8	8	4	-	-	6,500	1	-	7	6	3
Brooksville	402	220	180	225	187	.45	265	10		10	2	257	8	8	7	1	302	5,000	-	-	8	7	4
Bucksport	574	377	337	378	330	.58	497	9	2	9	4	441	15	13	9	-	-	17,000	-	-	17	17	3
Castine	251	123	107	129	114	.43	146	11		11		198	5	5	5	-	-	5,600	1	1	5	5	6
Cranberry Isles	99	70	57	69	59	.58	72	11		10	3	122	5	3	5	-	-	2,500	-	-	5	5	
Dedham	120	73	61	79	66	.52	88	9	3	12		86	5	4	4	-	-	1,500	-	-	4	4	4
Deer Isle	774	491	424	493	416	.54	498	10		11		544	16	16	16	-	-	20,000	1	3	16	16	8
Eastbrook	81	59	47	67	48	.51	68	10		10		80	4	4	2	-	-	850	1	1	3	3	1
Eden	1,097	693	609	762	694	.59	893	10	4	11	2	696	14	13	8	1	28,000	70,800	3	3	22	22	25
Ellsworth	1,449	788	704	803	781	.53	854	10		10		810	22	20	20	-	-	12,000	4	4	27	27	9
Franklin	490	329	299	334	302	.61	342	10		12		242	8	6	4	-	-	5,800	3	2	8	10	8
Gouldsboro	366	223	187	206	176	.47	244	8		8	2	207	9	8	7	-	-	5,000	1	2	7	6	2
Hancock	282	160	144	159	139	.50	186	9		8		200	7	7	6	-	-	5,000	2	1	6	7	3
Isle au Haut	63	40	38	39	36	.58	40	10		10		50	2	2	2	-	-	600	-	-	2	2	2
Lamoine	177	103	90	107	94	.51	113	9		8	2	130	5	5	2	-	-	3,500	-	1	5	4	1
Mariaville	59	47	44	47	40	.71	47	10		10		70	5	5	2	-	-	1,000	-	-	3	4	
Mt. Desert	513	297	257	302	256	.49	392	10		10		390	10	9	6	-	-	20,000	2	2	12	12	9
Orland	353	229	185	231	197	.53	228	9	4	8	1	319	13	12	8	-	-	3,000	1	1	12	12	4
Otis	39	22	17	-	-	.43	22	9	3			19	3	3		-	-	150	-	-	2		
Penobscot	348	216	194	210	186	.54	246	8		8		264	11	8	5	-	-	3,600	-	-	11	11	8
Sedgwick	281	154	135	155	136	.45	202	9		9		239	9	8	8	-	-	3,765	1	2	8	9	2

Sorrento	34	21	18	23	19	.52	23	10		14		48	2	1	–	–	–	600	–		1	2	1	2
Stonington	540	371	313	378	335	.60	389	10		10		330	6	5	5	–	–	7,000	–		1	11	10	7
Sullivan	347	222	192	203	169	.51	240	10		9		224	6	6	4	–	–	7,000	2		1	6	7	3
Surry	276	186	162	186	158	.58	202	9		7	3	216	8	7	5	–	–	4,000	–		1	10	8	5
Swan's Island	237	115	98	140	115	.44	161	10		7	3	125	3	2	3	–	–	4,000	1		1	4	4	2
Tremont	699	370	321	395	332	.46	454	8		8		384	13	10	9	–	–	14,500	–		2	16	16	7
Trenton	112	69	53	61	46	.43	72	10		11		105	7	4	3	–	–	3,000	–		1	5	4	
Verona	85	41	33	47	36	.40	53	10		10		80	4	4	2	–	–	1,000	–	–		5	4	
Waltham	54	44	42	38	36	.72	44	10		12		44	3	2	2	–	–	1,600	–	–		2	2	2
Winter Harbor	173	98	89	92	85	.50	122	10		9		113	1	1	–	–	–	2,000	2	3		3	2	2
PLANTATIONS.																								
Long Island	67	48	30	41	36	.49	53	8		10		36	2	2	2	–	–	700	–	1	2	1	3	
No. 8	8	8	6	7	7	.75	8	10		10		20	1	1	1	–	–	500	–	–	1	1		
No. 21	14	10	10	10	9	.64	10	10		12		22	1	1	1	–	–	200	–	–	1	1		
No. 33	34	18	14	14	12	.38	19	9		12		21	1	1	–	–	–	500	–	–	1	1		
Total	11,567	7,012	6,142	7,080	6,222	.53	8,018	9	3	9	3	8,011	266	237	177	3	28,629	$250,365	26	43	283	270	139	

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April, 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Amherst	2	$44 00	$8 60	$21	$300	$9	-	$2 70	.003 7-10	$356	$321	$75	$752	$753	-	$1
Aurora	-	-	5 50	10	140	19	-	2 97	.003 5-10	266	139	30	435	368	$67	
Bluehill	12	26 67	6 30	235	1,800	338	-	2 89	.003 2-10	1,992	1,791	178	3,961	3,616	345	
Brooklin	13	32 00	7 30	75	1,000	252	-	3 45	.005 3-10	1,059	834	12	1,905	1,818	87	
Brooksville	-	32 00	7 00	79	939	3	-	2 33	.004 1-10	1,086	1,092	-	2,178	2,093	85	
Bucksport	2	-	7 65	300	3,000	1,129	-	5 22	.003	3,165	1,644	-	4,809	4,725	84	
Castine	10	85 00	8 00	97	1,200	470	-	4 78	.002 3-10	1,423	676	50	2,149	2,002	147	
Cranberry Isles	-	-	7 00	45	600	301	-	6 06	.004 7-10	643	274	-	917	884	33	
Dedham	3	-	6 45	35	343	82	-	2 85	.004	410	291	91	792	720	72	
Deer Isle	18	33 00	7 60	425	2,500	863	-	3 23	.006 6-10	2,656	2,242	-	4,898	4,600	298	
Eastbrook	2	36 00	6 00	40	275	77	-	3 39	.005 4-10	321	266	25	612	564	48	
Eden	16	58 00	9 60	200	6,100	2,597	-	5 56	.001	7,989	2,824	132	10,945	11,389	-	444
Ellsworth	20	32 00	7 95	550	4,250	813	-	2 93	.002 2-10	5,631	4,066	-	9,697	7,038	2,659	
Franklin	14	48 00	7 80	80	963	3	-	1 96	.002 9-10	1,088	1,380	-	2,468	2,355	113	
Gouldsboro	4	34 00	8 50	75	1,007	-	-	2 75	.003 2-10	1,051	1,012	84	2,147	2,022	125	
Hancock	-	32 00	7 13	64	720	-	-	2 55	.002 4-10	729	834	-	1,563	1,559	4	
Isle au Haut	-	-	7 92	100	450	305	-	7 14	.006 3-10	453	184	-	637	562	75	
Lamoine	2	32 00	7 50	61	581	106	-	3 27	.003 1-10	581	471	-	1,052	1,065	-	13
Mariaville	-	-	5 00	16	200	26	-	3 38	.003 9-10	200	139	50	389	376	13	
Mt. Desert	2	34 00	7 92	254	2,600	1,320	-	5 06	.001 8-10	4,050	1,383	-	5,433	4,221	1,212	
Orland	2	35 50	7 77	140	1,001	1	-	2 83	.003 7-10	1,464	992	135	2,591	2,667	-	76
Otis	1	-	5 00	10	No fiscal returns											
Penobscot	6	-	6 95	100	967	43	-	2 77	.003 5-10	1,012	970	-	1,982	1,911	71	
Sedgwick	10	35 00	6 84	100	1,000	279	-	3 55	.004 7-10	1,067	786	54	1,907	1,866	41	

Sorrento	2	34 29	7 50	15	340	247	–	10 00	.001 8-10	347	89	–	436	409	27	
Stonington	11	40 00	8 05	300	1,650	332	–	3 05	.006 6-10	1,626	1,452	–	3,078	3,086	–	8
Sullivan	10	44 00	8 17	90	1,150	323	–	3 31	.003 4-10	1,160	959	57	2,176	2,200	–	24
Surry	4	26 00	6 66	80	720	–	–	2 60	.004 2-10	721	773	96	1,590	1,587	3	
Swan's Island	–	40 00	8 13	75	605	–	$1	2 12	.004 3-10	632	632	–	1,264	1,316	–	52
Tremont	5	40 00	8 01	250	2,010	402	–	2 87	.003 8-10	2,094	1,940	–	4,034	3,719	315	
Trenton	–	40 00	6 90	32	525	158	–	4 68	.003 5-10	565	335	–	900	838	62	
Verona	3	–	5 25	12	200	13	–	2 35	.003	255	244	–	499	440	59	
Waltham	2	–	8 25	10	160	7	–	2 96	.002 1-10	261	175	100	536	446	90	
Winter Harbor	4	34 50	7 20	75	480	24	–	2 78	.001 3-10	758	482	–	1,240	1,069	171	
PLANTATIONS.																
Long Island	–	40 00	7 50	–	300	161	–	4 47	.001 3-10	743	183	–	926	352	574	
No. 8	–	–	6 00	–	100	87	–	12 50	.006 9-10	210	17	–	227	127	100	
No. 21	–	–	5 10	–	75	29	–	5 35	.003 4-10	191	58	–	249	112	137	
No. 33	1	–	8 50	5	80	15	–	2 35	.001 8-10	127	105	–	232	191	41	
Total	181	$38 71	$7 22	$4,056	$40,331	$10,834	$1	$3 48	.002 4-10	$48,382	$32,055	$1,169	$81,606	$75,066	$7,158	$618

KENNEBEC 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.												
Albion	242	152	135	144	121	.52	161	8	1	9	1	212	10	8		2	-	$3,000	1	1	7	7	2
Augusta	3,057	1,518	1,372	1,537	1,382	.45	1,698	10		11	3	1,276	26	26	26	1	$7,500	122,180	4	4	50	56	22
Belgrade	285	177	155	176	156	.54	217	9		9	2	252	9	8	8	2	1,375	5,600			9	9	2
Benton	316	220	138	167	143	.44	223	9		8	3	243	8	8	3	-	-	7,000			9	9	
Chelsea	264	136	118	142	128	.95	154	10		10		270	9	9	7	-	-	4,500			9	9	2
China	352	218	173	205	176	.48	223	9	1	9	2	264	15	12	8	-	-	3,900		2	12	10	1
Clinton	371	230	175	218	189	.49	268	8	2	9	3	274	10	9	3	1	8,000	9,000			10	10	1
Farmingdale	199	96	79	89	77	.39	118	12		12		308	3	3	3	-	-	4,100			5	5	1
Fayette	158	79	68	95	74	.44	98	8		13		126	8	8	6	-	-	2,500			6	6	1
Gardiner	1,475	808	715	842	709	.48	936	12		12		672	14	14	11	-	-	32,700	1	1	18	20	5
Hallowell	732	420	372	420	$61	.50	484	12		12		436	11	11	11	1	10,000	25,000			12	12	1
Litchfield	270	167	142	143	127	.49	179	10		9	3	232	11	10	10	-	-	4,000	1	1	7	7	
Manchester	134	78	67	74	57	.46	95	8		9	2	135	7	6	2	-	-	2,800	1		4	5	1
Monmouth	304	164	146	152	125	.44	177	9		9	3	133	12	9	4	1	2,500	8,000	1		7	8	2
Mt. Vernon	189	135	112	124	92	.53	146	8	4	8	3	197	10	8	8	-	-	6,000			8	8	
Oakland	534	260	226	289	252	.44	331	12		12		324	7	7	7	-	-	13,000			9	9	4
Pittston	251	157	131	162	123	.50	189	10		9		298	12	12	6	-	-	5,500		1	10	10	
Randolph	272	148	127	165	143	.49	195	12		12		144	2	1	2	-	-	3,800			5	5	1
Readfield	251	123	104	129	98	.40	147	10	5	10	3	189	5	3	5	-	-	4,500	1	2	5	4	3
Rome	122	87	70	88	65	.54	93	8	1	13	3	130	6	4	2	-	-	125	-	-	6	6	1
Sidney	250	130	111	129	110	.44	147	8		7		193	12	9	8	-	-	3,000	-	-	8	8	1

Vassalboro	655	292	240	265	231	.35	347	9		10		348	12	12	5	–	–	7,000	1	2	11	10	4
Vienna	107	70	58	60	49	.49	76	9		9		101	4	4	–	–	–	1,200	1	1	3	3	4
Waterville	3,643	1,167	1,024	1,204	1,016	.28	1,232	11		12	3	1,296	7	7	7	–	–	80,000	–	–	37	37	10
Wayne	180	90	74	97	82	.43	109	9		10		146	8	3	5	–	–	3,500	1	2	3	4	
West Gardiner	179	95	83	88	75	.44	102	10		9		136	8	6	4	1	850	3,750	2	2	3	3	
Windsor	217	142	124	138	116	.55	147	8		8		169	9	7	4	1	525	3,500	–	1	7	8	1
Winslow	780	315	262	299	235	.31	356	18		9		468	14	13	4	–	–	8,700	2	2	14	14	1
Winthrop	578	357	307	360	302	.52	385	10		11		352	8	8	8	–	–	10,000	2	2	9	9	7
Unity Pl	15	11	10	12	11	.66	12	8		12		20	1	1	–	–	–	450	–	–	1	1	
Total	16,382	8,042	6,918	8,013	6,819	.41	9,045	9	4	10	1	9,344	278	246	179	8	42,450	$388,305	19	24	294	214	84

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Albion	2	$30 00	$6 60	$65	$1,046	$344	-	$4 32	.002 8-10	$1,317	$588	-	$1,905	$1,922	-	$17
Augusta	50	105 50	9 00	525	No fis	cal ret	urns									
Belgrade	11	-	6 34	80	1,300	454	-	4 56	.002 9-10	1,369	757	$106	2,232	2,144	$88	
Benton	10	-	6 44	95	1,400	523	-	4 43	.003 1-10	1,400	901	6	2,307	1,979	328	
Chelsea	8	-	5 65	55	1,000	-	-	3 78	.004 2-10	1,150	646	-	1,796	1,710	86	
China	8	26 00	6 13	100	1,379	275	-	3 91	.002 6-10	1,399	892	16	2,307	2,446	-	139
Clinton	1	-	7 55	125	1,500	382	-	4 01	.002 5-10	1,606	1,014	-	2,620	2,418	202	
Farmingdale	4	-	7 20	54	1,100	422	-	5 52	.001 8-10	1,100	499	-	1,599	1,634	-	35
Fayette	2	-	-	45	500	52	-	3 16	.002 4-10	578	402	-	980	958	22	
Gardiner	20	83 33	9 66	400	7,700	3,300	-	5 22	.002 1-10	7,712	2,992	-	10,704	10,367	337	
Hallowell	12	-	8 58	250	2,850	679	-	3 89	.001 9-10	2,850	2,190	60	5,100	5,079	21	
Litchfield	10	25 00	6 25	88	1,000	155	-	3 70	.002 7-10	1,018	759	96	1,873	1,721	152	
Manchester	5	28 00	6 16	40	700	286	-	5 22	.002 6-10	597	424	6	1,027	1,057	-	30
Monmouth	12	28 00	6 75	85	1,200	212	-	3 94	.001 8-10	1,204	832	-	2,036	1,924	112	
Mt. Vernon	3	-	6 25	67	906	182	-	4 78	.002 8-10	906	516	57	1,479	1,383	96	
Oakland	15	-	7 55	200	2,400	870	-	4 49	.002 6-10	3,855	1,405	189	5,449	3,517	1,932	
Pittston	-	24 50	6 27	85	1,000	59	-	3 98	.002	1,069	898	-	1,967	1,116	851	
Randolph	6	-	8 10	40	862	1	-	3 16	.002 6-10	1,244	751	58	2,053	1,702	351	
Readfield	2	40 00	7 77	63	1,000	205	-	3 98	.002	1,669	687	-	2,356	1,529	827	
Rome	-	-	5 50	35	400	64	-	3 28	.064 8-10	454	329	-	783	780	3	
Sidney	6	-	6 32	100	1,000	146	-	4 00	.002 2-10	1,041	721	-	1,762	1,732	30	

Vassalboro	12	40 00	7 00	140	2,250	601	-	3 43	.002 3-10	2,984	1,802	-	4,786	4,494	292	
Vienna	-	30 00	5 00	35	400	76	-	3 73	.003 2-10	590	294	-	884	712	172	
Waterville	37	-	9 90	1,500	15,250	7,699	-	4 18	.002 6-10	15,250	9,368	73	24,691	19,943	4,748	
Wayne	-	24 00	7 20	50	600	35	-	3 33	.002 7-10	673	524	59	1,256	1,149	107	
West Gardiner	4	28 50	6 00	60	800	246	-	4 43	.002 7-10	860	468	-	1,328	1,334	-	6
Windsor	9	40 00	6 00	65	850	225	-	3 92	.003 6-10	1,090	587	-	1,677	1,341	336	
Winslow	-	30 00	7 53	282	3,000	1,179	-	3 84	.001 4-10	5,089	2,128	-	7,217	5,159	2,058	
Winthrop	17	50 00	8 25	200	1,800	130	-	3 11	.000 9-10	1,800	1,527	180	3,507	4,152	-	645
Unity Pl	2	-	4 20	7	70	30	-	4 66	.004	75	44	-	119	93	26	
Total	268	$39 55	$6 93	$4,936	$55,263	$18,832	-	$4 15	.002 3-10	$61,949	$34,945	$906	$97,800	$85,495	$13,177	$872

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.												
Appleton	281	186	164	198	170	.59	214	8		8	3	275	11	10	4	—	—	$5,319	—	2	11	9	5
Camden	973	484	400	490	431	.42	490	11		12		455	7	7	—	—	—	12,000	2	2	15	15	
Cushing	173	100	73	93	72	.41	104	8		9	3	162	6	6	4	—	—	2,400	—	1	6	5	2
Friendship	252	139	112	139	123	.46	173	8		8	2	199	7	6	6	1	$484	4,700	—	1	8	8	2
Hope	148	109	95	110	91	.62	123	8	4	9		124	7	6	1	—	—	1,800	—	1	5	5	1
Hurricane Isle	95	60	52	67	53	.54	80	11		11		66	1	1	1	—	—	225	—	—	2	2	1
North Haven	171	103	93	109	99	.57	124	10		8	3	162	6	5	2	—	—	3,800	—	—	5	6	1
Rockland	2,084	1,383	1,380	1,483	1,478	.68	1,495	11		12	3	288	8	3	8	—	—	78,575	2	2	34	34	15
Rockport	654	386	325	362	340	.50	475	11		11		412	7	7	7	—	—	10,000	2	2	12	12	5
South Thomaston	464	321	287	315	264	.59	345	9		10	2	366	13	10	8	—	—	4,600	2	2	11	10	2
St. George	798	427	367	421	387	.47	484	10		10	2	520	14	13	8	—	—	8,200	2	4	16	15	6
Thomaston	722	472	411	473	430	.58	503	10		11	3	376	9	9	9	—	—	20,000	2	2	13	14	1
Union	317	193	170	185	158	.51	220	12		10		280	13	13	5	—	—	6,000	—	—	11	11	4
Vinalhaven	778	464	403	467	416	.52	481	10		10		480	10	9	5	—	—	20,000	—	3	16	16	11
Warren	521	308	264	284	244	.48	347	10		10	1	573	18	17	13	—	—	8,000	2	2	17	18	5
Washington	268	158	143	168	143	.51	192	8		8	3	200	10	9	4	—	—	3,000	—	—	8	8	2
Criehaven Pl	12	11	8	11	8	.66	11	10		10		20	1	1	1	—	—	250	—	—	1	1	2
Matinicus Isle Pl	57	29	24	29	24	.42	34	10		9		28	1	1	—	—	—	500	1	—	—	1	3
Total	8,768	5,353	4,771	5,404	4,931	.52	5,895	9	4	9	5	4,986	149	133	86	2	$1,458	$189,369	15	24	191	190	68

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended A
						Excess above amount required by law.	Less than the amount required by law.									
Appleton	–	$29 00	$5 00	$71	$300	$120	–	$3 20	.003 6-10	$1,095	$829	$22	$1,946	$1,717	$229	
Camden	15	75 00	8 83	300	3,400	1,140	–	3 49	.001 5-10	4,349	2,550	–	6,899	6,147	752	
Cushing	3	26 00	5 67	33	555	72	–	3 20	.004 5-10	559	507	–	1,066	1,038	28	
Friendship	9	34 00	6 50	75	652	1	–	2 58	.002 7-10	652	693	–	1,345	1,292	53	
Hope	–	27 00	6 81	30	500	21	–	3 37	.002 4-10	515	421	11	947	950	–	$3
Hurricane Isle	1	–	8 75	12	600	395	–	6 31	.001 2-10	1,291	169	–	1,460	695	765	
North Haven	–	–	7 95	59	800	360	–	4 67	.003 3-10	804	471	–	1,275	1,311	–	36
Rockland	36	–	10 42	1,000	11,250	4,730	–	5 38	.002	11,250	5,540	205	16,995	14,058	2,937	
Rockport	8	56 00	6 75	253	2,700	849	–	4 12	.002 3-10	3,636	1,810	–	5,446	4,715	731	
South Thomaston	12	25 00	7 50	100	1,500	360	–	3 21	.004	1,441	1,300	107	2,848	2,672	176	
St. George	22	38 00	7 50	185	2,000	236	–	2 50	.004 4-10	2,191	2,259	–	4,450	4,335	115	
Thomaston	–	70 00	8 65	250	2,840	690	–	3 93	.002 1-10	2,840	1,998	26	4,864	4,675	189	
Union	5	–	5 68	110	1,123	125	–	3 54	.002	1,123	937	7	2,067	1,911	156	
Vinalhaven	–	34 00	8 50	425	3,000	1,114	–	3 85	.004 5-10	3,848	2,267	–	6,115	6,053	62	
Warren	11	30 00	6 15	171	2,200	545	–	4 22	.002 6-10	2,292	1,494	366	4,152	4,097	55	
Washington	5	–	7 00	100	815	–	–	3 04	.003	897	820	67	1,784	1,663	121	
Criehaven Pl	–	–	5 00	–	75	38	–	6 25	.007	98	27	–	125	100	25	
Matinicus Isle Pl	–	40 00	10 00	10	150	3	–	2 63	.003 9-10	350	161	–	511	308	203	
Total	127	$40 33	$7 41	$3,184	$35,060	$10,799	–	$3 82	.002 1-10	$39,231	$24,253	$811	$64,295	$57,737	$6,597	$39

LINCOLN 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 winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of schoolhouses in town.	Number in good condition.	Number supplied with flags.	Number of schoolhouses built last year.	Cost of 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.												
Alna	117	77	65	79	58	.52	83	8		8	3	108	6	5	3	-	-	$1,600	-	-	5	5	2
Boothbay	528	321	286	324	289	.53	333	10		10		410	12	11	6	-	-	6,500	3	5	11	16	3
Boothbay Harbor	684	415	378	413	357	.53	433	10		11	2	396	5	5	3	1	$2,000	11,400	1	1	11	12	4
Bremen	171	98	80	91	73	.44	99	9		7		138	6	6	2	-	-	1,500	-	2	6	6	4
Bristol	720	453	396	438	382	.54	477	11		11		550	16	15	12	-	-	20,000	2	2	15	12	5
Damariscotta	184	95	74	86	69	.38	104	11		10	3	128	6	4	4	-	-	3,500	1	1	3	4	1
Dresden	238	132	110	134	103	.44	152	11		8	3	168	6	6	6	-	-	1,750	1	1	5	5	1
Edgecomb	177	101	77	107	86	.45	123	8	2	9	3	162	7	5	5	-	-	2,000	-	1	6	5	
Jefferson	346	205	172	193	166	.48	221	8		8		273	14	11	3	-	-	3,600	3	3	9	10	2
Newcastle	263	143	122	162	148	.51	196	9	3	9	2	245	10	9	5	-	-	8,000	-	1	9	9	1
Nobleboro	211	147	127	146	122	.58	185	10		10	2	306	9	9	5	-	-	8,300	2	4	8	7	6
Somerville	125	59	52	57	49	.40	70	8		8		72	5	2	2	-	-	600	-	1	3	3	1
Southport	153	95	84	95	82	.54	106	10		10	3	93	4	3	1	-	-	1,250	1	1	2	3	
Waldoboro	885	509	457	514	454	.51	525	10		9	3	774	26	16	8	-	-	12,000	4	10	22	16	12
Westport	109	70	61	64	54	.52	75	8		8		72	3	3	2	-	-	1,200	-	-	3	3	2
Whitefield	304	184	158	179	154	.51	239	8	3	8	2	265	12	10	2	-	-	4,500	-	1	12	10	
Wiscasset	393	276	242	293	253	.62	335	12		11		306	6	4	4	-	-	4,500	1	1	10	10	5
Monhegan Pl	35	25	23	22	20	.60	25	6		11		28	1	1	1	-	-	400	-	-	3	3	
Total	5,643	3,405	2,964	3,397	2,919	.52	3,781	9	1	9	2	4,488	154	125	74	1	$2,000	$92,600	19	35	143	133	49

LINCOLN COUNTY—CONCLUDED.

PLANTATIONS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Alna	6	-	$6 50	$40	$500	$145	-	$4 27	.003	$702	$341	-	$1,043	$885	$158	
Boothbay	19	$40 50	7 07	500	2,200	788	-	4 16	.003 9-10	2,200	1,458	$6	3,664	3,711	-	$47
Boothbay Harbor	13	-	8 82	500	1,600	60	-	2 33	.001 5-10	2,014	1,907	5	3,926	3,843	83	
Bremen	5	30 00	6 14	40	530	5	-	3 09	.003 8-10	720	488	-	1,208	1,061	147	
Bristol	15	46 40	7 75	200	4,000	1,944	-	5 55	.005	4,426	1,973	8	6,407	5,817	590	
Damariscotta	4	28 00	7 88	60	700	-	-	3 80	.001 5-10	834	519	-	1,353	1,345	8	
Dresden	6	32 00	7 00	50	710	5	-	2 97	.001 8-10	915	660	-	1,575	1,510	65	
Edgecomb	6	28 00	6 50	60	800	315	-	4 52	.004 4-10	813	457	-	1,270	1,215	55	
Jefferson	15	30 75	6 05	100	1,100	176	-	3 17	.002 4-10	1,155	945	10	2,110	2,042	68	
Newcastle	9	32 00	7 00	85	1,500	640	-	5 70	.002 1-10	1,500	807	2	2,309	2,253	56	
Nobleboro	29	55 00	6 53	75	1,300	652	-	6 16	.005 2-10	1,377	618	9	2,004	2,172	-	168
Somerville	1	33 00	6 64	25	300	1	-	2 40	.005 9-10	553	341	12	906	620	286	
Southport	3	45 00	8 60	35	422	1	-	2 75	.001	621	418	-	1,039	918	121	
Waldoboro	20	25 33	6 56	250	2,804	288	-	3 16	.003	3,040	2,442	50	5,532	5,175	357	
Westport	-	-	7 62	17	350	86	-	3 21	.003 8-10	376	269	-	645	617	28	
Whitefield	-	27 50	5 75	75	972	48	-	3 19	.002 1-10	1,132	892	-	2,024	1,598	426	
Wiscasset	13	-	7 50	90	1,300	282	-	3 30	.002 7-10	1,583	1,120	-	2,703	2,411	292	
Monhegan Pl	-	-	8 00	5	140	65	-	4 00	.004 1-10	259	92	-	351	268	83	
Total	164	$34 88	$7 10	$2,207	$21,228	$5,501	-	$3 78	.002 8-10	$24,220	$15,747	$102	$40,069	$37,461	$2,823	$215

OXFORD COUNTY.

PLANTATIONS.	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.												
Albany	144	100	88	99	83	.52	111	9	2	7	2	167	7	7	1			$2,600			7	7	
Andover	204	115	104	105	94	.48	163	11		10		168	7	5	2			4,000			7	7	
Bethel	496	287	258	276	245	.50	326	10		10		320	12	12	7			16,000		1	13	14	
Brownfield	261	143	118	143	117	.44	163	8		8	1	237	11	8	5	1	$3,500	6,000	1	2	10	9	2
Buckfield	311	179	141	171	148	.46	197	10		10		110	10	10	6			940		1	10	9	
Byron	60	38	36	35	28	.53	35	9		10	2	67	4	3	2			1,200	1		3	3	
Canton	331	204	171	210	176	.52	212	10		10	1	264	10	8	2			4,600	2	1	7	8	2
Denmark	146	96	84	105	89	.58	110	10		9	3	184	9	8	2			3,500		1	7	7	
Dixfield	301	182	159	201	170	.54	236	10		9	3	234	9	6	3			5,250	1	2	8	8	4
Fryeburg	295	211	181	201	193	.63	221	10		9		262	12	9	7			7,000	1	1	9	9	2
Gilead	60	24	20	36	24	.36	42	10		10		60	5	2		1	1,091	1,500					
Grafton	16	10	6	10	8	.42	10	10		10		30	1	1	1			50			1	1	
Greenwood	241	146	118	136	105	.46	165	10		9	2	258	10	8	3			3,500			9	9	
Hanover	45	40	37	38	35	.80	41	11		11		66	2	2	1			600			2	2	
Hartford	188	103	88	101	85	.45	136	8		9		191	8	7	3			4,250		3	6	5	
Hebron	131	86	79	93	85	.62	104	8		9		144	7	6	5	1	800	4,000	1	1	4	5	
Hiram	261	185	130	170	138	.51	200	8	4	9		235	9	7	1			3,500			10	10	1
Lovell	164	97	88	93	90	.54	113	8		8	2	150	8	8	4			2,000		1	6	5	1
Mason	27	16	14	18	16	.55	21	8		9		26	1	1				500			1	1	
Mexico	565	280	215	298	242	.40	345	10		10		240	3	2	2	1	3,000	6,200	1	1	6	7	7
Newry	90	54	43	55	46	.48	74	9		9		108	5	5	5			6,000			4	4	
Norway	778	480	424	455	413	.53	538	10		9		586	17	16	10	1	3,666	19,500		1	19	21	5
Oxford	338	215	177	205	178	.52	248	10		10		300	9	9	4			5,000			9	9	
Paris	852	457	402	634	612	.59	689	10		10		220	22	20	10			18,000			21	21	8
Peru	221	145	130	144	126	.57	156	8		9	2	185	7	5	4			5,000	1		6	7	4

Porter	301	185	162	196	168	.54	203	8		7		212	9	8	1	1	450	6,000	2	2	8	9	
Roxbury	89	61	60	63	52	.62	63	10		9		107	4	3	2	-	-	1,500	-	-	3	3	
Rumford	1,784	708	644	915	871	.42	1,069	10		11		757	20	18	18	1	12,000	30,000	1	2	26	30	12
Stoneham	90	66	59	67	58	.64	68	10	3	9		87	3	-	1	-	-	800	-	-	3	3	
Stowe	79	46	41	49	40	.50	64	9		9		106	5	5	2	1	325	1,200	-	-	4	4	
Sumner	242	139	123	136	112	.48	159	8		8		192	9	4	1	-	-	4,000	1	1	7	8	2
Sweden	64	39	34	37	33	.51	44	9		8		72	7	7	1	-	-	2,900	-	-	3	3	
Upton	76	52	40	52	41	.52	55	9		12		53	1	1	1	-	-	1,000	-	-	2	3	
Waterford	264	165	144	170	148	.55	194	9		8	3	232	11	8	4	-	-	4,000	1	2	9	9	1
Woodstock	215	136	116	136	105	.51	174	8		8		192	7	7	6	-	-	3,000	-	3	8	5	
PLANTATIONS.																							
Lincoln	23	23	19	19	16	.73	23	15		8	3	32	1	1	1	-	-	800	-	-	1	1	1
Magalloway			No returns.																				
Milton	59	42	40	43	40	.67	51	8		9		26	1	-	-	-	-	250	-	1	1		
Total	9,812	5,555	4,793	5,915	5,230	.51	6,829	9	2	9	1	6,880	283	236	128	8	24,832	$186,140	14	27	262	268	61

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Albany	1	- -	$5 29	$50	$556	$120	- -	$3 81	.003 9-10	$649	$424	$38	$1,111	$1,060	$51	
Andover	2	- -	6 70	38	800	219	- -	3 92	.003 8-10	953	568	21	1,542	1,473	69	
Bethel	11	$28 00	6 50	135	2,200	730	- -	4 43	.002 5-10	2,354	1,547	147	4,048	3,908	140	
Brownfield	14	27 00	5 70	90	930	115	- -	3 56	.002 9-10	935	721	-	1,656	1,647	9	
Buckfield	16	22 50	6 69	75	1,100	189	- -	3 53	.002 7-10	1,318	887	139	2,344	2,154	190	
Byron	-	26 00	6 00	28	350	187	- -	5 83	.003 9-10	404	152	22	578	413	165	
Canton	4	37 20	6 54	100	1,050	294	- -	3 17	.003	1,261	668	61	1,990	1,840	150	
Denmark	3	32 00	5 14	90	900	393	- -	6 16	.003 1-10	977	438	91	1,506	1,240	266	
Dixfield	-	40 00	6 56	105	1,082	241	- -	3 59	.003	1,167	787	165	2,119	2,186	-	$67
Fryeburg	7	36 00	8 00	100	2,000	900	- -	6 77	.002 4-10	2,195	931	36	3,162	3,002	160	
Gilead	2	- -	6 25	30	272	-	- -	4 53	.002	305	222	15	542	456	86	
Grafton	1	- -	6 50	6	75	11	- -	4 68	.001 2-10	83	55	90	228	256	-	28
Greenwood	-	- -	5 48	60	850	258	- -	3 52	.005	896	657	59	1,612	1,602	10	
Hanover	2	- -	6 50	6	175	4	- -	3 88	.002 1-10	241	141	12	394	447	-	53
Hartford	10	27 08	6 30	66	900	372	- -	4 78	.003 4-10	928	477	64	1,469	1,355	114	
Hebron	4	28 00	6 00	50	500	105	- -	3 81	.002 2-10	742	371	175	1,288	972	316	
Hiram	4	- -	6 52	80	1,000	188	- -	3 83	.002 8-10	956	768	40	1,764	1,657	107	
Lovell	2	32 00	6 40	50	700	146	- -	4 26	.001 9-10	745	477	202	1,424	1,418	6	
Mason	1	- -	6 33	6	100	47	- -	3 70	.002 2-10	108	78	-	186	171	15	
Mexico	13	32 00	8 50	200	1,000	348	- -	1 76	.002 8-10	1,608	1,350	-	2,958	2,234	724	
Newry	2	- -	6 50	36	450	222	- -	5 00	.003 7-10	461	219	108	788	805	-	17
Norway	29	24 00	6 91	297	3,000	679	- -	3 84	.002 3-10	3,000	2,129	115	5,244	4,725	519	
Oxford	2	- -	7 25	113	1,700	636	- -	5 02	.003 8-10	2,153	876	6	3,035	2,534	501	
Paris	24	28 00	6 50	300	3,945	1,365	- -	4 63	.002 9-10	4,229	2,428	248	6,905	6,863	42	

Peru	-	40 00	6 86	75	900	282	-	4 01	.003 7-10	941	613	34	1,588	1,582	6	
Porter	-	24 00	6 75	70	709	1	-	2 35	.002 9-10	735	804	-	1,539	1,621	-	82
Roxbury	-	24 00	6 00	20	400	210	-	4 49	.006 4-10	555	227	-	782	773	9	
Rumford	39	24 00	10 41	1,100	4,900	1,884	-	2 74	.001 8-10	7,376	4,185	176	11,737	8,865	2,872	
Stoneham	1	-	5 17	24	300	73	-	3 33	003 4-10	313	241	-	554	543	11	
Stowe	-	-	5 95	43	500	284	-	6 32	.004	525	235	-	760	720	40	
Sumner	5	30 00	5 39	84	800	159	-	3 30	.003 3-10	872	618	96	1,586	1,478	108	
Sweden	1	-	4 67	20	250	25	-	3 90	.001 6-10	308	208	75	591	490	101	
Upton	4	-	6 50	11	194	1	-	2 55	.001 8-10	300	197	150	647	556	91	
Waterford	9	22 50	6 50	100	1,200	467	-	4 54	.004 1-10	1,319	723	21	2,063	1,895	168	
Woodstock	7	28 00	5 77	58	1,000	348	-	4 65	.004 6-10	1,075	565	36	1,676	1,590	86	
PLANTATIONS.																
Lincoln	2	-	7 00	9	66	8	-	2 86	.000 7-10	1,405	66	259	1,730	244	1,486	
Magalloway	-	-	-	-	65	4	-	-	.000 5-10	696	365	309	1,370	247	1,123	
Milton	-	32 00	7 00	5	200	39	-	3 38	.003 5-10	266	177	-	443	372	71	
Total	222	$29 24	$6 46	$2,730	$37,113	$11,554	-	$3 78	.002 7-10	$45,354	$26,595	$3,010	$74,959	$65,394	$9,812	$247

PENOBSCOT COUNTY.

PLANTATIONS.	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.												
Alton	107	59	51	52	42	.42	69	8	2	10		84	4	4	-	-	-	$1,500	-	1	3	4	
Argyle	73	58	50	61	52	.69	64	10		11		84	4	4	4	-	-	1,200	-	1	4	3	
Bangor	6,015	3,291	2,934	3,465	3,038	.49	3,326	10		13		3,672	27	23	14	1	25,000	335,000	6	6	108	108	72
Bradford	307	190	172	196	184	.57	220	8		10	3	253	10	5	1	-	-	4,000	-	2	8	8	2
Bradley	201	150	115	139	105	.54	168	10		10		146	3	3	2	-	-	4,500	-	1	5	5	3
Brewer	1,442	856	729	829	714	.50	911	11		11	3	646	11	10	9	1	3,356	39,155	-	-	22	24	14
Burlington	126	82	70	80	62	.52	100	10		11	3	118	4	4	3	-	-	2,500	-	1	4	3	4
Carmel	261	149	127	156	129	.45	176	7		8	3	216	10	5	4	1	439	4,750	1	-	8	7	3
Carroll	178	118	101	122	94	.54	127	9	1	7		161	7	7	5	-	-	3,000	1	1	6	6	5
Charleston	272	144	125	138	115	.44	183	9	3	9	2	428	10	8	7	-	-	4,500	-	1	8	7	1
Chester	135	80	70	77	64	.49	87	9		11		120	6	5	5	-	-	2,000	1	-	5	6	
Clifton	57	36	29	41	32	.52	45	9	3	12	2	66	5	4	-	-	-	2,000	-	1	3	2	1
Corinna	302	165	145	156	134	.46	177	9		9		231	13	12	5	-	-	4,900	-	-	9	9	1
Corinth	252	130	105	156	118	.44	225	9		9	3	168	9	6	6	-	-	3,500	-	-	6	5	3
Dexter	808	582	494	623	494	.61	672	10	1	10	1	443	14	12	6	-	-	40,000	2	1	16	16	3
Dixmont	229	147	120	161	137	.53	178	8	2	8	2	280	13	11	6	-	-	5,000	-	3	12	11	1
Eddington	169	73	60	77	67	.37	87	9		9	3	112	6	5	2	-	-	2,500	-	-	4	4	3
Edinburg	15	10	10	12	10	.66	12	7		13		20	1	1	1	-	-	400	-	-	1	1	
Enfield	372	218	185	218	177	.48	291	10		9	2	220	6	5	2	-	-	4,800	2	-	6	6	4
Etna	169	109	101	104	97	.58	141	8		8		168	7	6	3	-	-	1,125	-	-	7	6	
Exeter	225	121	105	104	99	.45	145	8		9	3	150	13	8	5	-	-	3,500	1	-	8	7	
Garland	190	116	104	109	94	.52	125	9		9		181	9	9	7	-	-	3,800	-	2	7	7	1
Glenburn	121	72	64	75	64	.52	86	8		9	1	132	5	3	-	-	-	900	-	-	5	5	4
Greenbush	187	122	103	107	85	.50	122	11	4	11		136	6	6	3	-	-	2,750	-	-	6	6	2

Greenfield	57	41	37	41	36	.63	46	9		14		46	3	2	-	-	-	500	-	-	2	2	
Hampden	560	267	234	274	243	.41	293	9		11	3	425	14	13	10	-	-	8,000	-	-	14	14	6
Hermon	379	237	265	249	196	.52	289	9		15		254	14	10	5	-	-	3,400	2	3	8	8	4
Holden	193	121	103	129	99	.52	143	9		9		162	7	6	6	-	-	2,500	-	-	6	6	4
Howland	170	109	89	103	92	.52	104	10		10	3	119	3	2	-	-	-	300	-	-	4	4	2
Hudson	113	75	54	48	42	.42	76	8		8		80	6	4	1	-	-	2,000	-	-	4	3	
Kenduskeag	121	71	62	68	57	.48	87	9	1	9	1	56	4	2	1	-	-	1,200	1	1	1	1	
Kingman	389	217	176	206	159	.42	228	9		9	3	200	6	4	3	-	-	1,600	1	1	6	6	3
Lagrange	182	121	91	114	98	.51	158	10	2	9	3	170	5	5	1	-	-	3,500	-	-	6	6	
Lee	253	164	151	157	135	.56	174	8	2	8	1	193	8	7	5	-	-	3,000	-	-	8	8	11
Levant	301	183	174	203	189	.60	216	8		9		133	7	6	2	-	-	3,000	-	1	5	4	6
Lincoln	603	333	288	325	283	.47	351	10		9	3	449	13	10	6	1	11,461	18,000	1	2	16	15	6
Lowell	96	53	38	52	35	.37	53	9		10	2	68	4	2	1	-	-	900	1	3	3		
Mattamiscontis	6	5	4	5	5	.66	5	10		10		20	1	1	-	-	-	300	-	-	1	1	
Mattawamkeag	196	140	123	126	109	.57	143	10		10		180	4	4	1	-	-	2,000	1	1	6	5	5
Maxfield	35	35	27	21	16	.60	35	10		12		66	3	2	-	-	-	500	-	-	3	3	
Medway	150	113	89	86	69	.52	113	10		10		100	6	-	1	-	-	2,000	1	1	4	4	1
Milford	323	140	121	144	120	.37	175	10		11		128	2	2	2	-	-	3,000	1	1	4	4	1
Millinocket	806	343	259	333	270	.32	473	12		12		288	1	1	1	-	-	18,000	-	-	6	9	5
Mt. Chase	133	97	80	76	51	.48	97	10		10		90	5	3	2	-	-	1,400	1	-	4	5	1
Newburg	179	93	83	113	100	.50	137	8		8		168	9	8	4	-	-	3,000	-	2	7	7	2
Newport	342	254	215	244	211	.62	260	12		12		284	5	5	3	-	-	6,000	1	1	8	8	3
Old Town	1,670	772	682	754	647	.39	796	10		12		748	14	12	6	1	20,000	55,400	2	2	21	22	8
Orono	1,087	544	477	558	504	.44	673	11	3	11	3	449	10	10	8	-	-	13,700	1	1	17	18	3
Orrington	352	195	176	190	166	.48	215	9		10		319	11	11	10	-	-	6,000	1	3	10	9	5
Passadumkeag	156	106	90	105	89	.57	111	10	3	10		104	3	3	2	-	-	3,300	1	1	3	3	3
Patten	468	330	287	313	284	.60	380	10		10		306	9	7	4	-	-	15,000	4	4	7	7	4
Plymouth	184	138	118	143	120	.64	143	8		12		180	8	7	4	-	-	3,800	-	2	9	7	
Prentiss	188	129	105	116	91	.52	130	10		9		159	6	2	4	-	-	1,200	1	1	5	4	1
Springfield	166	103	96	106	92	.56	106	10		10		160	6	5	2	-	-	5,000	-	1	6	6	6
Stetson	135	98	82	84	70	.56	103	9		10		141	7	7	4	-	-	5,000	1	-	4	6	2
Veazie	165	79	65	81	67	.40	98	12		11	3	105	2	2	1	-	-	1,500	-	-	3	3	
Winn	270	161	140	166	143	.52	195	10		10		180	9	5	4	-	-	2,500	1	-	5	6	
Woodville	70	45	38	47	36	.52	52	7		12	2	65	3	-	1	-	-	275	-	2	3	1	
PLANTATIONS.																							
Drew	60	34	27	30	24	.40	38	10		7	3	50	2	2	2	-	-	550	-	1	2	2	1
Lakeville	41	23	22	26	22	.53	29	10		12		88	2	1	-	-	-	1,000	1	1	2	2	2
No. 2, Grand Falls	26	22	19	20	14	.61	23	10		10		20	1	1	1	-	-	500	1	1			
Seboeis	30	23	20	21	16	.60	23	8		9		26	1	1	1	-	-	400	-	-	1	1	
Stacyville	187	130	95	133	104	.52	133	10		10		146	5	1	1	-	-	2,700	-	-	5	5	
Webster	49	31	24	33	27	.51	33	11		9	4	51	2	1	1	-	-	600	1	-	1	2	
Total	23,104	13,263	11,435	13,301	11,338	.49	14,674	9	2	9	5	15,211	434	343	211	4	60,256	$579,805	40	70	500	483	222

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Alton	1	$24 00	$6 00	$20	$367	$116	–	$3 42	.004 7-10	$374	$310	$33	$717	$694	$23	
Argyle	–	30 00	7 00	16	429	173	–	5 87	.007 3-10	229	211	–	440	620	–	$180
Bangor	72	166 66	11 25	1,500	31,000	13,520	–	5 15	.001 8-10	31,000	16,786	464	48,250	48,478	–	228
Bradford	15	27 00	6 40	75	1,000	237	–	3 25	.003 9-10	1,030	820	105	1,955	1,942	13	
Bradley	–	54 00	8 88	45	660	115	–	3 28	.004 3-10	683	668	49	1,400	1,300	100	
Brewer	30	–	7 00	300	3,868	–	–	2 68	.002 1-10	4,297	3,947	64	8,308	8,025	283	
Burlington	5	33 00	6 24	29	372	57	–	2 95	.002 6-10	490	366	162	1,018	969	49	
Carmel	5	31 75	5 58	74	846	101	–	3 24	.002 8-10	968	616	64	1,648	1,543	105	
Carroll	7	26 00	6 25	40	500	135	–	2 80	.004 5-10	515	446	72	1,033	1,016	17	
Charleston	10	28 00	6 16	85	700	27	–	2 57	.002 3-10	897	759	79	1,735	1,651	84	
Chester	7	28 00	6 91	34	300	10	–	2 22	.004 3-10	550	406	123	1,079	941	138	
Clifton	1	28 00	5 80	5	186	–	$2	3 26	.003 2-10	403	164	103	670	531	139	
Corinna	8	–	6 74	100	1,007	71	–	3 33	.002 1-10	1,197	843	66	2,106	1,996	110	
Corinth	5	34 00	6 50	100	1,000	167	–	3 96	.002 3-10	1,160	723	63	1,946	1,834	112	
Dexter	–	25 00	9 35	220	3,000	648	–	3 71	.002 5-10	3,019	2,228	154	5,401	5,511	–	110
Dixmont	3	32 00	4 47	75	800	126	–	3 49	.003 1-10	923	640	102	1,665	1,512	153	
Eddington	3	–	7 00	50	600	70	–	3 55	.003 1-10	558	452	–	1,010	1,095	–	85
Edinburg	1	–	7 75	8	100	48	–	6 66	.004 1-10	141	39	54	234	119	115	
Enfield	8	40 00	7 00	50	900	51	–	2 41	.003 8-10	900	1,039	83	2,022	2,023	–	1
Etna	5	28 00	4 56	50	422	1	–	2 49	.003 2-10	405	452	35	892	892		
Exeter	4	28 00	5 94	65	710	7	–	3 15	.002	803	613	156	1,572	1,354	218	
Garland	12	–	5 20	109	825	140	–	4 34	.002 6-10	825	593	135	1,553	1,393	160	
Glenburn	–	–	6 55	46	400	32	–	3 30	.002 9-10	519	355	185	1,059	1,057	2	
Greenbush	7	–	7 21	36	500	32	–	2 67	.005 9-10	533	518	30	1,081	1,077	4	

Greenfield	3	-	7 00	25	150	22	-	2 63	.003 5-10	369	183	100	652	615	37		
Hampden	13	-	7 00	200	2,500	755	-	4 46	.003 5-10	4,101	1,461	-	5,562	3,914	1,648		
Hermon	4	33 20	5 86	112	1,100	154	-	2 99	.003	1,187	1,075	5	2,267	2,062	205		
Holden	-	-	6 55	650	600	119	-	3 10	.003 8-10	666	521	39	1,226	1,219	7		
Howland	-	-	8 20	45	600	185	-	3 52	.001 9-10	612	488	-	1,100	1,102	-	2	
Hudson	6	-	5 85	14	450	106	-	3 98	.004 2-10	527	340	111	978	572	406		
Kenduskeag	1	42 67	7 00	30	500	162	-	4 13	.002 9-10	551	233	54	838	797	41		
Kingman	8	52 67	6 72	50	750	2	-	1 92	.004 4-10	577	1,136	116	1,829	1,607	222		
Lagrange	2	-	5 73	55	514	55	-	2 82	.002 7-10	603	485	91	1,179	1,140	39		
Lee	11	-	6 91	63	895	255	-	3 53	.006 9-10	895	526	4	1,425	1,432	-	7	
Levant	9	40 00	7 45	70	704	73	-	2 33	.002 8-10	681	820	85	1,586	1,307	279		
Lincoln	13	44 00	6 66	192	2,000	616	-	3 31	.004 1-10	2,001	1,613	218	3,832	3,836	-	4	
Lowell	-	26 00	6 14	17	240	-	-	2 50	.003 3-10	378	283	66	727	646	81		
Mattamiscontis	-	-	5 25	2	65	43	-	10 83	.003 4-10	97	17	18	132	106	26		
Mattawamkeag	7	-	7 40	48	422	1	-	2 15	.003 1-10	589	524	252	1,365	1,235	130		
Maxfield	3	-	4 50	11	182	90	-	5 20	.007	230	114	8	352	316	36		
Medway	7	28 00	5 80	25	240	3	-	1 60	.003 8-10	321	455	112	888	691	197		
Milford	4	68 75	8 00	50	700	30	-	2 16	.002 2-10	732	818	199	1,749	1,702	47		
Millinocket	9	-	8 50	200	2,000	1,085	-	2 48	.002 9-10	4,412	1,970	-	6,382	4,123	2,259		
Mt. Chase	1	26 00	5 00	40	250	11	-	1 87	.004 1-10	429	371	130	930	594	336		
Newburg	5	30 00	5 80	60	800	213	-	4 47	.003	842	494	-	1,336	1,182	154		
Newport	8	-	6 28	100	1,700	474	-	4 97	.002 8-10	1,842	912	198	2,952	2,951	1		
Old Town	18	56 00	8 98	600	5,700	1,090	-	3 41	.003 1-10	5,770	4,606	29	10,405	9,796	609		
Orono	18	-	8 00	102	2,610	5	-	2 40	.002 6-10	2,803	3,007	-	5,810	5,617	193		
Orrington	10	39 00	7 50	53	1,300	288	-	3 69	.003 1-10	1,404	953	70	2,427	2,357	70		
Passadumkeag	4	40 00	7 66	30	600	273	-	3 84	.001 3-10	604	430	-	1,034	1,025	9		
Patten	15	36 00	8 85	125	1,175	238	-	2 51	.002 4-10	1,448	1,330	211	2,989	2,772	217		
Plymouth	6	40 00	5 50	65	700	174	-	3 80	.004 1-10	700	529	58	1,287	1,250	37		
Prentiss	4	30 00	6 75	28	402	1	-	2 13	.005 3-10	580	532	119	1,231	1,146	85		
Springfield	5	26 00	6 00	35	500	75	-	3 01	.004 3-10	702	432	72	1,206	1,117	89		
Stetson	12	25 00	5 50	60	402	-	-	2 97	.001 9-10	666	360	162	1,188	1,000	188		
Veazie	2	-	7 33	35	700	256	-	4 25	.002 5-10	700	407	-	1,107	857	250		
Winn	5	65 00	9 11	100	750	200	-	2 77	.004 7-10	763	759	65	1,587	1,544	43		
Woodville	-	28 50	6 25	-	200	72	-	2 85	.003 9-10	219	213	91	523	457	66		
PLANTATIONS.																	
Drew	4	26 00	6 30	12	200	104	-	3 33	.003 3-10	225	138	-	363	362	1		
Lakeville	3	25 41	8 50	19	125	22	-	3 04	.001 3-10	161	114	263	538	543	-	5	
No. 2, Grand Falls	1	31 00	-	4	50	9	-	1 92	.000 9-10	50	67	-	117	157	-	40	
Seboeis	2	-	7 39	4	125	49	-	4 16	.004 1-10	140	88	-	228	203	25		
Stacyville	2	-	6 40	48	500	215	-	2 67	.007 9-10	788	617	62	1,467	1,031	436		
Webster	1	20 00	6 33	8	100	1	-	2 04	.003 1-10	304	210	-	514	309	205		
Total	435	$37 40	$6 50	$6,519	$83,993	$23,330	$2	$3 72	.004 2-10	$93,088	$63,625	$5,389	$162,102	$152,265	$10,499	$662	

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 and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of schoolhouses in town.	Number in good condition.	Number supplied with flags.	Number of schoolhouses built last year.	Cost of 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.												
Abbot	193	118	101	117	97	.51	145	9	1	9		181	8	7	4			$3,300			7		
Atkinson	141	69	61	82	70	.46	82	8		8		96	8	5	3			1,500		1	4	3	
Blanchard	86	46	39	52	50	.74	60	9		8		41	2	2	1			400	1	1	1	1	
Brownville	415	299	254	289	248	.60	320	10		10		320	9	9	2			6,000	2		10	12	4
Dover	449	284	240	263	223	.50	302	10		10	3	341	14	13	6			16,000			11	11	2
Foxcroft	488	289	260	280	243	.51	306	10	1	10	3	326	5	3	1			8,000	1		10	11	3
Greenville	345	220	188	188	163	.50	258	9	1	10		137	5	4	3	2	15,514	16,514			6	6	6
Guilford	447	277	244	272	248	.55	297	10	1	10	2	311	6	6	5			18,000			10	10	3
Medford	71	46	41	51	42	.57	51	10		10		63	3	3	3			1,500			3	3	
Milo	470	284	250	290	254	.53	334	10		10		318	8	8	2			6,500			11	11	2
Monson	440	301	257	277	239	.56	312	9	4	10	3	262	8	6				6,400	3	4	8	6	2
Orneville	118	68	54	72	51	.27	89	9	2	9	2	112	5	3	1			950	1	2	3	3	
Parkman	201	136	83	126	107	.47	168	8		8		186	8	6	2			1,000			6	6	4
Sangerville	353	195	167	209	165	.47	263	10		10	3	350	8	8	3			12,000	2	1	9	10	12
Sebec	189	120	104	123	102	.54	134	10		10		180	10	7	4			3,500		1	6	5	5
Shirley	87	66	54	56	48	.58	66	9	1	9	1	75	3	3				1,100	2	1	1	3	
Wellington	131	77	64	79	60	.46	79	8		12		140	8	6	1			1,050			7	7	1
Williamsburg	32	29	24	23	20	.68	30	10		10		60	2	1	1			200		1	2	2	
Willimantic	104	72	65	78	66	.62	86	7	4	9	3	108	4	4	3			2,000	1		3	4	6
Barnard Pl	28	19	18	22	20	.67	24	9		10		24	1	1				400			1	1	
Bowerbank Pl	23	18	15	17	13	.60	19	10		10		30	2	1	1			550		1	1	1	
Elliottsville Pl	8	3	2			.25	3	10				10	1	1				200			1		
Kingsbury Pl	45	34	28	32	28	.62	35	10		11		63	3	3				850			3	3	
Lake View Pl	50	21	18	28	22	.40	33	10		9	3	29	1	1	1			400			1	1	2
Total	4,914	3,092	2,631	3,026	2,579	.52	3,496	9	2	9	4	3,763	132	110	47	2	15,514	$108,314	13	13	125	127	52

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April, 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Abbot	10	-	$6 57	$45	$800	$228	-	$4 14	.004 6-10	$1,228	$529	$60	$1,817	$1,588	$229	
Atkinson	3	$30 00	5 85	50	450	54	-	3 19	.002 3-10	838	396	128	1,362	1,219	143	
Blanchard	2	38 00	8 18	-	200	2	-	2 32	.002 9-10	200	194	80	474	485	-	$11
Brownville	5	21 00	7 50	100	1,500	244	-	3 61	.003 3-10	1,500	1,243	128	2,871	2,922	-	51
Dover	20	-	7 25	354	1,800	289	-	4 00	.001 9-10	2,339	1,272	161	3,772	3,517	255	
Foxcroft	17	50 00	7 90	324	1,800	497	-	3 69	.002 7-10	1,800	1,408	76	3,284	3,261	23	
Greenville	4	-	7 58	57	900	7	-	2 60	.001 9-10	2,940	1,031	59	4,030	1,775	2,255	
Guilford	16	-	8 00	324	2,000	765	-	4 47	.003 3-10	2,000	1,275	57	3,332	3,277	55	
Medford	1	-	6 60	20	300	75	-	4 22	.004 3-10	306	255	11	572	480	92	
Milo	12	-	6 23	100	1,200	280	-	2 55	.002 6-10	1,230	1,192	92	2,514	2,590	-	76
Monson	11	31 60	6 70	85	893	1	-	2 02	.003 6-10	1,095	1,183	34	2,312	2,348	-	36
Orneville	4	24 00	5 00	38	397	137	-	2 11	.003 7-10	509	327	49	885	863	22	
Parkman	-	-	5 00	40	700	126	-	3 48	.002 9-10	700	560	59	1,319	1,177	142	
Sangerville	17	27 00	6 57	110	1,700	665	-	4 81	.003 2-10	1,700	934	82	2,716	2,655	61	
Sebec	4	46 00	6 25	65	900	426	-	4 76	.005 4-10	1,015	490	117	1,622	1,453	169	
Shirley	6	30 00	6 75	25	232	34	-	2 66	.002	277	231	144	652	576	76	
Wellington	5	-	5 52	35	430	100	-	3 30	.004 4-10	479	327	-	806	815	-	9
Williamsburg	-	24 00	6 00	11	140	47	-	4 37	.003 6-10	147	147	29	323	358	-	35
Willimantic	6	34 00	6 50	225	340	5	-	3 26	.003 2-10	363	335	84	782	773	9	
Barnard Pl	1	-	5 00	5	85	7	-	3 03	.002 1-10	208	83	-	291	137	154	
Bowerbank Pl	1	22 00	5 50	7	75	23	-	3 26	.000 8-10	128	61	47	236	181	55	
Elliottsville Pl	-	-	5 00	4	100	32	-	12 50	001	161	28	-	189	51	138	
Kingsbury Pl	-	-	4 83	16	175	91	-	3 88	.002	185	127	-	312	323	-	11
Lake View Pl	-	-	9 42	5	140	2	-	2 80	.001	167	138	-	305	304	1	
Total	145	$31 47	$6 50	$2,045	$17,257	$4,137	-	$3 46	.002 8-10	$21,515	$13,766	$1,497	$36,778	$33,128	$3,879	$229

SAGADAHOC COUNTY

Towns.	Number of children belonging in town between the ages of 4 and 21 years.	Number registered in spring terms.	Average number in spring terms.	Number registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of schoolhouses in town.	Number in good condition.	Number supplied with flags.	Number of schoolhouses built last year.	Cost of 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.												
Arrowsic	51	35	29	32	26	.52	38	11		9	3	30	2	2	1	-	-	$600	-	1	-	1	
Bath	3,135	1,867	1,645	1,963	1,672	.52	2,145	11		13	3	1,623	15	15	15	-	-	100,000	7	5	44	47	8
Bowdoin	287	173	145	182	152	.51	209	10		7		272	13	12	11	-	-	3,500	-	1	10	11	
Bowdoinham	329	218	190	215	189	.57	230	10		10	2	244	12	8	4	-	-	6,000	-	2	9	7	4
Georgetown	233	131	113	128	105	.42	163	10	4	13	3	172	7	7	5	-	-	2,305	2	2	5	5	2
Perkins	10	5	5	5	5	.50	5	10	1	10	1	20	1	1	1	-	-	750	-	-	1	1	
Phippsburg	348	235	190	233	187	.54	250	11	1	10	4	270	12	10	10	-	-	3,000	1	1	9	9	8
Richmond	516	284	234	261	225	.44	297	11		10	3	385	9	9	7	-	-	10,000	1	1	10	10	
Topsham	659	315	265	349	292	.42	360	11	1	12	2	398	12	10	6	-	-	16,900	-	1	12	15	7
West Bath	82	38	37	50	44	.48	54	12		8	3	116	4	4	2	-	-	2,000	-	-	4	4	1
Woolwich	235	140	117	137	118	.49	152	8		9		208	8	8	8	-	-	3,500	-	-	8	8	1
Total	5,885	3,441	2,970	3,555	3,015	.50	3,903	10		10	4	3,738	95	86	70	-	-	$148,555	11	14	112	118	31

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Arrowsic	-	$32 00	$8 00	$3	$225	$81	-	$4 41	.003 3-10	$315	$152	-	$467	$380	$87	
Bath	44	63 15	11 55	1,600	23,300	14,919	-	7 43	.003 5-10	23,448	8,396	$300	32,144	25,801	6,343	
Bowdoin	13	24 00	5 85	78	1,080	331	-	3 76	.003 7-10	1,165	806	-	1,971	1,777	194	
Bowdoinham	12	28 00	7 75	80	1,400	356	-	4 25	.002 5-10	1,420	1,020	457	2,897	2,467	430	
Georgetown	7	31 00	7 00	60	800	161	-	3 43	.003 5-10	863	660	-	1,523	1,422	101	
Perkins	-	-	5 00	5	55	7	-	5 50	.001 2-10	66	33	-	99	90	9	
Phippsburg	1	30 00	7 40	75	1,100	97	-	3 15	.002 6-10	1,351	981	-	2,332	2,191	141	
Richmond	7	48 48	7 20	250	2,500	861	-	4 84	.002 3-10	2,500	1,452	14	3,966	3,782	184	
Topsham	9	30 00	6 69	170	2,000	323	-	3 03	.001 9-10	3,574	1,807	39	5,420	4,042	1,378	
West Bath	4	-	7 00	35	600	368	-	7 31	.004 2-10	700	233	80	1,013	850	163	
Woolwich	10	-	7 00	68	950	246	-	4 04	.002 8-10	1,032	635	-	1,667	1,633	34	
Total	107	$35 20	$7 31	$2,424	$34,010	$17,750	-	$5 77	.003	$36,434	$16,175	$890	$53,499	$44,435	$9,064	

SOMERSET 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.												
Anson	536	297	253	306	258	.47	306	9		10		317	9	9	9			$10,000	1	2	11	10	2
Athens	243	172	151	181	162	.64	181	9		14		193	13	8				3,500	2	2	7	7	5
Bingham	239	158	141	156	149	.60	189	11		11	1	219	8	8	3			5,450		1	9	9	1
Cambridge	87	56	45	56	47	.52	56	8		10		84	3	3	2			1,250		1	3	3	
Canaan	282	182	157	175	155	.55	212	8		8		227	12	10	1			4,500	2	3	8	7	1
Concord	86	48	32	49	33	.37	49	10		10		60	3	1	1			600	1		2	3	
Cornville	217	114	95	105	91	.42	125	8		8		205	13	7	2			2,000		1	9	9	
Detroit	123	70	63	72	56	.47	87	9		11		119	5	3	2			1,500		1	1	5	
Embden	154	111	87	117	89	.57	121	9		12		126	7	6	6			1,800	1	3	5	3	2
Fairfield	1,152	596	508	615	514	.44	689	10		10		660	18	16	8			1,800	1	1	21	21	2
Harmony	169	127	103	125	100	.59	141	9		13		154	8	6	2			2,500		1	7	6	1
Hartland	319	216	193	227	189	.59	237	9		10	2	204	7	7	1			6,000			7	7	
Madison	786	427	363	414	369	.46	533	12		12		526	14	12	6			33,000	2	2	13	13	4
Mercer	134	79	65	78	65	.48	91	8		8		288	6	6	2			2,000	1	2	6	5	1
Moscow	144	89	71	80	62	45	98	8	3	12	1	116	5	5	1			1,170	2	1	3	5	2
New Portland	240	133	120	126	113	.48	179	8	2	8		134	6	5	3			5,350		1	6	6	4
Norridgewock	423	253	229	265	229	.54	306	10	1	10	1	336	11	11	6			4,000			12	12	4
Palmyra	242	159	134	141	125	.53	174	10		9		270	12	8	5			4,500			10	10	
Pittsfield	818	481	406	459	377	.47	497	11		11		429	8	8	5			20,000		2	14	13	1
Ripley	125	75	59	82	68	.50	97	8	2	8	1	107	5	5	3			3,200	1	3	4	4	
Skowhegan	1,452	505	455	550	448	.17	695	9		12	3	698	20	16	9			50,000			22	20	8
Smithfield	129	100	87	102	89	.68	114	8		8		138	6	5	5			2,000	1	2	5	4	2
Solon	274	180	153	161	135	.52	192	10		10		263	10	5	2			7,000		2	9	7	2
St. Albans	280	178	157	184	167	.57	175	7		8		287	13	4	5			4,000		2	11	10	
Starks	174	116	102	112	98	.66	123	7		7	3	152	11	7	1			1,350	1	2	6	5	3

PLANTATIONS.																							
Bigelow	25	16	12	16	13	.48	16	10		9		19	1	1	-	1	$600	700	1	-	-	1	
Brighton	151	69	66	74	66	.43	85	8		12		110	8	4	-	-	-	1,000	-	-	5	6	1
Caratunk	82	57	50	57	47	.35	57	10		10		60	3	2	1	-	-	2,500	-	-	3	3	1
Dead River	33	18	14	20	16	.45	21	9		11		40	2	2	1	-	-	400	-	-	2	2	
Dennistown	44	25	20	23	21	.45	25	15		15		60	2	2	1	1	60	360	1	1	1	1	2
Flagstaff	45	33	31	41	32	.68	45	8		10		56	1	1	-	-	-	1,650	-	-	2	2	1
Highland	27	18	16	18	14	.55	19	10		14		24	1	1	1	-	-	400	-	-	1	1	
Jackman	109	50	41	50	41	.37	55	10		11		64	1	1	-	-	-	2,500	1	1	1	1	2
Lexington	69	49	41	52	43	.60	54	8	4	11	2	60	3	3	1	-	-	600	-	-	3	3	
Mayfield	27	18	15	21	17	.59	21	10		12		44	2	2	1	-	-	500	-	-	2	2	
Moose River	76	43	32	40	32	.42	50	10		10		75	2	2	2	-	-	1,000	-	1	3	2	5
Pleasant Ridge	28	15	12	15	12	.42	15	8		12		20	3	-	1	-	-	100	-	-	1	1	
The Forks	54	34	31	37	33	.59	37	10		10		60	3	3	3	-	-	600	-	-	3	3	
West Forks	47	32	28	33	29	.59	38	9		10		48	1	1	1	1	1,035	1,200	1	-	1	2	1
Total	9,645	5,399	4,628	5,435	4,504	.47	6,205	9	1	10	2	7,052	266	206	103	3	$1,695	$191,980	20	38	239	234	58

SOMERSET 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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Anson	6	$35 33	$6 98	$108	$1,700	$236	-	$3 17	.002 6-10	$1,788	$1,585	$144	$3,517	$3,247	$270	
Athens	9	28 00	6 00	50	1,000	284	-	4 11	.003 2-10	1,046	677	9	1,732	1,580	152	
Bingham	2	24 00	6 56	114	1,000	328	-	4 18	.003 8-10	1,013	668	73	1,754	1,724	30	
Cambridge	4	32 00	6 25	25	364	73	-	4 18	.003 1-10	449	238	30	717	682	35	
Canaan	2	28 00	5 50	100	824	43	-	2 95	.002 6-10	824	801	65	1,690	1,581	109	
Concord	1	22 00	5 50	22	233	1	-	2 70	.003 2-10	378	230	-	608	611	-	$3
Cornville	-	26 00	6 00	84	800	249	-	3 65	.002 5-10	866	538	138	1,542	1,517	25	
Detroit	-	34 00	6 18	45	475	54	-	3 85	.003 2-10	495	413	64	972	914	58	
Embden	3	39 00	7 00	45	453	-	-	2 94	.001 8-10	631	493	-	1,124	1,078	46	
Fairfield	-	28 00	6 78	400	3,650	548	-	3 16	.002 3-10	4,274	3,088	164	7,526	7,420	106	
Harmony	8	35 00	5 66	40	457	1	-	2 70	.002 2-10	468	513	87	1,068	1,068		
Hartland	7	-	7 14	50	1,040	148	-	3 26	.002 2-10	1,218	787	223	2,228	2,229	-	1
Madison	18	29 12	7 50	400	4,000	1,789	-	5 09	.002 2-10	5,899	2,051	194	8,144	6,724	1,420	
Mercer	-	26 00	6 46	42	600	206	-	4 47	.003 8-10	584	374	14	972	1,052	-	80
Moscow	-	31 33	6 03	45	275	-	$27	1 19	.002 6-10	362	369	36	767	784	-	17
New Portland	-	52 00	5 75	100	750	20	-	3 12	.002 7-10	867	638	30	1,535	1,501	34	
Norridgewock	13	-	6 10	150	1,850	654	-	4 37	.003 3-10	2,455	1,139	-	3,594	3,142	452	
Palmyra	-	-	5 72	76	1,100	368	-	4 54	.003 2-10	1,109	707	86	1,902	1,838	64	
Pittsfield	18	35 00	9 15	275	3,700	1,388	-	4 52	.002 7-10	3,446	2,292	-	5,738	5,981	-	243
Ripley	-	31 60	5 57	37	400	41	-	3 20	.002 8-10	400	791	32	1,223	847	376	
Showhegan	15	-	8 60	1,000	7,000	2,856	-	4 77	.002	7,738	3,975	43	11,756	10,086	1,670	
Smithfield	6	30 00	5 85	30	500	141	-	3 87	.003 6-10	542	385	-	927	928	-	1
Solon	-	24 00	6 13	75	1,200	404	-	4 38	.003 1-10	1,310	763	55	2,128	2,054	74	
St. Albans	8	24 00	5 50	100	1,100	271	-	3 92	.002 8-10	1,164	798	61	2,023	1,962	61	
Starks	4	31 33	7 75	48	709	201	-	4 07	.003 3-10	730	502	-	1,232	1,171	61	

PLANTATIONS.																
Bigelow	–	30 00	7 50	5	80	35	–	3 20	.001 4-10	105	64	40	209	206	3	
Brighton	–	40 00	4 50	30	350	56	–	2 31	.005 2-10	350	402	–	752	738	14	
Caratunk	2	–	–	20	300	126	–	3 65	.002 5-10	527	382	–	909	655	254	
Dead River	–	–	6 00	6	85	13	–	3 57	.001 9-10	132	145	–	277	247	30	
Dennistown	4	35 50	5 00	6	77	1	–	1 75	.001 2-10	123	111	5	239	239		
Flagstaff	–	–	7 50	8	100	8	–	2 22	.001 6-10	100	116	4	220	325	–	105
Highland	1	–	7 50	4	61	8	–	2 25	.001 3-10	64	78	63	205	187	18	
Jackman	2	40 00	7 50	–	400	119	–	3 67	.003 6-10	208	249	54	511	621	–	110
Lexington	–	–	6 12	12	200	16	–	2 89	.003 6-10	221	191	16	428	400	28	
Mayfield	–	–	4 75	6	71	–	–	2 65	.001 1-10	98	80	24	202	212	–	10
Moose River	6	66 00	7 17	26	250	59	–	3 28	.002 7-10	276	202	208	686	611	75	
Pleasant Ridge	1	–	7 75	6	150	59	–	5 35	.003 7-10	264	78	–	342	233	109	
The Forks	2	–	6 50	15	250	125	–	4 62	.003 7-10	419	147	59	625	402	223	
West Forks	1	42 00	9 12	21	130	2	–	2 76	.002 9-10	444	169	120	733	583	150	
Total	143	$33 30	$6 53	$3,626	$37,694	$10,931	$27	$3 89	.002 4-10	$43,387	$27,229	$2,141	$72,757	$67,380	$5,947	$570

WALDO 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.												
Belfast	1,148	693	614	704	605	.53	704	11		12		711	12	12	12	–	–	$20,000	4	4	22	22	5
Belmont	88	55	53	59	47	.56	59	7		7		102	5	1	–	–	–	1,000	–	–	5	5	
Brooks	195	124	100	132	111	.53	156	10		10		120	6	5	3	–	–	1,000	1	2	3	2	2
Burnham	247	145	123	144	122	.48	180	10		8		198	9	8	3	–	–	4,000	–	1	8	7	
Frankfort	383	250	215	245	225	.57	320	11		11		245	6	5	3	–	–	5,000	–	1	8	8	5
Freedom	117	83	72	82	70	.60	114	9	2	9	1	131	7	4	3	–	–	1,600	4	2	6	6	4
Islesboro	259	171	142	182	154	.56	199	10		11		160	7	2	3	–	–	2,000	–	2	4	4	1
Jackson	121	65	61	74	68	.52	80	10		11		105	6	6	1	–	–	1,200	–	–	5	5	2
Knox	140	78	67	91	69	.48	93	8		12		100	6	6	3	–	–	2,800	–	3	5	2	1
Liberty	236	143	127	138	116	.51	191	8		9		208	9	9	4	1	$327	3,200	1	2	7	6	1
Lincolnville	378	209	182	245	197	.50	245	8		8	3	263	16	12	2	–	–	2,000	–	2	10	9	5
Monroe	218	140	109	147	123	.53	189	8		9	3	241	11	8	5	–	–	3,300	–	4	9	6	
Montville	225	120	104	131	108	.44	135	8		8		192	10	–	2	–	–	1,000	–	2	8	6	
Morrill	120	83	71	88	75	.60	88	7		7		80	4	3	1	–	–	2,300	–	–	4	3	1
Northport	125	75	69	76	69	.55	81	10		8	3	135	8	6	3	–	–	2,000	–	–	5	5	2
Palermo	207	123	104	131	111	.51	153	8		9		192	12	8	8	–	–	3,000	–	4	8	5	2
Prospect	190	123	103	129	106	.54	164	9		9		162	6	4	3	–	–	1,600	–	–	6	8	4
Searsmont	267	167	127	157	137	.49	214	9	2	9	3	252	9	8	1	–	–	3,500	1	2	9	8	1
Searsport	346	196	172	184	159	.47	204	10		10		240	8	6	5	–	–	13,500	1	2	7	6	4
Stockton Springs	222	138	119	136	116	.52	161	8		8		184	9	6	5	–	–	4,000	–	2	8	8	2
Swanville	161	92	85	99	95	.55	110	9		9		225	6	5	5	–	–	3,000	1	4	4	1	2
Thorndike	156	86	74	109	92	.53	112	8	3	9		114	6	6	–	–	–	2,000	–	2	6	5	3
Troy	194	97	85	114	96	.46	129	7		7	3	147	11	3	–	–	–	1,500	–	–	7	7	2
Unity	238	97	75	111	90	.34	139	8		9		156	7	7	7	–	–	5,000	–	2	6	6	1
Waldo	120	91	81	97	85	.69	105	8		9		130	7	5	2	–	–	700	–	–	5	5	3
Winterport	467	272	225	265	222	.49	331	9	3	10	1	390	11	9	11	–	–	1,450	1	2	12	11	2
Total	6,568	3,916	3,359	4,070	3,468	.51	4,656	8	4	9	1	5,183	214	154	95	1	$327	$91,750	14	45	190	166	55

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Belfast	26	$46 85	$9 63	$1,000	$7,500	$3,808	–	$6 53	.002 7-10	$7,500	$3,325	$118	$10,943	$10,824	$119	
Belmont	15	–	5 47	15	416	135	–	4 72	.004 1-10	416	236	–	652	555	97	
Brooks	9	40 00	6 33	51	535	–	–	2 74	.002 1-10	641	546	–	1,187	1,142	45	
Burnham	4	31 00	6 00	50	684	72	–	2 76	.003 1-10	747	685	9	1,441	1,378	63	
Frankport	20	55 00	7 50	75	1,000	32	–	2 61	.004	1,194	1,111	–	2,305	2,336	–	$31
Freedom	3	–	5 71	32	600	217	–	5 12	.003 6-10	688	335	908	1,931	1,773	158	
Islesboro	4	30 00	7 66	60	850	112	–	3 28	.001 1-10	905	875	–	1,780	1,578	202	
Jackson	3	–	6 50	36	600	249	–	2 95	.004 1-10	504	341	–	845	854	–	9
Knox	–	25 37	4 00	38	446	–	–	3 18	.002 9-10	446	413	25	884	634	250	
Liberty	6	24 00	5 09	54	590	1	–	2 50	.002 7-10	588	604	–	1,192	1,203	–	11
Lincolnville	15	34 00	6 51	78	1,250	272	–	3 30	.003 9-10	1,272	1,037	–	2,309	2,151	158	
Monroe	–	27 00	5 24	50	1,000	254	–	4 58	.003 4-10	1,025	562	–	1,587	1,505	82	
Montville	7	28 00	4 77	60	786	1	–	3 49	.002 5-10	805	638	8	1,451	1,400	51	
Morrill	3	45 00	6 00	25	336	–	–	2 80	.002 5-10	336	333	–	669	665	4	
Northport	8	–	6 35	37	650	214	–	5 20	.002	728	332	–	1,060	1,069	–	9
Palermo	6	27 85	5 77	61	757	152	–	3 65	.004	835	623	11	1,469	1,380	89	
Prospect	6	–	6 83	68	650	132	–	3 42	.003 6-10	664	535	73	1,272	1,243	29	
Searsmont	–	35 00	5 72	64	759	–	–	2 84	.002 2-10	1,051	826	153	2,030	1,774	256	
Searsport	8	32 00	7 43	150	1,100	21	–	3 18	.001 6-10	1,354	886	–	2,240	2,172	68	
Stockton Springs	–	35 00	6 50	90	800	103	–	3 60	.003	978	615	–	1,593	1,354	239	
Swanville	3	35 00	7 50	40	550	149	–	3 41	.003 5-10	709	429	–	1,138	1,129	9	
Thorndike	6	35 00	5 00	40	400	3	–	2 56	.001 8-10	548	432	30	1,010	863	147	
Troy	6	–	5 73	70	700	88	–	3 60	.002 5-10	735	524	49	1,308	1,286	22	
Unity	6	20 00	6 00	75	702	1	–	2 94	.002	884	637	–	1,521	1,346	175	
Waldo	4	–	5 50	25	500	126	–	4 16	.003 2-10	585	374	–	959	779	180	
Winterport	20	28 00	7 33	180	1,800	502	–	3 83	.003 2-10	1,800	1,300	–	3,100	3,137	–	37
Total	188	$33 37	$6 23	$2,524	$25,961	$6,644	–	$3 94	.002 5-10	$27,938	$18,554	$1,384	$47,876	$45,530	$2,443	$97

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.												
Addison	337	201	179	204	176	.51	213	9	2	9	2	281	10	8	8	–	–	$5,850	–	–	10	10	3
Alexander	121	77	56	71	48	.42	80	8		11	1	98	4	4	–	–	–	1,500	–	2	4	4	
Baileyville	68	51	43	50	38	.58	51	9		11	2	111	6	6	–	–	–	1,360	–	–	6	5	3
Baring	84	52	44	60	51	.55	74	10		11		64	1	1	1	–	–	2,000	1	1	1	1	1
Beddington	12	11	10	8	8	.75	11	11		12		46	2	2	2	–	–	1,100	–	–	2	2	2
Brookton	90	66	55	69	55	.61	71	10		10		90	2	2	1	–	–	2,500	–	–	3	3	
Calais	2,705	1,310	1,174	1,402	1,214	.44	1,701	10		13		936	12	9	10	–	–	45,000	3	3	36	36	16
Centerville	35	18	14	17	11	.34	20	12		12		24	1	1	1	–	–	500	–	–	1	1	
Charlotte	87	53	44	43	36	.45	53	8	3	10		102	4	3	3	–	–	875	–	1	4	3	
Cherryfield	633	446	408	436	399	.63	479	11	1	10	1	397	10	9	6	–	–	15,000	2	2	12	12	1
Columbia	168	118	102	112	98	.59	122	10		10		100	5	5	4	–	–	5,000	2	2	3	3	
Columbia Falls	205	126	98	88	77	.42	149	10		10		130	4	4	2	–	–	4,000	3	2	1	2	1
Cooper	62	52	40	49	35	.59	52	10	1	10		61	4	3	–	–	–	1,525	2	3	1		
Crawford	38	26	20	28	17	.47	30	10		12		44	2	1	–	–	–	400	–	–	2	2	
Cutler	210	123	113	132	112	.53	132	10		11		137	6	2	3	–	–	2,500	1	2	6	5	1
Danforth	376	290	234	257	217	.59	295	12		10	3	252	7	7	7	–	–	2,200	2	2	5	5	2
Deblois	19	16	14	14	12	.68	16	10		10		20	1	1	1	–	–	1,000	–	–	1	1	
Dennysville	176	89	74	83	68	.40	89	10		11		64	2	2	2	–	–	2,400	1	1	1	1	
East Machias	465	315	269	273	245	.55	336	10		10		300	8	8	8	–	–	7,300	1	–	9	10	
Eastport	1,813	912	782	955	783	.43	1,085	11		13	3	1,064	8	8	5	–	–	3,500	3	4	25	26	11
Edmunds	209	132	112	120	76	.44	134	10		13		115	6	6	5	–	–	1,800	–	–	5	6	2
Forest City	36	24	18	28	21	.52	30	10		12		34	1		1	–	–	400	1	–		1	1
Harrington	310	205	190	211	193	.61	219	10		10		210	8	7	6	–	–	4,575	1	2	6	6	3

Jonesboro	230	150	123	141	114	.51	157	10		9		132	6	6	2	–	–	5,000	–	3	5	4	1
Jonesport	834	489	416	472	415	.49	673	10		10		471	12	11	8	2	$8,000	12,875	1	2	15	14	8
Lubec	1,164	674	567	664	530	.47	723	10		12		682	12	10	11	–	–	20,000	2	2	18	18	11
Machias	573	379	348	352	314	.57	390	10		11	1	357	9	9	4	–	–	15,000	–	–	11	11	2
Machiasport	404	245	201	235	205	.50	270	10		9		280	8	6	4	–	–	4,500	1	2	9	8	4
Marion	21	18	17	12	10	.61	18	12		12		24	1	1	1	–	–	400	–	–	1	1	
Marshfield	75	43	35	30	26	.40	63	12		9		54	2	2	2	–	–	800	–	–	2	2	1
Meddybemps	46	28	26	31	27	.55	31	9		9		27	1	1	1	–	–	3,065	–	–	1	1	
Milbridge	552	356	325	362	321	.58	432	10		10		420	11	11	7	–	–	7,500	4	4	10	10	
Northfield	38	24	21	26	19	.52	31	8		9		26	2	1	1	–	–	125	1	1	–	1	2
Pembroke	544	368	221	351	288	.44	413	10		11		407	12	8	8	–	–	15,400	2	2	11	11	
Perry	321	194	164	175	123	.44	227	8		8	3	226	9	7	7	–	–	4,200	1	2	8	7	
Princeton	331	208	176	221	167	.51	230	10		12		238	6	6	4	–	–	9,000	1	2	6	5	3
Robbinston	265	149	123	137	108	.43	189	8		10		168	6	6	2	–	–	4,000	–	2	6	4	4
Roque Bluffs	46	27	23	25	22	.45	27	11		10		42	2	2	1	–	–	850	–	–	2	2	
Steuben	268	187	163	164	143	.56	211	8		8		248	11	10	4	–	–	4,250	1	2	10	10	
Talmadge	32	20	18	18	16	.53	20	12		12		24	1	1	–	–	–	500	1	1	–	–	1
Topsfield	110	75	71	70	69	.63	90	10		11	3	86	3	3	3	–	–	1,200	1	2	3	2	2
Trescott	159	105	89	96	72	.53	113	9	3	13	2	115	5	4	2	–	–	2,600	–	–	5	5	2
Vanceboro	190	109	94	103	85	.46	141	12		12	3	111	3	1	–	–	–	1,000	–	–	3	3	1
Waite	36	27	24	29	21	.61	33	11		11		52	2	2	1	–	–	500	–	1	2	1	1
Wesley	78	70	58	66	49	.67	70	9		12	1	82	4	4	3	–	–	2,000	–	–	4	4	
Whiting	168	116	97	109	94	.56	121	11	3	13	2	125	5	5	4	–	–	11,000	–	2	5	3	1
Whitneyville	125	66	53	65	51	.41	101	10		10		60	1	1	1	–	–	1,500	–	1	2	1	1
Plantations.																							
Codyville	25	21	17	20	16	.64	21	10		12		22	1	1	–	–	–	150	–	–	1	1	1
Grand Lake Stream	100	54	40	58	42	.41	67	10		11		52	2	2	1	–	–	500	–	–	2	2	1
No. 14	37	25	19	22	17	.48	27	10		10		40	2	2	–	–	–	500	1	–	1	2	
No. 21	35	18	14	19	18	.45	26	9		10		29	1	1	–	–	–	500	1	–	–	1	2
Total	15,066	8,958	7,646	8,783	7,372	.49	10,357	10		10	4	9,300	254	224	158	2	$8,000	$241,140	41	58	287	279	86

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Addison	9	$26 00	$6 30	$100	$1,000	$153	–	$2 96	.004 8-10	$1,157	$876	–	$2,033	$1,949	$84	
Alexander	–	42 50	5 25	20	266	–	–	2 19	.004 5-10	344	338	$88	770	703	67	
Baileyville	6	–	5 00	25	350	178	–	5 14	.004 5-10	373	202	–	575	618	–	$43
Baring	–	50 00	6 00	20	220	36	–	2 61	.002 8-10	258	235	86	579	531	48	
Beddington	–	–	6 75	12	70	2	–	5 83	.002 1-10	157	55	71	283	240	43	
Brookton	2	–	8 50	14	275	47	–	3 05	.005 2-10	415	277	102	794	638	156	
Calais	43	109 33	7 06	300	6,124	–	–	2 26	.002 1-10	6,517	7,481	–	13,998	13,978	20	
Centerville	–	–	9 00	5	100	28	–	2 85	.002	153	91	46	290	226	64	
Charlotte	–	32 00	5 25	22	305	53	–	3 50	.003 7-10	349	227	48	624	608	16	
Cherryfield	–	24 00	6 88	150	1,500	13	–	2 36	.002 8-10	1,868	1,713	–	3,581	3,155	426	
Columbia	5	33 50	8 08	30	413	1	–	2 45	.004 4-10	390	454	43	887	834	53	
Columbia Falls	2	41 33	8 87	50	456	1	–	2 22	.003 7-10	515	599	32	1,146	1,124	22	
Cooper	–	29 44	5 00	14	170	5	–	2 58	.003 8-10	221	208	97	526	521	5	
Crawford	–	–	5 00	10	112	23	–	2 94	.003 1-10	147	111	19	277	255	22	
Cutler	–	36 76	5 92	35	530	78	–	2 52	.006 2-10	579	518	56	1,153	1,065	88	
Danforth	10	38 00	7 60	75	975	102	–	2 59	.003 1-10	1,166	1,089	32	2,287	2,216	71	
Deblois	–	–	6 88	4	65	7	–	3 42	.003	85	55	27	167	149	18	
Dennysville	2	53 00	9 00	35	386	1	–	2 19	.002 7-10	386	513	83	982	915	67	
East Machias	3	32 00	7 50	93	1,310	94	–	2 81	.003 1-10	1,422	1,319	27	2,768	2,690	78	
Eastport	30	75 00	8 00	200	6,500	2,252	–	3 58	.003 1-10	6,500	4,975	–	11,475	9,336	2,139	
Edmunds	–	–	7 99	30	394	1	–	1 88	.005	434	557	80	1,071	1,007	64	
Forest City	1	44 00	8 50	10	225	105	–	6 25	.001 5-10	969	129	–	1,098	343	755	
Harrington	7	50 00	6 75	55	1,000	68	–	3 22	.004	1,134	942	–	2,076	1,697	379	

Jonesboro	-	32 67	7 20	31	500	16	-	2 16	.004 7-10	708	599	24	1,331	1,323	8	
Jonesport	11	52 00	7 50	225	1,800	101	-	2 15	.003 9-10	2,704	2,345	72	5,121	4,176	945	
Lubec	-	45 00	8 00	100	2,404	-	-	2 06	.002 8-10	2,654	3,223	75	5,952	5,559	393	
Machias	11	-	7 45	100	1,800	135	-	3 14	.002 1-10	1,856	1,652	67	3,575	3,153	422	
Machiasport	-	50 00	7 40	75	1,200	226	-	2 97	.005 9-10	448	1,087	-	1,535	2,489	-	954
Marion	1	-	7 00	-	100	24	-	4 76	.003 5-10	140	80	13	233	215	18	
Marshfield	-	-	6 25	14	200	19	-	2 66	.003 6-10	205	225	-	430	368	62	
Meddybemps	1	-	7 00	7	125	2	-	2 71	.004 4-10	128	130	-	258	244	14	
Milbridge	8	60 00	6 00	100	1,900	364	-	3 44	.004 1-10	2,023	1,457	-	3,480	3,112	368	
Northfield	1	47 00	6 75	7	175	75	-	4 60	.004 9-10	175	98	37	310	174	136	
Pembroke	10	28 00	6 64	75	1,322	1	-	2 43	.003 9-10	1,388	1,488	15	2,891	2,883	8	
Perry	10	34 50	7 00	80	760	-	$236	2 36	.004 2-10	872	931	65	1,868	1,748	120	
Princeton	7	35 50	6 58	75	900	25	-	2 71	.003 6-10	958	995	36	1,989	1,812	177	
Robbinston	14	31 80	7 25	60	700	25	-	2 64	.004 2-10	1,164	765	101	2,030	1,602	428	
Roque Bluffs	-	-	6 00	5	150	16	-	3 26	.006	162	113	-	275	271	4	
Steuben	-	24 00	6 20	101	871	151	-	3 25	.004 9-10	999	735	12	1,746	1,725	21	
Talmadge	1	38 00	-	5	80	6	-	2 50	.001 3-10	200	94	60	354	310	44	
Topsfield	6	35 50	6 00	39	300	75	-	2 72	.003 8-10	410	291	120	821	746	75	
Trescott	-	-	6 50	20	372	2	-	2 33	.006 6-10	444	452	-	896	783	113	
Vanceboro	3	-	9 33	50	444	4	-	2 33	.002 8-10	1,448	529	67	2,044	1,262	782	
Waite	2	32 00	6 75	21	100	-	8	2 77	.003 4-10	151	119	106	376	387	-	11
Wesley	-	-	6 00	25	200	42	-	2 56	.005 5-10	249	211	78	538	511	27	
Whiting	1	30 50	6 00	25	320	1	-	1 94	.003 6-10	428	474	60	962	876	86	
Whitneyville	2	52 50	9 10	20	320	-	19	2 56	.005 4-10	412	349	5	766	689	77	
Plantations.																
Codyville	1	-	5 50	15	60	6	-	2 40	.001 2-10	113	105	-	218	137	81	
Grand Lake Stream	1	-	6 00	12	180	4	-	1 80	.002 1-10	501	222	135	858	430	428	
No. 14	-	24 00	5 00	12	85	24	-	2 29	.002 1-10	114	77	133	324	245	79	
No. 21	2	38 00	6 25	5	75	7	-	2 14	.002 2-10	75	94	70	239	244	-	5
Total	213	$41 41	$6 86	$2,613	$40,189	$4,599	$263	$2 66	.003 1-10	$46,668	$41,904	$2,288	$90,860	$82,272	$9,601	$1,013

YORK 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.												
Acton	185	126	106	129	101	.55	141	10	3	13	1	215	9	9	5	—	—	$2,925	—	2	7	9	1
Alfred	263	188	159	183	151	.58	191	10		10		180	6	5	1	—	—	4,500	—	1	6	5	3
Berwick	637	356	318	343	305	.48	368	10		10		420	15	12	3	—	—	15,000	1	1	14	13	5
Biddeford	5,820	1,131	1,051	1,093	962	.17	1,685	12		12		1,332	22	20	10	—	—	165,000	5	5	40	40	3
Buxton	443	261	219	262	209	.48	272	10		10		420	14	10	10	—	—	9,000	—	—	14	14	4
Cornish	251	141	119	137	117	.47	164	11	1	11	1	208	6	5	—	—	—	6,000	—	1	7	6	2
Dayton	120	85	83	85	81	.68	85	9		10	3	120	4	4	4	—	—	2,000	—	1	4	3	
Eliot	384	246	201	255	211	.53	300	11		10	3	348	8	8	5	—	—	7,500	—	—	10	10	5
Hollis	314	170	144	171	138	.44	192	9		9		259	11	5	2	—	—	3,700	1	—	10	9	
Kennebunk	787	515	432	473	383	.51	525	12		12		506	12	11	6	—	—	20,000	1	2	16	15	3
Kennebunkport	589	358	304	352	295	.42	375	11		10		476	12	8	4	—	—	8,000	3	1	13	14	
Kittery	680	413	282	410	272	.40	456	11	2	11	2	410	11	10	5	—	—	13,900	2	2	10	10	4
Lebanon	332	195	168	195	159	.49	224	11		8		332	13	11		—	—	10,800	—	—	13	13	
Limerick	194	181	146	174	135	.72	181	11		9	2	238	8	6	2	—	—	6,000	1	1	7	7	
Limington	230	119	104	122	101	.44	138	9		9		216	9	9	2	—	—	7,200	—	4	8	4	
Lyman	213	121	96	128	110	.47	135	9	3	8	3	237	10	10	4	1	$635	5,000	—	2	9	7	
Newfield	125	54	43	52	40	.32	64	9		9		92	4	4	2	—	—	4,000	—	—	3	4	1
North Berwick	466	317	268	302	260	.56	356	9	3	9	3	388	16	4	2	—	—	4,500	1	1	15	15	2
Old Orchard	225	108	96	135	110	.45	154	10		13		144	2	2	1	—	—	6,000	2	2	2	2	4
Parsonsfield	218	147	146	159	125	.59	165	9		9	2	206	13	11	1	—	—	4,600	1	4	7	6	1
Saco	2,282	856	745	892	760	.32	892	11		13		1,147	15	15	15	1	3,000	47,000	2	2	29	29	8

Sanford	2,293	812	679	866	704	.30	998	12		12		888	15	12	5	-	-	52,600	2	1	29	30	17
Shapleigh	230	156	139	135	120	.56	162	8		8		150	8	6	7	-	-	3,500	1	3	6	5	1
South Berwick	1,001	495	419	564	480	.44	605	11		11		536	14	14	4	1	1,200	21,000	-	-	17	17	3
Waterboro	259	135	113	131	108	.42	154	10		9		244	13	10	3	-	-	6,500	-	-	9	9	3
Wells	600	350	296	320	265	.46	450	10		10		510	17	16	12	1	1,200	14,000	-	-	17	17	3
York	715	371	300	372	300	.41	382	12		11		476	14	13	11	-	-	11,500	1	2	17	16	6
Total	19,856	8,407	7,176	8,440	7,002	.35	9,814	10	1	10	1	10,698	301	250	126	4	$6,035	$461,125	25	37	339	329	79

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Acton	-	$26 00	$6 50	$55	$650	$28	-	$3 51	.002 4-10	$1,296	$571	$42	$1,909	$1,552	$357	
Alfred	5	28 00	8 00	60	1,200	451	-	4 56	.003 4-10	1,307	788	-	2,095	1,934	161	
Berwick	18	72 00	7 00	138	3,000	1,176	-	4 70	.003	4,447	1,788	10	6,245	5,719	526	
Biddeford	45	100 00	11 75	1,600	12,350	-	$566	2 12	.001 5-10	12,350	16,167	18	28,535	28,535		
Buxton	17	-	6 49	100	2,000	530	-	4 51	.004	2,159	1,167	14	3,340	2,970	370	
Cornish	6	28 00	8 20	75	1,000	213	-	3 98	.002 7-10	1,000	734	93	1,827	1,893	-	$66
Dayton	2	28 00	6 50	37	550	172	-	4 58	.002	679	324	-	1,003	861	142	
Eliot	-	-	8 80	125	1,800	634	-	4 68	.003 9-10	1,952	1,064	-	3,016	3,153	-	137
Hollis	9	25 00	5 95	86	1,050	31	-	3 34	.002 5-10	1,012	840	16	1,868	1,807	61	
Kennebunk	6	37 00	7 60	250	4,000	1,418	-	5 08	.001 8-10	5,132	2,328	-	7,460	6,261	1,199	
Kennebunkport	13	40 00	7 58	160	3,000	1,302	-	5 09	.002 2-10	3,104	1,572	10	4,686	4,367	319	
Kittery	3	45 00	8 40	119	3,400	1,103	-	5 00	.004 8-10	3,379	1,843	-	5,222	4,581	641	
Lebanon	1	-	7 15	106	1,800	732	-	5 37	.004 5-10	2,204	884	-	3,088	2,564	524	
Limerick	5	23 00	6 17	87	1,000	301	-	5 15	.002 3-10	1,016	588	25	1,629	1,607	22	
Limington	9	23 60	6 00	120	875	75	-	3 80	.002 7-10	1,057	718	-	1,775	1,523	252	
Lyman	-	26 00	6 61	50	1,200	651	-	5 63	.003 3-10	1,230	590	-	1,820	1,769	51	
Newfield	-	-	7 00	35	541	1	-	4 32	.002 3-10	564	395	-	959	928	31	
North Berwick	23	60 00	6 50	181	2,900	1,502	-	6 22	.003 8-10	3,111	250	1,334	4,695	4,449	246	
Old Orchard	6	40 00	9 60	35	1,050	279	-	4 66	.001	1,050	540	-	1,590	1,553	37	
Parsonsfield	7	26 80	6 14	70	1,400	496	-	6 42	.003 1-10	1,439	610	54	2,103	2,134	-	31
Saco	31	86 00	9 00	626	10,000	5,103	-	4 38	002 5-10	10,000	6,441	-	16,441	16,470	-	29

Sanford	35	44 00	9 33	1,000	5,500	638	–	2 39	.001 8-10	8,371	6,062	112	14,545	12,630	1,915	
Shapleigh	2	30 66	7 14	50	678	1	–	2 94	.002 6-10	678	732	73	1,483	1,500	–	17
South Berwick	5	–	9 29	250	3,000	450	–	2 99	.002 4-10	5,549	2,544	130	8,223	5,881	2,342	
Waterboro	–	–	6 50	75	1,169	2,104	–	4 51	.003 1-10	1,220	687	38	1,945	1,874	71	
Wells	17	–	7 50	325	2,500	895	–	4 16	.002 8-10	2,596	1,641	–	4,237	4,082	155	
York	14	45 50	8 53	250	3,500	1,366	–	4 89	.001 5-10	4,119	1,976	–	6,095	6,031	64	
Total	279	$41 72	$7 57	$6,065	$71,113	$21,652	$566	$3 57	.002 2-10	$82,021	$53,844	$1,969	$137,834	$128,628	$9,486	$280

SUMMARY.

COUNTIES.	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.												
Androscoggin	17,118	7,244	6,229	7,376	6,397	.36	8,167	9	4	9	3	8,462	182	158	122	1	$74,000	$523,550	16	21	275	277	137
Aroostook	24,380	13,519	10,700	6,564	9,078	.40	15,659	11	2	10	1	14,147	477	378	212	16	14,308	262,590	56	79	455	419	153
Cumberland	30,734	14,768	12,928	15,589	13,324	.42	18,312	9	3	9	7	16,588	316	280	200	4	9,913	873,715	32	43	531	528	252
Franklin	5,283	3,118	2,734	3,029	2,626	.50	3,604	9	1	10	3	3,848	148	109	71	3	16,294	109,087	21	25	138	140	61
Hancock	11,567	7,012	6,142	7,080	6,222	.53	8,018	9	3	9	3	8,011	266	237	177	3	28,629	250,365	26	43	283	270	139
Kennebec	16,382	8,042	6,918	8,013	6,819	.41	9,045	9	4	10	1	9,344	278	246	179	8	42,450	388,305	19	24	294	214	84
Knox	8,768	5,353	4,771	5,404	4,931	.52	5,895	9	4	9	5	4,986	149	133	86	2	1,458	189,369	15	24	191	190	68
Lincoln	5,643	3,405	2,964	3,397	2,919	.52	3,781	9	1	9	2	4,488	154	125	74	1	2,000	92,600	19	35	143	133	49
Oxford	9,812	5,555	4,793	5,915	5,230	.51	6,829	9	2	9	1	6,880	283	236	128	8	24,832	186,140	14	27	262	268	61
Penobscot	23,104	13,263	11,435	13,301	11,338	.49	14,674	9	2	9	5	15,211	434	343	211	4	60,256	579,805	40	70	500	483	222
Piscataquis	4,914	3,092	2,631	3,026	2,579	.52	3,496	9	2	9	4	3,763	132	110	47	2	15,514	108,314	13	13	125	127	52
Sagadahoc	5,885	3,441	2,970	3,555	3,015	.50	3,903	10	2	10	4	3,738	95	86	70	-	-	148,555	11	14	112	118	31
Somerset	9,645	5,399	4,628	5,435	4,504	.47	6,205	9	1	10	2	7,052	266	206	103	3	1,695	191,980	20	38	239	234	58
Waldo	6,568	3,916	3,359	4,070	3,468	.51	4,656	8	4	9	1	5,183	214	154	95	1	327	91,750	14	45	190	166	53
Washington	15,066	8,958	7,646	8,783	7,372	.49	10,357	10		10	4	9,300	254	224	158	2	8,000	241,140	41	58	287	279	86
York	19,856	8,407	7,176	8,440	7,002	.35	9,814	10	1	10	1	10,698	301	250	126	4	6,035	461,125	25	37	339	329	79
Total	214,725	114,492	98,024	108,977	96,824	.45	132,415	9	3	9	5	131,699	3,949	3,275	2,059	62	305,711	$4,698,390	382	596	4,364	4,175	1,587

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 1902.	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, 1902, to April 1, 1903.	Amount available from State treasury from April 1, 1902, to April 1, 1903.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1902, to April 1, 1903.	Balance unexpended April 1, 1903.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Androscoggin	262	$44 30	$7 21	$4,611	$66,605	$35,584	-	$4 82	.002 3-10	$68,776	$48,522	$1,649	$118,947	$108,391	$12,990	$2,434
Aroostook	298	32 15	6 46	4,436	48,479	8,143	$639	1 98	.002 3-10	66,078	67,156	6,035	139,269	119,028	20,407	166
Cumberland	449	47 68	7 58	6,653	168,063	87,522	-	5 46	.002 1-10	175,614	84,599	3,572	263,785	257,852	6,716	783
Franklin	104	37 21	6 52	1,471	16,499	3,084	221	3 12	.002	20,451	14,769	2,492	37,712	34,400	4,231	919
Hancock	181	38 71	7 22	4,056	40,331	10,834	-	3 48	.002 4-10	48,382	32,055	1,169	81,606	75,066	7,158	618
Kennebec	268	39 55	6 93	4,936	55,263	18,852	-	4 15	.002 3-10	61,949	34,945	906	97,800	85,495	13,177	872
Knox	127	40 33	7 41	3,184	35,060	10,799	-	3 82	.002 1-10	39,231	24,253	811	64,295	57,737	6,597	39
Lincoln	164	34 88	7 10	2,207	21,228	5,501	-	3 78	.002 8-10	24,220	15,747	102	40,069	37,461	2,823	215
Oxford	222	29 24	6 46	2,730	37,113	11,554	-	3 78	.002 7-10	45,354	26,595	3,010	74,959	65,394	9,812	247
Penobscot	435	37 40	6 50	6,519	83,993	23,330	2	3 72	.004 2-10	93,088	63,625	5,389	162,102	152,265	10,499	662
Piscataquis	145	31 47	6 50	2,045	17,257	4,137	-	3 46	.002 8-10	21,515	13,766	1,497	36,778	33,128	3,879	229
Sagadahoc	107	35 20	7 31	2,424	34,010	17,750	-	5 77	.003	36,434	16,175	890	53,499	44,435	9,064	
Somerset	143	33 30	6 53	3,626	37,694	10,931	27	3 89	.002 4-10	43,387	27,229	2,141	72,757	67,380	5,947	570
Waldo	188	33 37	6 23	2,524	25,961	6,644	-	3 94	.002 5-10	27,938	18,554	1,384	47,876	45,530	2,443	97
Washington	213	41 41	6 86	2,613	40,189	4,599	263	2 66	.003 1-10	46,668	41,904	2,288	90,860	82,272	9,601	1,013
York	279	41 72	7 57	6,065	71,113	21,652	566	3 57	.002 2-10	82,021	53,844	1,969	137,834	128,628	9,486	280
Total	3,585	$37 37	$6 90	$60,100	$798,858	$286,916	$1,718	$3 72	.002 2-10	$901,106	$583,738	$35,304	$1,520,148	$1,394,462	$134,830	$9,144

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, 1903.	No. schools located in village.	Number different pupils registered in rural schools for year ending April 1, 1903.	Number schools located in city.	Number different pupils registered in city schools for year ending April 1, 1903.	Boys taking grammar school studies.	Girls taking grammar school studies.	Mentally incapacitated.	Number pupils conveyed.	Cost of conveyance.	Number of rural schools using course of study.	Number village schools not using course of study.
Androscoggin	14	254	150	104	115	2,322	45	1,775	94	4,070	859	773	19	200	$2,689	64	3
Aroostook	71	512	74	438	433	11,857	79	3,802	-	-	724	911	45	426	2,806	95	8
Cumberland	26	503	310	193	197	4,436	69	3,015	237	10,861	2,536	2,436	31	442	6,517	100	12
Franklin	24	154	47	107	98	1,578	56	2,026	-	-	400	372	24	184	2,389	4	15
Hancock	38	302	115	187	213	4,654	73	2,729	16	635	885	938	29	131	1,928	61	24
Kennebec	30	314	145	169	164	3,171	56	2,037	94	3,837	1,150	1,278	15	525	8,722	32	15
Knox	18	194	90	104	102	2,016	59	2,384	33	1,495	357	378	21	112	1,615	16	11
Lincoln	19	155	38	117	118	2,435	37	1,346	-	-	509	540	10	136	2,168	21	1
Oxford	37	292	95	197	202	3,282	90	3,547	-	-	758	843	35	462	6,322	54	27
Penobscot	64	526	225	301	294	5,577	112	4,551	120	4,546	1,440	1,548	52	754	7,872	82	33
Piscataquis	24	136	47	89	90	1,529	46	1,967	-	-	672	676	10	235	2 390	24	8
Sagadahoc	11	120	61	59	60	1,204	18	579	42	2,120	696	759	17	122	1,317	24	8
Somerset	39	254	80	174	170	3,035	84	3,170	-	-	554	630	20	645	7,026	23	7
Waldo	26	201	43	158	159	3,171	28	964	14	521	201	272	21	378	4,848	7	13
Washington	51	315	122	193	186	4,210	82	3,574	47	2,573	942	1,101	42	111	1,470	60	12
York	27	349	138	211	185	3,273	109	4,137	55	2,404	1,216	1,354	34	242	3,101	57	45
Total	519	4,581	1,780	2,801	2,786	57,750	1,043	41,603	752	33,062	13,899	14,809	425	5,105	$63,180	724	242

SPECIAL PUBLIC SCHOOL STATISTICS—CONCLUDED.

COUNTIES.	Number schools having libraries.	Number volumes in these libraries.	Value of all schoolroom and school yard improvements not paid for by town.	Number of schools having S. I. L. M. leagues.	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 1902-3.	Amount expended for fuel.	Amount expended for new buildings, repairs and insurance school year 1902-3.	Amount expended for text-books.	Amount expended for transportation of scholars.	Amount expended for board and tuition.
Androscoggin	45	2,758	$300	23	387	155	324	63	.83	-	1	$92,736	$7,395	$45,689	$5,425	$3,246	$841
Aroostook	37	1,169	368	55	738	247	620	118	.84	-	67	104,850	8,414	27,707	9,691	3,948	822
Cumberland	63	7,589	225	7	657	400	581	76	.88	-	7	240,425	9,556	65,422	11,233	6,637	523
Franklin	15	645	164	7	236	73	166	70	.70	-	22	29,809	1,913	9,629	2,944	2,345	323
Hancock	45	1,912	563	57	458	141	394	64	.86	-	15	66,547	5,612	29,643	6,388	1,976	476
Kennebec	53	3,813	468	45	446	203	398	48	.89	2	8	69,967	6,049	25,051	5,381	8,059	203
Knox	5	230	150	5	292	100	262	30	.89	-	8	51,742	4,969	10,681	5,740	1,854	177
Lincoln	12	763	149	31	238	65	199	39	.83	-	17	29,714	2,367	6,332	2,097	2,158	105
Oxford	60	2,685	846	62	428	122	348	80	.81	-	32	72,637	3,859	29,541	4,653	5,954	871
Penobscot	67	3,586	977	101	744	318	646	98	.86	4	33	131,835	11,450	77,828	10,177	7,879	1,468
Piscataquis	11	597	160	30	230	54	183	47	.79	1	4	27,349	2,552	18,535	2,649	2,503	1,260
Sagadahoc	58	1,296	69	4	161	76	142	19	.88	-	-	37,468	4,764	4,138	4,529	1,436	129
Somerset	24	696	230	20	401	131	354	47	.88	1	17	52,349	4,901	9,510	4,875	7,827	2,386
Waldo	21	265	152	15	329	72	278	51	.81	-	12	37,732	2,903	3,907	2,984	4,922	1,036
Washington	46	2,645	340	42	458	182	379	79	.82	1	34	72,891	5,139	15,610	5,690	1,506	444
York	27	2,243	180	8	461	241	388	73	.84	-	17	111,928	11,449	19,828	7,951	3,475	465
Total	589	32,892	$5,341	512	6,664	2,580	5,662	1,002	.84	9	299	$ 1,229,979	$93,292	$399,051	$92,407	$65,725	$11,529

COMPARATIVE STATEMENT—I.

Items.	1903.	1902.	Increase.	Decrease.
Whole number of scholars between four and twenty-one	214,725	213,526	1,199	
Number registered in spring terms	114,492	116,779		2,287
Average attendance in spring terms	98,024	98,752		728
Number registered in fall and winter terms	108,977	115,012		6,035
Average attendance in fall and winter terms	96,824	99,083		2,259
Per cent of average attendance of whole number	.45	.46		.01
Whole number of different scholars registered during the year	132,415	133,537		1,122
Number of schoolhouses in State	3,949	3,964		15
Number reported in good condition	3,275	3,149	126	
Number having flags	2,059	2,035	24	
Number of schoolhouses built during the year	62	60	2	
Cost of same	$305,711	$172,425	$133,286	
Estimated value of school property in State	$4,698,390	$4,728,743		$30,353
Number of male teachers employed in spring terms	382	459		77
Number of male teachers employed in winter terms	596	705		109
Number of female teachers employed in spring terms	4,364	4,255	109	
Number of female teachers employed in winter terms	4,175	4,191		16
Number of teachers graduates of normal schools	1,587	1,481	106	
Average wages of male teachers per month	$37 37	$36 05	$1 32	
Average wages of female teachers per week	$6 90	$6 81	.09	
Amount of school money raised by towns	$798,858	$751,495	$47,363	
Excess above amount required by law	$280,916	$209,936	$70,980	
Average amount per scholar	$3 72	$3 52	.20	
Average per cent of valuation assessed by towns for common schools	.002 2-10	.002 2-10		
Amount available from town treasuries for school year	$901,106	$838,807	$62,299	
Amount available from State treasury	$583,738	$562,461	$21,277	
Amount derived from local funds	$35,304	$38,042		$2,738
*Total school resources, school fund proper	$1,520,148	$1,439,310	$80,838	
*Amount expended for common schools, meaning amount allowed to be taken from school fund proper	$1,394,462	$1,338,235	$56,227	
Total amount expended for common schools	$1,952,083	$1,794,505	$157,578	
Net balance of school fund proper unexpended	$125,686	$101,075	$24,611	
Amount paid by towns for school superintendence	$60,100	$59,538	$562	

* 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.	1903.	1893.
Whole number of scholars between four and twenty-one	214,725	208,038
Number registered in spring terms	114,492	113,707
Average attendance in spring terms	98,024	94,798
Number registered in fall and winter terms	108,977	116,392
Average attendance in fall and winter terms	96,824	95,255
Per cent of average attendance of whole number	.45	.49
Whole number of different scholars registered for the year	132,415	136,868
Number of schoolhouses in State	3,949	4,401
Number reported in good condition	3,275	3,194
Number supplied with flags	2,059	
Number built during the year	62	57
Cost of same	$305,711	$124,598
Estimated value of all school property	$4,698,390	$3,768,998
Number of male teachers employed in spring term	382	316
Number of male teachers employed in fall and winter terms	596	1,223
Number of female teachers employed in spring terms	4,364	4,651
Number of female teachers employed in fall and winter terms	4,175	4,511
Number of teachers graduates of normal schools	1,587	745
Wages of male teachers per month	$37 37	$37 18
Wages of female teachers per week	$6 90	$4 74
Amount of school fund proper raised by towns	$798,858	$789,003
Excess above amount required by law	$280,916	$289,092
Average amount per scholar	$3 72	$3 21
Average percentage of valuation	$.002\frac{3}{10}$	
Amount of common school fund received from State	$583,738	$486,763
Amount of common school fund received from local funds	$35,304	$41,567
Amount paid for superintendence	$60,100	$41,696

FREE HIGH SCHOOL STATISTICS.

Returns for the Year Ending July 1, 1903.

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 of boys enrolled.	Number of girls enrolled.	Number of boys in graduating class.	Number of girls in graduating class.	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.	No. pursuing common school studies.	Average No. pursuing common school studies.	No. pursuing English academic course.	Average No. pursuing English academic course.	No. in college preparatory course.	Average No. in college preparatory course.
Addison	$302 50	$150 00	$150 00	20	16	12	3	13	-	-	16	12	16	12	-	-	24	21	16	12		
Alfred	600 00	250 00	250 00	33	24	21	12	12	-	3	-	-	-	-	-	-	-	-	-	-	1	1
Andover	363 00	206 00	181 50	33	26	23	8	18	-	-	1	1	1	1	-	-	17	15				
Anson (2 schools)	894 75	700 00	250 00	62	57	49	30	27	8	5	57	57	57	57	-	-	-	-			6	6
Alna	200 00	200 00	96 25	20	29	25	15	14	-	-	16	15	15	15	1	1	13	11	21	19		
Ashland	409 00	250 00	204 50	30	36	31	22	14	-	1	7	7	7	7	-	-	14	14	15	15		
Atkinson	150 00	75 00	75 00	20	35	31	21	14	-	-	-	-	-	-	-	-	35	31				
Auburn	8,177 85	9,500 00	250 00	38	342	335	150	192	23	42	342	335	295	285	21	20	-	-	108	105	97	94
Augusta	5,700 00	6,000 00	250 00	35	200	192	85	115	10	14	200	192	185	183	15	10	-	-	75	70	125	120
Bangor	11,657 08	11,500 00	250 00	36	402	362	145	257	11	24	402	362	386	346	16	16	-	-	47	43	59	54
Baring	200 00	100 00	100 00	32	17	15	10	7	-	3	3	3	3	3	-	-	14	12				
Bath	4,925 00	4,925 00	250 00	38	220	199	98	122	19	20	220	208	204	194	15	14	-	-	98	94	26	24
Belfast	2,094 00	2,000 00	250 00	35	108	93	44	64	6	4	108	93	104	104	4	4	-	-	57	57	10	10
Berwick	1,250 00	1,000 00	250 00	36	57	55	21	36	5	11	57	57	56	56	1	1	-	-	43	43	14	14
Biddeford	4,400 00	4,750 00	250 00	36	146	131	53	93	11	15	132	127	132	132	-	-	-	-	132	132	14	14
Bingham	396 00	400 00	198 00	33	21	17	9	12	1	3	21	17	21	17	-	-	-	-	21	17		
Blanchard	95 00	120 00	47 50	10	24	22	12	12	1	3	24	22	24	22	-	-	-	-	12	11		
Blaine	300 00	150 00	150 00	20	50	29	19	31	-	-	19	17	19	17	-	-	23	20	19	17		
Bluehill	1,526 00	250 00	250 00	36	83	69	29	54	3	8	83	69	66	57	17	11	-	-	55	43	12	12
Boothbay	750 00	505 00	250 00	60	44	41	21	23	2	3	44	44	44	44	-	-	-	-	27	27	17	17
Boothbay Harbor	1,130 00	1,000 00	250 00	33	47	43	17	30	2	5	47	47	46	46	1	1	-	-	14	14	33	33
Bowdoinham	870 00	500 00	250 00	36	40	35	16	24	-	-	40	35	37	32	3	3	-	-	13	13	27	24

Brewer	1,920 45	1,800 00	250 00	36	108	104	45	63	8	7	108	108	83	83	25	8	17	17	53	53	55	55
Bridgton	1,742 00	1,500 00	250 00	36	83	75	26	57	6	8	83	75	74	69	9	8	–	–	49	44	8	8
Bridgewater	495 00	250 00	240 15	33	42	30	17	25	–	–	34	28	31	25	3	2	–	–	–	–	2	2
Brighton	112 00	56 00	56 00	10	20	16	12	8	–	–	–	–	–	–	–	–	20	20				
Brooks	250 00	125 00	125 00	20	35	26	16	19	3	5	11	11	11	11	–	–	24	24	24	24	7	7
Brownville	525 00	268 84	250 00	30	30	20	13	17	1	4	–	–	–	–	–	–	2	2	28	18		
Brunswick	3,310 00	3,600 00	250 00	36	83	78	36	47	9	3	83	83	81	81	2	2	–	–	24	24	32	32
Buckfield	450 00	225 00	225 00	30	39	31	14	25	–	–	34	31	33	30	1	1	–	–	34	31		
Bucksport	990 50	700 00	250 00	36	38	35	18	20	1	–	38	35	38	35	–	–	–	–	–	–	2	2
Buxton	846 00	700 00	250 00	36	35	29	15	20	1	4	31	25	31	25	–	–	5	5	35	29	1	1
Calais	3,042 00	3,000 00	250 00	36	143	138	60	83	7	18	143	138	–	–	143	124						
Camden	1,769 75	1,600 00	250 00	34	58	56	22	36	7	7	58	56	53	51	5	4	–	–	33	32	25	24
Canaan	398 00	150 00	150 00	30	40	30	15	25	1	3	–	–	–	–	–	–	6	6	25	24		
Cape Elizabeth	440 00	560 00	220 00	33	21	19	10	11	–	–	–	–	–	–	–	–	–	–	21	19		
*Caratunk	125 00	65 00	62 50	10	22	20	12	10	–	–	4	4	4	4	–	–	18	16	4	4		
Caribou	1,765 00	1,200 00	250 00	35	91	77	24	67	5	11	91	77	66	60	25	20	–	–	–	–	33	29
Casco	90 00	90 00	42 00	10	29	24	15	14	–	–	14	14	13	13	1	1	10	10	5	5		
Castine	650 00	400 00	250 00	33	18	17	6	12	–	2	18	18	18	18	–	–	–	–	2			
Cherryfield	1,424 00	900 00	250 00	36	80	72	35	45	7	8	75	72	65	63	10	9	–	–	43	41	32	30
Chester	200 00	100 00	100 00	16	45	20	33	12	–	–	5	5	5	5	–	–	33	16				
Chesterville	288 75	140 00	143 37	23	43	36	18	25	–	–	–	–	–	–	–	–	30	28	12	10	1	
China (village precinct)	125 00	62 50	62 50	10	23	21	7	16	–	–	23	21	23	–	–	–	–	–	23	21	1	1
China (13, 14, 17)	378 00	189 00	189 00	30	25	18	12	13	–	2	20	10	20	16	–	–	5	3	20	16		
Clinton	400 00	200 00	101 00	32	40	33	12	28	–	–												
Columbia Falls	270 00	150 00	62 77	20	38	24	19	19	–	–	–	–	–	–	–	–	38	38				
Corinna	1,050 00	250 00	250 00	33	74	63	30	44	2	11	74	63	49	40	25	23	–	–	64	53	10	10
Corinth	500 00	500 00	250 00	33	60	43	32	28	2	1	60	43	37	28	23	15	–	–	52	36	8	7
Cornish	850 00	500 00	250 00	33	33	32	15	18	2	7	33	33	26	26	7	7	–	–	6	–	25	25
Cranberry Isles	272 50	140 00	136 25	20	39	36	22	17	–	–	–	–	–	–	–	–	28	25	14	13		
Cumberland	1,504 60	500 00	250 00	63	72	62	24	48	3	7	72	62	65	59	7	6	6	6	54	50	16	12
Danforth	960 00	650 00	250 00	32	47	42	17	30	2	5	–	–	–	–	–	–	47	–	5			
Deer Isle	562 50	300 00	250 00	30	40	35	16	24	2	2	30	27	30	27	–	–	–	–	12	10	18	16
Denmark	240 00	200 00	120 00	24	27	23	11	16	–	–	6	5	6	5	–	–	–	–	13	11		
Dennysville	343 00	165 15	157 75	25	40	31	19	21	–	–	9	9	7	7	2	2	31	31				
Dexter	1,560 00	1,300 00	250 00	33	62	59	29	33	2	5	62	62	59	59	3	3	–	–	34	34	28	28
Dixfield	500 00	250 00	250 00	32	27	22	12	15	2	5	7	7	6	6	1	1	8	8	10	10	3	3
Dixmont	100 00	50 00	49 00	10	36	32	17	19	–	–	23	23	22	22	1	1	13	13				
Dover	950 00	733 33	250 00	32	34	32	23	11	1	–	34	34	34	34	–	–	–	–	27	27	7	7
East Livermore	1,650 00	750 00	250 00	33	72	67	30	42	2	5	72	67	56	56	16	16	–	–	58	58	14	14
East Machias	565 00	250 00	250 00	37	40	34	14	26	3	4	40	34	40	34	–	–	–	–	29	28	11	7
Easton	650 00	400 00	250 00	24	68	44	29	39	1	5												
Eastport	2,500 00	2,000 00	250 00	38	125	93	55	70	10	10	125	87	120	86	5	5	–	–	74	48	51	43
Eden	2,960 16	2,480 00	250 00	34	57	48	22	35	1	8	57	48	52	44	5	4	–	–	8	8	49	45
Eliot	520 00	250 00	250 00	32	31	22	15	16	–	–	9	8	9	8	–	–	19	14	25	19	3	3
*Ellsworth	818 02	2,100 00	125 00	14	109	100	45	64	–	–	109	100	105	97	3	3	–	–	51	4	9	9

Returns for the Year Ending July 1, 1903—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 of boys enrolled.	Number of girls enrolled.	Number of boys in graduating class.	Number of girls in graduating class.	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.	No. pursuing common school studies.	Average No. pursuing common school studies.	No. pursuing English academic course.	Average No. pursuing English academic course.	No. in college preparatory course.	Average No. in college preparatory course.
*Etna	$100 00	$50 00	$47 50	10	36	30	20	16	-	-	-	-	-	-	-	-	36	30				
Eustis	426 25	250 00	202 62	31	31	25	23	8	-	-	-	-	-	-	-	-	31	25				
Exeter	286 00	206 53	143 00	29	30	-	12	18	-	-	-	-	-	-	-	-	5	-				
Fairfield	1,570 50	1,350 00	256 00	36	66	60	24	42	2	5	66	55	61	50	5	5	66	55	59	50	7	6
Farmingdale	301 50	200 00	150 75	36	12	11	7	5	-	1	12	11	-	-	12	11	-	-	7	6	2	14
Farmington	1,450 00	1,000 00	250 00	36	124	112	55	69	8	8	60	55	49	45	11	9	64	57	89	79	35	31
Flagstaff	142 50	100 00	69 25	10	18	16	9	9	-	-	18	16	18	16	-	1	18	16				
Fort Fairfield	1,360 00	1,200 00	250 00	36	113	91	53	60	10	10	113	91	111	89	2	2	-	-	28	26	76	72
Foxcroft	750 00	666 66	250 00	36	48	42	28	20	3	7	46	42	46	42	-	-	-	-	34	31	7	6
Franklin	280 00	150 00	140 00	10	77	66	37	40	-	-	-	-	-	-	-	-	51	46	-	-	26	20
Freeport	1,710 00	1,500 00	250 00	36	84	76	32	52	5	11	84	76	79	73	5	4	-	-	78	76	5	5
Friendship	233 00	100 00	100 00	19	42	33	21	21	4	11	42	33	42	33	-	-	6	6				
Gardiner	4,038 34	5,604 67	250 00	36	136	128	57	79	6	13	136	120	105	90	31	27	-	-	40	-	37	32
Garland	392 50	175 00	175 00	29	24	19	7	17	-	2	24	-	24									
Georgetown	125 00	75 00	62 50	10	17	12	10	7	-	-	6	4	6	4	-	-	11	8	6	4		
Gorham	1,383 15	1,000 00	250 00	38	71	66	31	40	5	9	69	66	64	62	5	4	-	-	63	60	6	6
Gray	500 00	250 00	250 00	34	98	76	49	49	4	6	81	62	57	55	24	7	17	14	81	53	32	22
Greenville	480 00	250 00	240 00	32	32	30	17	15	2	2	20	18	20	-	-	-	-	-	12	12		
Guilford	1,246 00	900 00	250 00	33	37	35	20	17	2	3	37	35	27	25	10	9	-	-	11	11	26	26
Hallowell	1,900 00	2,400 00	250 00	36	57	50	32	25	3	3	57	49	49	43	8	6	-	-	38	30	17	17
Hampden	1,507 89	560 00	250 00	36	78	68	40	38	2	5	63	53	49	43	14	10	15	15	36	29	27	24
Hancock	233 75	150 00	116 87	17	58	46	35	23	-	-	-	-	-	-	-	-	58	46				
*Harrington	204 00	150 00	102 00	12	37	30	20	17	-	-	25	20	25	20	-	-	12	10	30	30		
Harrison	446 46	200 00	200 00	36	19	19	9	10	-	-	19	16	19	-	-	-	-	-	19	16		
Hartland	450 00	225 00	225 00	33	53	35	28	25	4	6	22	20	22	20	-	-	20	19	22	20		

Hermon	182 00	200 00	91 00	14	41	25	24	17	-	-	39	25	39	25	-	-	2	2	24	24	7	7
Hollis	513 50	250 00	250 00	36	50	38	23	27	2	4	31	28	30	27	1	1	9	8	28	25	2	2
Houlton	2,300 00	2,000 00	250 00	36	93	81	39	54	7	8	93	81	90	78	3	3	-	-	33	30	53	49
Island Falls	650 00	400 00	250 00	32	55	40	20	35	3	3	48	36	44	32	4	4	15	12	38	31	17	14
*Islesboro	315 00	160 00	157 50	20	46	40	20	26	-	-	-	-	-	-	-	-	46	40				
*Jackson	80 00	40 00	40 00	10	14	13	6	8	-	-	10	10	10	10	-	-	14	14	10	10		
Jefferson	140 00	200 00	70 00	10	38	31	18	20	-	-	14	14	14	14	-	-	24	24	24	24		
Jonesboro	150 00	90 00	75 00	12	44	30	27	17	-	-	-	-	-	-	-	-	44	30	1			
Jonesport	900 00	1,000 00	250 00	36	57	45	21	36	1	10	46	40	43	40	3	3	11	11	15	13		
Kennebunk	1,348 00	1,100 00	250 00	36	76	69	35	41	5	14	73	69	69	66	4	3	-	-	52	47	24	22
Kennebunkport	800 00	600 00	250 00	36	32	28	20	12	4	4	20	19	13	12	7	6	-	-	20	18	12	11
Kittery	1,800 00	900 00	250 00	36	45	33	23	22	3	3	22	18	22	18	-	-	23	19	17	14	5	5
Knox	219 50	219 50	109 75	36	14	13	6	8	2	2	-	-	-	-	-	-	2	2	6	6	7	7
Lagrange	180 00	100 00	87 00	18	30	18	13	17	-	-	-	-	-	-	-	-	30	18	15	14		
Lamoine	204 00	110 00	100 00	12	28	25	12	16	-	-	-	-	-	-	-	-	28	25				
Lebanon	475 00	400 00	235 00	38	69	59	40	29	-	-												
Lewiston	6,275 00	7,750 00	250 00	38	258	232	106	152	12	20	258	217	252	211	6	6	-	-	82	79	81	77
Lexington	85 00	50 00	42 50	10	14	10	7	7	-	-	-	-	-	-	-	-	14	14				
Liberty	430 00	200 00	195 70	40	64	59	28	36	-	-	10	7	6	4	4	3	54	41	64	64		
Limerick	907 50	500 00	250 00	33	57	52	26	31	4	4	57	52	44	39	13	11	-	-	39	33		
Limestone	502 00	250 00	250 00	47	66	50	37	29	-	-	-	-	-	-	-	-	66	50	66	50		
Limington	500 00	250 00	250 00	32	59	49	28	31	3	5	51	42	35	12	16	10	8	5	33	25	10	10
Lincoln	550 00	300 00	250 00	36	58	48	17	41	-	-	58	48	40	34	18	14	-	-	42	32	16	16
Lisbon	2,230 40	1,800 00	250 00	34	88	81	36	52	4	2	88	81	76	69	12	12	-	-	52	48	36	33
Livermore	220 00	150 00	110 00	20	36	20	14	22	-	-	-	-	-	-	-	-	36	20				
Lubec	1,130 06	900 00	250 00	38	43	38	18	25	5	4	43	43	43	43	-	-	-	-	23	23	20	20
Machias	1,640 00	1,000 00	250 00	34	77	68	27	50	4	10	77	68	65	58	12	10	-	-	37	33	40	35
Madison	1,660 00	1,296 00	250 00	36	82	73	33	49	1	9	82	73	67	59	15	14	-	-	46	40	36	33
Mars Hill	140 00	100 00	70 00	10	44	34	19	25	-	-	12	12	12	12	-	-	-	-	32	32	12	10
Mattawamkeag	480 00	225 00	225 00	32	9	7	3	6	-	-	9	7	8	6	1	1	-	-	9	7		
Masardis	99 00	99 00	49 50	10	50	36	28	22	-	-	22	22	22	22	-	-	14	14	22	22		
Mechanic Falls	1,035 00	800 00	250 00	36	40	36	14	26	-	1	40	35	28	26	12	9	-	-	28	26	12	9
Mexico	576 00	550 00	250 00	32	25	22	11	14	-	-	25	22	21	19	4	3	-	-	18	15	7	7
Milbridge	875 00	600 00	250 00	30	61	57	29	32	-	-	61	61	61	61	-	-	-	-	42	42	19	19
Millinocket	1,312 65	1,000 00	250 00	33	30	21	15	15	-	-	30	21	30	21	-	-	-	-	15	12	15	12
Milo	739 07	500 00	250 00	31	49	41	22	27	1	5	11	11	11	11	-	-	-	-	44	33	1	1
Minot	310 50	300 00	155 25	29	15	11	9	6	-	-	15	11	-	-	15	-	15	11	2	2		
Monmouth	1,050 00	625 00	250 00	32	61	55	29	32	3	2	61	55	39	37	22	18	-	-	56	51	4	4
Monroe (Precinct No. 1)	127 50	51 25	51 25	10	28	21	15	13	-	-	28	21	23	18	5	3						
Monroe (town school)	87 00	87 00	43 50	36	7	6	4	3	-	2	7	6	-	-	7	6	-	-	5	5	2	2
Monson	710 00	500 00	250 00	30	40	31	18	22	5	3	40	29	33	23	7	6	-	-	14	10	15	14
*Montville	119 50	119 50	59 75	12	15	15	7	8	1	-	15	15	15	15	-	-	3	3	9	9	3	3
Mount Vernon	302 00	200 00	139 75	29	25	23	11	14	-	-	21	21	18	18	3	3	4	4	15	11		
New Gloucester	650 00	750 00	250 00	30	43	40	17	26	3	2	39	37	38	36	1	1	-	-	21	20	18	18
Newport	643 75	350 00	250 00	36	24	21	10	14	2	5	24	21	17	13	7	6	-	-	12	9	12	12

Returns for the Year Ending July 1, 1903—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 of boys enrolled.	Number of girls enrolled.	Number of boys in graduating class.	Number of girls in graduating class.	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.	No. pursuing common school studies.	Average No. pursuing common school studies.	No. pursuing English academic course.	Average No. pursuing English academic course.	No. in college preparatory course.	Average No. in college preparatory course.
New Portland	$500 00	$250 00	$239 75	36	47	43	19	28	-	-	-	-	-	-	-	-	47	43	47	43		
New Sharon	115 00	75 00	57 50	10	37	27	20	17	-	-	-	-	-	-	-	-	12	8	37	27		
New Vineyard	195 00	100 00	97 50	20	33	30	16	17	-	-	-	-	-	-	-	-	-	-	-	-		
Norridgewock	525 00	250 00	250 00	21	36	31	17	19	2	5	36	31	34	29	2	2	-	-	36	31	13	13
North Berwick	1,115 00	900 00	250 00	36	43	37	15	28	1	9	43	37	42	36	1	1	-	-	40	33	3	3
*North Haven	150 00	75 00	75 00	10	23	20	10	13	-	-	-	-	-	-	-	-	23	20	23	20		
Norway	1,850 00	1,600 00	250 00	32	92	81	51	41	13	6	92	89	86	83	6	6	-	-	51	51	41	41
Oakland	1,296 00	1,000 00	250 00	36	36	31	16	20	-	3	36	31	33	30	3	3	-	-	13	12	23	22
Old Orchard	612 00	250 00	250 00	36	20	17	10	10	1	1	20	16	20	20	-	-	-	-	20	16		
Old Town	2,575 00	2,475 00	250 00	36	83	78	21	62	6	9	83	76	82	75	1	1	-	-	40	38	43	37
Orono	1,432 00	1,350 00	250 00	36	65	59	19	46	1	11	65	59	65	59	-	-	-	-	58	55	7	7
Oxford	603 25	500 00	250 00	30	49	33	24	25	2	-	13	13	13	13	-	-	36	33	36	33		
Palermo	120 00	65 00	54 87	10	40	35	18	22	-	-	30	30	27	27	3	3	10	10	27	27	3	3
Paris	966 00	1,000 00	250 00	35	92	85	51	41	7	11	92	90	87	84	5	3	20	19	55	53	37	34
Parsonsfield	536 00	400 00	250 00	33	60	53	36	24	4	2	47	47	27	27	20	20	13	13	27	27	20	20
Patten	1,072 00	450 00	250 00	34	85	62	40	45	1	12	85	85	64	64	21	21	-	-	32	32	3	3
Pembroke	575 00	275 00	250 00	32	55	47	15	40	1	5	20	19	20	19	-	-	13	11	24	20	18	16
Phillips	707 25	400 00	250 00	23	53	42	22	31	3	5	53	53	21	21	32	-	-	-	46	46	7	7
Pittsfield	1,005 00	920 00	250 00	37	118	102	60	58	6	3	108	88	43	42	65	46	10	8	28	24	50	48
Pittston	402 50	200 00	200 00	39	75	61	30	45	-	-	-	-	-	-	-	-	32	21	24	18		
Plymouth	108 00	54 00	54 00	10	19	15	9	10	-	-	-	-	-	-	1	1	5	5	11	10		
Poland	372 50	250 00	156 25	26	44	28	12	32	1	3	-	-	-	-	-	-	8	8	20	18		
Portland	24,396 50	33,603 78	250 00	38	830	705	358	472	30	74	816	816	774	774	42	42	13	13	830	830		
Presque Isle	1,929 00	1,500 00	250 00	35	94	89	37	57	6	7	28	28	28	28	-	-	41	41	-	-	14	14

Princeton	568 00	350 00	250 00	34	31	29	16	15	3	1	31	31	28	28	3	3	–	–	31	31				
Prospect	130 00	75 00	65 00	10	26	23	12	14	–	–	4	4	2	–	2	–	8	6	–	–	14	14		
Randolph	410 00	200 00	200 00	36	16	16	8	8	–	2	16	16	–	–	16	16	–	–	11	9	5	5		
*Rangeley	465 00	250 00	232 50	31	15	11	5	10	–	–	2	2	2	2	–	–	–	–	1	1	12	12		
Richmond	330 00	333 33	125 00	11	71	67	31	40	–	–	71	71	68	68	3	3	–	–	47	49	1	1		
Readfield	202 00	150 00	101 00	18	16	11	5	11	–	–	10	8	10	8	–	–	5	3	1	1	9	7		
Rockland	3,550 00	3,500 00	250 00	36	192	180	78	114	11	23	192	180	190	178	2	2	–	–	107	100	85	80		
Ripley	120 00	80 00	60 00	10	32	30	18	14	–	–	24	24	24	24	–	–	8	8						
Rockport	705 00	500 00	250 00	32	22	21	8	14	1	1	22	21	22	21	–	–	–	–	22	21				
Rumford	2,047 79	1,800 00	250 00	36	92	75	38	54	1	5	92	75	84	69	8	6	–	–	77	62	15	13		
Saco	5,804 40	4,957 23	250 00	37	142	129	65	77	9	11	142	129	117	106	25	23	–	–	102	97	38	32		
Sanford	2,812 00	2,250 00	250 00	36	86	75	35	51	3	7	78	78	76	76	2	2	–	–	54	54	27	27		
Sangerville	600 00	400 00	250 00	32	26	24	13	13	1	–	8	8	8	8	–	1	15	15	20	20	7	7		
Scarboro	582 50	500 00	250 00	32	33	26	15	18	–	2	–	–	–	–	–	–	2	2	24	24	2	2		
Searsmont	235 25	150 00	117 62	21	50	21	19	31	–	–	14	11	14	11	–	–	10	7						
Searsport	700 00	500 00	250 00	30	53	44	20	33	3	2	12	12	12	12	–	–	20	20	–	–	20	15		
Shapleigh	537 50	345 94	250 00	30	25	17	17	8	–	–	–	–	–	–	–	–	6	6	19	19				
Sherman	222 50	135 00	105 00	10	53	46	18	35	–	–	10	10	8	8	2	2	43	43	5	5	2	2		
Skowhegan	2,148 00	2,000 00	250 00	36	134	126	66	68	6	5	134	126	114	110	20	16	–	–	44	38	90	78		
Solon	375 00	200 00	183 75	30	25	20	13	12	1	–	23	20	21	20	2	2	2	2	12	12	1	1		
South Berwick	824 00	650 00	250 00	39	36	35	14	22	3	7	36	36	36	36	–	–	–	–	9	9	28	28		
South Portland	2,495 53	1,400 00	250 00	34	113	102	54	59	8	7	113	102	101	91	12	10	–	–	39	35	10	8		
South Thomaston	485 00	250 00	242 50	33	35	20	9	26	3	6	–	–	–	–	–	–	13	12	10	8				
Springfield	1,125 00	450 00	250 00	30	129	47	63	66	2	7	23	23	10	10	13	13	12	12	15	15	8	8		
St. Albans	276 00	150 00	138 00	12	58	51	37	21	–	–	12	12	12	12	–	–	20	20	46	46	3	3		
Standish	833 25	500 00	250 00	33	41	40	11	30	4	4	20	18	19	17	1	1	21	19	28	27	13	12		
Stetson	125 00	65 00	62 50	10	34	22	19	15	–	–	14	9	14	9	–	–	20	13	14	9				
St. George	600 00	400 00	250 00	32	25	20	6	19	–	–	25	19	25	19	–	–	–	–	25	19				
Stockton Springs	174 00	150 00	87 00	10	44	34	19	25	–	–	36	30	36	30	–	–	44	34	36	30				
Stonington	562 50	300 00	250 00	30	38	32	12	26	1	5	38	32	38	32	–	–	–	–	38	32				
Strong	518 50	250 00	250 00	30	36	32	16	20	5	5	25	22	25	22	–	–	11	11	32	30	4	4		
Sullivan	420 00	300 00	207 62	28	27	24	10	17	–	–	–	–	–	–	–	–	–	–	4	4	23	22		
Thomaston	1,410 00	1,160 00	250 00	33	66	61	22	44	3	5	66	61	65	60	1	1	–	–	17	16	6	6		
*Thorndike	100 00	100 00	50 00	10	26	24	10	16	–	–	26	24	26	24	–	–	26	24	26	24				
Topsham	1,050 12	800 00	250 00	36	41	41	10	31	–	–	41	41	41	41	–	–	–	–	29	29	12	12		
Tremont	330 00	175 00	165 00	24	55	34	26	29	–	–	–	–	–	–	–	–	55	34	28	18				
Trenton	200 00	100 00	100 00	16	23	22	14	9	–	–	–	–	–	–	–	–	23	20						
Troy	200 00	100 00	100 00	20	42	19	18	24	–	–	1	1	1	1	–	–	41	41	7	7	1	1		
*Turner	1,079 26	1,887 41	125 00	14	102	90	42	60	7	11	81	75	60	54	21	21	21	20	30	25	34	34		
Union	384 60	225 00	181 60	25	50	42	19	31	–	–	33	29	33	29	–	–	17	13	50	50				
Unity	250 00	200 00	125 00	20	20	16	10	10	–	–	4	4	4	4	–	–	16	16	16	16				
Vanceboro	640 00	400 00	250 00	36	15	13	6	9	–	–	29	–	15	12	14	11	–	–	5	5	10	7		
Vinalhaven	1,080 00	900 00	250 00	36	32	30	8	24	2	4	26	25	26	25	–	–	–	–	26	25	6	5		
Waldoboro	736 00	492 00	250 00	30	54	50	22	32	2	7	54	50	54	50	–	–	–	–	40	38	5	4		
Warren	811 80	616 67	250 00	36	56	53	26	30	4	4	56	53	56	53	–	–	–	–	22	20	12	12		
Washburn	260 00	130 00	130 00	20	67	40	23	44	–	–	–	–	–	–	–	–	41	34	–	–	32	26		

Returns for the Year Ending July 1, 1903—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 of boys enrolled.	Number of girls enrolled.	Number of boys in graduating class.	Number of girls in graduating class.	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.	No. pursuing common school studies.	Average No. pursuing common school studies.	No. pursuing English academic course.	Average No. pursuing English academic course.	No. in college preparatory course.	Average No. in college preparatory course.
Waterboro	$673 82	$450 00	$250 00	34	34	30	18	16	4	2	34	34	34	34	-	-	-	-	31	31	1	1
Waterville	4,279 45	5,500 00	250 00	36	99	93	53	46	10	4	99	99	95	95	4	4	-	-	38	38	61	61
Wayne	290 00	150 00	145 00	30	25	23	18	7	1	1	18	'	18	15	'	'	-	-	18	15	7	7
Webster	665 00	400 00	250 00	35	28	23	11	17	1	6	28	26	23	23	5	5	-	-	10	10	1	1
Weld	288 00	120 00	139 50	12	50	40	31	19	3	3	20	20	17	17	3	3	30	30	5	5	3	3
Wells	839 00	800 00	250 00	34	35	26	10	25	2	-	28	26	28	26	'	'	-	-	16	16	20	18
Wellington	100 00	50 00	50 00	10	26	20	14	12	1	1	15	15	13	13	2	2	11	11	15	15		
Westbrook	3,424 84	3,700 00	250 00	36	122	117	49	73	5	11	122	110	117	105	5	5	-	-	40	34	82	78
Windsor	360 00	180 00	180 00	30	24	17	11	13	1	-	24	17	'	'	24	17	-	-	24	17		
Winn	130 00	154 12	65 00	10	27	22	12	15	-	-	10	10	10	10	'	'	17	12	10	10		
Winterport	540 00	300 00	250 00	36	59	36	23	36	-	-	41	38	41	38	'	'	20	16	37	31	6	4
Whitefield	245 00	125 00	122 50	18	40	31	22	18	-	-	'	'	'	'	'	'	40	31	40	31		
*Wilton	600 00	700 00	125 00	26	62	59	22	40	4	-	62	59	62	59	-	-	-	-	50	48	12	12
*Windham	294 80	250 00	125 00	22	39	34	18	21	6	4	39	34	39	34	-	-	-	-	34	30	5	4
Winter Harbor	189 00	100 00	93 40	14	44	36	23	21	-	-	18	16	16	14	2	2	26	20				
*Winthrop	667 00	450 00	125 00	16	44	39	20	24	6	4	44	44	37	37	7	7	-	-	24	24	20	20
*Wiscasset	300 00	250 00	125 00	14	72	63	30	42	-	-	72	63	58	50	14	11	-	-	39	33	19	17
*Yarmouth	701 19	736 96	125 00	14	85	78	35	50	-	-	85	85	80	80	5	5	-	-	74	68	10	10
*York	552 58	500 00	125 00	14	57	50	23	34	-	-	57	57	57	57	-	-	-	-	50	50	7	7
Total	$242,425 20	$217,691 37	$43,285 74	6358	13,450	11,463	5885	7565	540	888	10,281	9,356	9,089	8,313	1,192	938	2299	1933	6758	6150	2752	2575

* Returns for half-year only.

Returns for the Year Ending July 1, 1903—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	16	3	1	4	13	–	–	–	1	10	–	12	4	–	–	1	–	3
Alfred	–	–	24	21	6	12	–	5	3	–	–	–	1	2	6	18	–	1	1		
Andover	–	–	17	11	6	14	6	1	–	–	–	–	1	4	10	16					
Anson	–	–	36	27	22	35	8	33	13	4	–	2	5	31	27	30	–	5	8	–	7
*Alna	3	3	21	29	8	–	17	4	–	–	–	–	10	–	15	14	–	–	–	–	4
Ashland	–	–	36	36	15	15	–	7	1	–	–	–	–	–	10	26	–	–	–	–	1
Atkinson	–	–	35	35	–	–	–	–	–	–	–	–	–	–	15	20					
Auburn	–	–	342	342	300	150	97	195	65	15	4	–	3	43	23	24	295	1	2	19	
Augusta	–	–	135	200	105	105	80	110	24	15	5	1	–	–	16	–	184	2	–	19	1
Bangor	18	16	358	391	208	104	113	254	35	6	6	1	–	22	23	12	367	4	6	49	2
Baring	–	–	17	17	11	3	3	5	3	–	–	–	3	1	1	16	–	–	–	–	2
Bath	–	–	220	114	36	104	80	91	39	24	1	–	3	31	15	–	205	1	–	25	
Belfast	–	–	74	87	93	54	44	38	10	5	8	2	6	–	38	4	66	1	–	14	
Berwick	–	–	41	57	36	23	11	32	16	–	2	–	3	–	15	41	1	–	2	–	3
Biddeford	–	–	80	132	68	63	41	61	26	2	–	1	–	23	13	–	133	–	–	–	5
Bingham	–	–	21	21	21	21	4	15	4	–	–	–	2	2	–	21	–	–	–	–	1
Blanchard	–	–	24	24	1	4	–	–	4	–	–	–	–	25	13	11					
Blaine	–	–	42	31	19	25	–	12	–	–	–	–	–	–	21	29	–	–	–	–	8
Bluehill	–	–	61	77	28	29	9	28	11	3	1	–	–	7	24	59	–	–	4	–	4
Boothbay	–	–	44	44	44	44	–	17	5	–	–	–	–	5	44						
Boothbay Harbor	–	–	47	47	–	47	16	33	7	1	–	–	–	3	1	46	–	1	4		
Bowdoinham	–	4	40	24	6	28	10	27	–	–	–	–	–	–	28	12					
Brewer	–	–	108	108	15	85	51	72	15	4	–	–	8	3	2	–	106	1	–	3	2
Bridgton	–	–	66	83	26	40	15	35	14	4	1	–	7	2	11	72	–	–	4	–	2
Bridgewater	36	29	36	36	36	34	2	2	–	–	–	–	–	–	16	26	–	–	–	–	5
*Brighton	–	–	17	17	–	3	–	–	–	1	–	–	–	–	5	15					

Returns for the year Ending July 1, 1903—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.
Brooks	–	–	35	35	19	15	–	7	8	2	–	2	4	–	16	19	–	–	2	–	4
Brownville	–	–	30	30	13	10	5	28	5	1	–	–	4	–	1	29	–	–	1	–	5
Brunswick	–	–	54	82	20	34	37	48	12	8	–	–	–	–	22	61	–	–	–	–	–
Buckfield	–	–	33	34	34	17	1	1	–	–	–	–	–	–	8	31	–	–	–	–	–
Bucksport	–	–	19	38	17	10	6	15	1	–	1	–	–	–	6	32	–	–	1	–	–
Buxton	–	–	35	35	30	30	–	14	5	–	–	–	5	30	30	5	–	–	–	–	–
Calais	–	–	90	143	113	32	57	90	25	6	1	–	7	–	13	18	112	1	–	6	–
Camden	–	–	58	58	47	36	22	30	14	4	1	1	5	3	46	12	–	2	4	–	2
Canaan	–	–	32	25	10	14	–	–	4	–	–	2	2	–	25	15	–	–	–	–	4
Cape Elizabeth	–	–	21	21	5	21	–	–	–	–	–	–	–	14	16	5	–	2	–	–	–
*Caratunk	–	–	22	18	6	4	–	–	–	–	–	–	–	–	10	12	–	–	–	–	–
Caribou	–	–	31	89	21	34	20	65	16	7	–	–	–	–	45	46	–	19	14	–	4
Casco	–	–	12	20	–	–	–	5	–	–	–	–	19	–	11	18	–	–	–	–	3
Castine	–	–	16	18	5	18	–	16	2	–	–	–	1	1	3	15	–	–	–	–	1
Cherryfield	–	–	75	75	60	50	28	26	15	6	–	2	2	5	15	65	–	1	5	–	7
Chester	3	3	23	18	3	4	–	–	–	–	–	–	2	–	45	–	–	–	–	–	–
Chesterville	–	–	43	43	43	43	–	1	–	–	–	–	–	20	6	37	–	1	–	–	1
China (village precincts)	–	–	23	22	9	5	–	1	–	1	–	–	–	–	9	14	–	–	1	–	1
China (13-14-17)	–	–	21	21	15	22	–	–	2	–	–	–	–	–	25	–	–	–	–	–	–
Clinton	–	–	40	32	11	17	–	14	–	–	–	–	–	–	21	19	–	–	–	–	6
Columbia Falls	2	2	38	20	6	13	1	5	–	–	–	–	3	–	12	26	–	–	–	–	2
Corinna	–	–	74	74	51	74	28	28	13	5	–	–	–	60	48	26	–	6	5	–	10
Corinth	–	–	60	60	31	53	–	8	3	1	–	–	1	2	40	20	–	–	–	–	2
Cornish	–	–	24	24	9	18	17	17	9	1	–	–	–	–	7	26	–	–	1	–	5
Cranberry Isles	–	–	39	39	27	26	5	–	–	–	–	–	8	–	39	–	–	–	–	–	1
Cumberland	–	–	70	72	34	72	6	25	10	6	–	–	6	60	72	–	–	6	–	–	6

Danforth	-	-	27	23	6	20	-	11	7	-	-	-	-	-	12	35	-	-	-	-	2
Deer Isle	-	-	25	30	8	12	5	18	4	-	-	-	3	1	25	15					
Denmark	-	-	27	27	20	16	4	6	-	-	-	1	-	-	21	6	-	-	-	-	2
Dennysville	-	-	40	34	7	16	-	11	-	2	-	-	-	-	40						
Dexter	-	-	25	38	16	16	16	22	7	7	-	-	-	-		10	52	-	-	-	2
Dixfield	-	-	27	27	10	17	-	3	7	2	-	-	-	-	3	24	-	-	2		
Dixmont	-	-	34	30	8	8	-	-	-	-	-	-	-	-	36	-	-	-	-	-	8
Dover	-	-	34	34	14	20	-	7	1	1	-	-	-	-	13	21	-	1	-	-	2
East Livermore	-	-	40	72	56	16	18	14	7	2	-	-	-	5	12	60	-	6	6	-	1
East Machias	-	-	40	40	26	40	4	11	7	2	1	-	-	4	5	35	-	3	8	-	1
Easton	-	-	20	33	28	64	-	9	6	1	-	-	3	2	18	50	-	-	-	-	4
Eastport	-	-	125	125	125	38	25	51	20	8	3	1	1	7			125	-	-	11	1
Eden	-	-	57	57	57	48	14	32	9		4	-	-	5	5	52	-	-	4		
Eliot	-	-	27	27	17	15	-	10	-	-	-	-	-		28	3					
*Ellsworth	-	-	79	98	34	26	15	67	23	4	5	6	-	-	20	-	89	3	12		
*Etna	-	-	36	19	-	-	-	-	-	-	-	-	-	5	31	36	-	-	-	-	15
Eustis	-	-	31	31	10	14	-	-	-	-	-	-	-	-	7	24					
Exeter	-	-	25	25	22	17	2	4	-	1	-	15	-	15	30	-	-	1	-	-	4
Fairfield	-	-	66	29	60	66	7	49	7	1	-	-	-	-	8	58	-	-	6		
Farmingdale	-	-	12	9	4	7	2	5	1	2	1	1	-	-	3	9	-		4		
Farmington	-	-	124	124	124	89	30	92	16	4	1	-	5	4	39	85	-	14	21		
Flagstaff	-	-	18	18	-	18	-	-	-	-	-	-	-	-	18						
Fort Fairfield	-	-	114	57	21	27	40	81	20	8	-	-	6	6	60	53	-	27	17	-	17
Foxcroft	-	-	35	45	24	41	8	10	10	2	1	-	4	3	14	34	-	1	2	-	5
Franklin	-	-	49	45	31	29	6	18	-	-	-	2	13	62	40	37	-	-	-	-	4
Freeport	-	-	80	64	36	55	30	38	16	4	2	3	-	-	33	51	-	2	4	-	2
Friendship	-	-	42	36	37	25	-	-	15	1	-	-	2	5	7	35	-	-	1		
Gardiner	11	-	136	136	60	56	45	64	19	2	2	1	4	12	15	15	106	2	-	2	7
Garland	-	-	24	24	24	24	-	6	2	-	-	-	2	-	12	12	-	-	-	-	3
Georgetown	-	-	11	17	11	10	3	6	-	1	-	-	4	-	6	11	-	1	-	-	1
Gorham	-	-	56	69	46	40	18	33	14	3	-	-	2	9	38	33	-	1	2		
Gray	-	-	81	81	77	22	8	28	10	5	-	-	-	-	43	55	-	14	18	-	3
Greenville	-	-	32	32	9	14	-	20	4	1	-	-	2	2	1	31					
Guilford	-	-	31	27	9	30	14	26	5	2	-	-	2	1	10	27	-	2	-	-	2
Hallowell	-	-	48	57	27	43	16	19	6	1	1	-	1	3	6	-	51	-	-	2	
Hampden	-	-	78	78	40	44	17	24	7	3	7	7	1	3	20	54	4	10	25	3	4
Hancock	-	-	58	58	31	27	-	-							58						
*Harrington	-	-	34	30	37	15	-	12	-	2	1	5	-	32	3	34	-	-	3	-	1
Harrison	-	-	14	19	10	10	5	6	3	-	-	-	-	-	7	12	-	-	-	-	2
Hartland	-	-	42	42	5	20	5	10	10	1	-	-	-	9	6	47	-	1			
Hermon	6	6	41	41	14	10	1	6	-	7	-	6	-	2	41	-	-	7	-	-	7
Hollis	-	-	40	31	9	18	3	5	6	-	-	-	4	2	23	27	-	1	1	-	3
Houlton	-	-	93	93	66	62	39	53	15	5	-	-	-	10	27	66	-	2	3	-	6
Island Falls	-	-	43	21	31	16	11	25	6	4	-	2	3	1	3	52	-	2	2	-	1
*Islesboro	14	14	8	37	21	28	-	-	-	7	-	-	-	39		46	-	7	-	-	4

Returns for the Year Ending July 1, 1903—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.
*Jackson	-	-	10	10	10	3	-	-	-	-	-	-	-	14	14	-	-	-	-	-	-
Jefferson	-	-	36	38	12	-	-	7	-	-	-	-	-	-	38	-	-	-	-	-	9
Jonesboro	-	-	44	40	12	8	-	-	-	-	-	-	4	40	13	31	-	-	-	-	3
Jonesport	-	-	35	27	24	50	42	11	11	1	-	-	1	9	16	41	-	-	1	-	3
Kennebunk	-	-	73	73	31	49	24	24	19	1	4	1	2	17	24	52	-	-	5	-	-
Kennebunkport	-	-	32	32	16	20	-	12	8	1	1	-	2	4	11	21	-	-	2	-	-
Kittery	-	-	36	39	16	30	3	8	6	1	-	-	-	5	19	26	-	-	1	-	-
Knox	-	-	8	5	-	2	2	5	4	5	-	-	-	-	13	1	-	-	-	-	4
Lagrange	-	-	30	23	-	9	-	-	-	-	-	-	-	-	8	22	-	-	-	-	6
Lamoine	-	-	23	25	20	21	-	3	-	-	-	-	6	-	28	-	5	-	-	-	3
Lebanon	-	-	84	63	19	5	3	3	-	-	-	-	-	-	69	-	-	-	-	-	-
Lewiston	-	-	185	247	79	56	123	171	32	11	3	3	6	9	20	-	238	2	-	12	-
Lexington	-	-	13	14	8	1	-	-	-	-	-	-	-	-	14	-	-	-	-	-	-
Liberty	-	-	64	64	22	8	-	6	-	-	-	-	5	59	39	25	-	-	-	-	5
Limerick	-	-	57	57	57	10	24	18	8	2	2	-	-	53	40	17	-	3	1	-	3
Limestone	-	-	66	66	66	36	-	-	-	-	-	-	-	-	53	13	-	-	-	-	1
Limington	8	7	59	51	38	23	16	30	8	6	2	-	-	48	33	24	2	4	3	1	4
Lincoln	-	-	40	58	35	43	17	17	-	6	-	-	-	-	12	46	-	3	3	-	8
Lisbon	-	-	86	52	20	86	18	36	6	2	-	1	1	2	24	64	-	1	1	-	-
Livermore	7	7	36	6	12	21	3	7	-	2	-	3	-	8	20	16	-	1	1	-	5
Lubec	-	-	43	43	9	25	-	20	9	3	1	2	3	-	13	30	-	2	2	-	3
Machias	-	-	62	77	25	-	32	60	14	4	10	-	1	-	11	66	-	4	10	-	-
Madison	-	-	82	82	29	75	21	36	10	15	1	1	-	65	31	51	-	9	7	-	7
Mars Hill	-	-	44	44	12	18	-	-	-	1	5	-	1	-	15	29	-	-	1	-	3
Mattawamkeag	-	-	4	6	6	4	6	6	-	4	-	1	-	4	3	6	-	1	3	-	1
Masardis	-	-	36	22	22	22	-	-	-	4	-	-	-	-	30	20	-	-	-	-	4

Mechanic Falls	-	-	30	40	16	11	6	23	1	1	-	-	-	-	18	22	-	2	10	-	1
Mexico	-	-	25	25	25	25	2	7	-	-	-	-	-	-	25	-	-	-	-	-	1
Milbridge	-	-	61	61	54	54	-	19	-	-	-	-	-	-	9	52					
Millinocket	-	-	30	30	18	15	5	15	-	1	1	-	-	-	-	30	-	-	1	-	3
Milo	-	-	48	45	18	28	4	12	6	2	-	-	2	2	19	30	-	1	2	-	4
Minot	-	-	13	11	2	-	-	2	-	-	-	1	-	-	15						
Monmouth	-	-	44	59	-	60	23	6	5	-	-	-	-	-	42	19					
Monroe (Precinct No. 1)	-	-	28	28	28	-	-	10	-	-	-	-	13	13	20	8	-	-	-	-	3
Monroe (town school)	-	-	7	7	-	7	2	1	2	2	-	-	-	-	7	-	-	2			
Monson	-	-	38	40	15	39	15	16	8	6	-	-	1	1	9	31	-	1	5	-	7
*Montville	3	3	16	18	3	13	-	3	1	1	-	-	-	-	15	-	-	1	-	-	3
Mount Vernon	-	-	24	25	23	25	1	10	-	1	-	-	12	12	10	15	-	1	-	-	1
New Gloucester	-	-	29	24	22	23	18	18	5	-	-	-	-	-	13	30					
Newport	-	-	8	9	2	5	2	12	7	2	-	-	-	5	8	16	-	1	1	-	3
New Portland	-	-	47	45	1	8	-	8	-	2	-	-	1	-	8	39	-	1	1	-	4
New Sharon	-	-	37	33	20	12	-	7	-	-	-	-	-	-	27	10	-	-	-	-	6
New Vineyard	-	-	33	33	9	-	-	8	-	-	-	-	-	-	14	19					
Norridgewock	-	-	36	36	22	18	15	13	7	2	1	-	1	3	8	28	-	3	2		
North Berwick	-	-	30	43	9	18	31	6	10	1	1	-	2	6	12	31	-	1	2	-	1
*North Haven	-	-	22	23	16	23	-	-	-	-	-	-	-	-	15	8					
Norway	-	-	77	92	55	59	23	41	19	7	2	1	1	10	28	64	-	13	28	-	6
Oakland	-	-	24	36	12	23	4	20	3	1	-	-	2	-	10	26	-	-	1	-	1
Old Orchard	-	-	19	10	9	9	13	15	2	-	-	-	8	8	-	20					
Old Town	-	-	50	83	21	68	26	41	15	8	1	-	2	4	-	1	82	-	-	9	
Orono	-	-	39	21	30	21	32	30	12	5	2	2	1	-	-	65	-	-	5	-	6
Oxford	-	-	49	39	19	29	7	8	2	1	-	-	-	1	47	2	-	-	1		
Palermo	5	5	40	40	12	-	-	3	-	-	-	-	-	-	40	-	-	-	-	-	6
Paris	-	-	92	74	92	65	25	37	18	3	-	3	9	3	13	79	-	-	3	-	10
Parsonsfield	-	-	45	45	32	32	13	20	6	-	2	-	-	4	58	-	2	2	-	-	1
Patten	-	-	54	85	30	7	22	36	13	1	-	1	3	45	35	50	-	8	7	15	7
Pembroke	-	-	41	41	20	32	3	20	6	1	-	-	1	4	30	25	-	1	-	-	3
Phillips	-	-	51	53	6	48	5	33	8	-	1	1	2	4	16	37					
Pittsfield	20	17	67	118	45	62	23	52	9	6	-	1	1	1	54	64	-	6	-	-	30
Pittston	6	6	27	28	15	5	11	3	-	-	-	-	-	-	59	4	12	-	-	-	6
Plymouth	-	-	19	18	7	-	-	3	-	-	-	-	10	9	9	10	-	-	-	-	5
Poland	-	-	20	-	7	9	2	2	4	2	-	-	2	-	44	-	-	4	-	-	1
Portland	-	-	483	828	722	285	369	582	104	-	-	-	-	-	17	5	808				
Presque Isle	-	-	94	94	55	67	12	52	13	3	-	-	4	-	56	38	-	-	3	-	1
Princeton	-	-	26	9	20	17	-	21	4	-	-	-	4	-	5	26	-	-	-	-	2
Prospect	-	-	26	26	10	14	-	6	-	10	-	-	-	-	26	-	-	10	-	-	8
Rangeley	-	-	15	15	15	-	-	2	-	-	-	1	-	-	2	13					
Randolph	2	2	16	16	2	14	9	6	2	-	-	-	-	2	14	2	-	-	5	-	1
Readfield	-	-	16	16	6	16	-	7	-	6	1	1	-	8	2	14	-	1	5		

Returns for the Year Ending July 1, 1903—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.
*Richmond	-	-	47	22	71	14	5	10	-	-	-	-	1	70	20	51					
Ripley	-	-	26	28	27	4	-	-	-	-	-	-	-	-	32	-					
Rockland	-	-	192	192	111	84	87	85	34	4	-	1	3	26	-	192	-			5	
Rockport	-	-	22	22	13	11	-	21	2	-	-	-	1	-	7	15					
Rumford	8	8	92	92	92	24	15	6	-	-	-	-	-	6	31	61					
Saco	-	-	103	140	77	65	43	81	20	27	21	-	27	64	27	10	105	5	4	42	1
Sanford	-	-	72	78	-	48	28	35	10	-	-	7	1	-	28	58					
Sangerville	2	2	26	26	30	17	3	8	1	8	-	2	4	-	4	22			8		2
Scarboro	1	1	22	21	17	14	-	16	2	-	-	-	2	-	33	-					1
Searsmont	11	8	15	26	-	5	-	-	-	-	-	-	-	-	22	28					
Searsport	-	-	24	27	33	13	15	24	5	1	2	-	1	1	8	45			3		
Shapleigh	-	-	17	18	4	9	-	5	-	-	-	-	-	-	25	-					
Sherman	1	1	53	53	20	5	6	8	-	-	-	-	2	50	53	-					6
Skowhegan	-	-	98	134	31	41	58	66	11	4	2	-	-	5	37	97		2			8
Solon	-	-	25	25	20	25	-	13	1	1	-	-	-	-	11	14		1			1
South Berwick	-	-	28	34	23	21	24	23	10	2	1	1	3	-	10	26			3		
South Portland	-	-	113	113	51	25	15	39	15	2	-	-	1	12	12	-	101				
South Thomaston	-	-	23	23	10	13	10	-	9	-	-	-	-	9	23	12					
Springfield	9	9	20	22	30	18	9	7	9	3	-	-	3	-	101	28					2
St. Albans	-	-	58	58	19	-	1	2	-	-	-	-	9	49	33	25					22
Standish	-	-	41	41	18	26	-	16	8	-	-	-	5	-	21	20					2
Stetson	-	-	34	34	19	7	-	-	-	6	-	-	5	-	16	18		4			1
St. George	-	-	25	25	20	6	-	2	-	-	-	-	-	-	25	-			2		6
Stockton Springs	-	-	44	44	29	24	-	-	-	1	-	-	6	36	19	25			1		
Stonington	-	-	38	38	14	14	-	14	6	-	-	-	4	2	6	32					3
Strong	-	-	34	36	33	12	-	21	10	2	-	2	2	3	12	24	-	-	2	-	

Sullivan	–	–	27	27	19	18	–	23	–	–	–	–	–	–	27	–	–	–	–	–	3
Thomaston	–	–	54	61	4	28	32	49	8	1	–	–	–	7	5	61	–	–	7	–	
*Thorndike	–	–	26	26	15	6	–	–	–	–	–	–	–	–	26	–	–	–	–	–	9
Topsham	–	–	41	17	15	17	41	12	–	–	–	–	–	–	27	14					
Tremont	–	–	55	55	22	14	–	6	–	–	–	–	8	47	16	39					
Trenton	–	–	23	23	8	17	–	–	–	–	–	4	2	17	23	–	–	–	–	–	2
Troy	–	–	42	26	5	4	–	1	–	–	–	–	3	39	42	–	–	–	–	–	4
*Turner	17	17	83	102	65	75	16	33	18	5	1	1	2	9	82	20	–	–	–	–	6
Union	–	–	43	49	30	30	–	10	–	–	–	–	5	–	30	20	–	–	–	–	4
Unity	–	–	20	20	6	6	–	4	–	–	–	–	–	7	10	10	–	–	–	–	2
Vanceboro	–	–	7	5	5	8	4	5	–	–	–	–	6	–	1	14					
Vinalhaven	–	–	32	32	6	12	5	16	6	–	–	–	2	4	1	31					
Waldoboro	–	–	54	54	29	25	9	20	9	6	–	–	2	–	30	24	–	–	3	–	7
Warren	–	–	45	56	22	34	9	34	8	1	–	–	6	–	28	28	–	–	1	–	4
Washburn	–	–	63	58	14	24	8	14	–	3	–	2	–	62	14	53	–	1	2	–	7
Waterboro	–	–	34	34	14	10	–	3	6	1	–	1	–	32	22	12	–	–	1	–	2
Waterville	–	–	74	99	41	83	33	73	14	–	–	–	–	–	4	–	95				
Wayne	–	–	20	17	14	11	2	20	2	–	–	–	–	–	5	20	–	–	–	–	1
Webster	–	–	28	28	13	23	18	14	7	5	–	–	2	–	8	20	–	2	3		
Weld	–	–	50	30	–	9	–	3	6	–	–	–	1	–	16	34	–	1	–	–	2
Wells	–	–	26	26	8	9	12	15	9	1	–	–	5	2	15	20	–	3	1		
Wellington	–	–	26	22	14	10	3	–	2	–	–	–	1	–	26						
Westbrook	–	–	92	122	116	40	82	82	16	5	3	–	6	2	17	–	105	7	–	42	
Windsor	–	–	20	24	14	24	–	–	1	–	–	–	–	–	24	–	–	–	–	–	3
Winn	–	–	27	27	27	27	–	–	–	–	–	–	–	–	2	25					
Winterport	–	–	59	59	28	59	8	16	–	–	–	–	–	–	38	21	–	–	–	–	6
Whitefield	–	–	31	27	8	16	–	6	–	–	–	–	–	–	40	–	–	–	–	–	4
*Wilton	–	–	62	62	38	52	6	23	4	4	–	–	–	–	25	37	–	4	–	–	6
*Windham	–	–	39	39	39	16	15	5	10	1	–	–	2	7	29	10	–	1			
Winter Harbor	–	–	44	44	19	5	–	–	–	–	–	–	–	–	5	39					
*Winthrop	–	–	44	44	28	27	20	18	10	4	–	1	5	–	15	29	–	–	4		
*Wiscasset	–	–	58	44	37	58	19	21	7	6	–	–	1	–	25	47					
*Yarmouth	–	–	71	85	33	44	40	26	16	4	6	4	2	–	11	74	–	6	10		
*York	–	–	50	57	57	15	–	40	10	3	–	–	–	7	12	45	–	–	3		
Total	193	166	11,151	11,817	8,158	6,328	3,022	5,275	1,428	483	141	128	453	1,731	4,634	5,178	3,638	294	392	281	565

*Returns for half-year only.

STATEMENT.

Number of Scholars and Amount of School Fund and Mill Tax Apportioned to the Several Cities, Towns and Plantations in the State for the Year 1903, and Payable January 1, 1904.

Towns.	Scholars.	School Fund and Mill Tax.
Abbot	193	$539 15
Acton	185	516 80
Addison	337	941 41
Albany	144	402 26
Albion	242	676 03
Alexander	121	338 01
Alfred	263	734 69
Allagash Plantation	103	287 73
Alna	117	326 84
Alton	107	298 90
Amherst	111	310 08
Amity	157	438 58
Andover	204	569 87
Anson	536	1,497 32
Appleton	281	784 97
Argyle	73	203 93
Arrowsic	51	142 47
Ashland	547	1,528 04
Athens	243	678 82
Atkinson	141	393 88
Auburn	3,897	10,886 28
Augusta	3,057	8,539 74
Aurora	47	131 29
Avon	114	318 46
Baileyville	68	189 96
Baldwin	227	634 12
Bancroft	149	416 23
Bangor	6,015	16,802 94
Baring	84	234 65
Barnard Plantation	28	78 22
Bath	3,135	8,757 64
Beddington	12	33 53
Belfast	1,148	3,206 94
Belgrade	285	796 15
Belmont	88	245 83
Benedicta	163	455 34
Benton	316	882 75
Berwick	637	1,779 46
Bethel	496	1,385 58
Biddeford	5,820	16,258 19
Bigelow Plantation	25	69 84
Bingham	239	667 65
Blaine	384	1,072 70
Blanchard	86	240 24
Blue Hill	631	1,734 76
Boothbay	528	1,474 97
Boothbay Harbor	684	1,910 75
Bowdoin	287	801 72
Bowdoinham	329	919 06
Bowerbank Plantation	23	64 25
Bradford	307	857 60
Bradley	201	561 49
Bremen	171	477 69
Brewer	1,442	4,028 23
Bridgewater	420	1,173 27
Bridgton	823	2,299 05
Brighton Plantation	151	421 82

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Bristol	720	$2,011 32
Brooklin	290	810 12
Brooks	195	544 74
Brooksville	402	1,122 99
Brookton	90	251 42
Brownfield	261	739 10
Brownville	415	1,159 30
Brunswick	2,096	5,855 19
Buckfield	311	868 78
Bucksport	574	1,603 47
Burlington	126	351 98
Burnham	247	689 99
Buxton	443	1,237 52
Byron	60	167 61
Calais	2,705	7,556 43
Cambridge	87	243 03
Camden	978	2,718 08
Canaan	282	787 77
Canton	331	924 65
Cape Elizabeth	252	703 97
Caribou	1,886	5,268 54
Carmel	261	729 10
Caratunk Plantation	82	229 07
Carroll	178	497 25
Carthage	95	265 39
Cary Plantation	112	312 88
Casco	221	617 36
Castine	251	701 17
Castle Hill	189	527 97
Caswell Plantation	205	572 67
Centerville	35	97 78
Chapman Plantation	157	438 58
Charleston	272	759 84
Charlotte	87	243 03
Chelsea	264	737 48
Cherryfield	633	1,768 29
Chester	135	377 13
Chesterville	199	555 90
China	352	983 32
Clifton	57	159 23
Clinton	371	1,036 39
Codyville Plantation	25	69 84
Columbia	168	469 31
Columbia Falls	205	572 67
Concord	86	240 24
Connor Plantation	221	617 36
Cooper	62	173 20
Coplin Plantation	19	53 08
Corinna	302	843 64
Corinth	252	703 97
Cornish	251	701 17
Cornville	217	606 19
Cranberry Isles	99	276 56
Crawford	38	106 16
Criehaven Plantation	12	33 53
Crystal	135	377 13
Cumberland	413	1,153 72
Cushing	173	483 28
Cutler	210	586 64
Cyr Plantation	204	569 87
Dallas Plantation	46	128 50
Damariscotta	184	514 00
Danforth	376	1,050 36

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Dayton	120	$335 22
Dead River Plantation	33	92 19
Deblois	19	53 08
Dedham	120	335 22
Deer Isle	774	2,162 17
Denmark	146	407 85
Dennistown Plantation	44	122 91
Dennysville	176	491 66
Detroit	123	343 60
Dexter	808	2,257 15
Dixfield	301	840 84
Dixmont	229	639 71
Dover	449	1,254 28
Dresden	238	664 86
Drew Plantation	60	167 60
Durham	389	1,086 67
Dyer Brook	106	296 11
E Plantation	43	120 12
Eagle Lake Plantation	227	634 12
Eastbrook	81	226 27
East Livermore	637	1,779 46
East Machias	465	1,298 98
Easton	418	1,167 69
Eastport	1,813	5,064 62
Eddington	169	472 10
Eden	1,097	3,064 47
Edgecomb	177	494 45
Edinburg	15	41 91
Edmunds	209	583 84
Eliot	384	1,072 70
Elliottsville Plantation	8	22 35
Ellsworth	1,449	4,047 78
Embden	154	430 20
Enfield	372	1,039 19
Etna	169	472 10
Eustis	153	427 40
Exeter	225	628 54
Fairfield	1,152	3,218 12
Falmouth	415	1,159 32
Farmingdale	199	555 90
Farmington	888	2,480 63
Fayette	158	441 38
Flagstaff Plantation	45	125 71
Forest City	36	100 57
Fort Fairfield	1,731	4,835 55
Fort Kent	1,309	3,656 69
Foxcroft	488	1,363 23
Frankfort	383	1,069 91
Franklin	490	1,368 82
Freedom	117	326 84
Freeman	110	307 29
Freeport	608	1,698 45
Frenchville	677	1,891 20
Friendship	252	703 97
Fryeburg	295	824 09
Gardiner	1,475	4,120 42
Garfield Plantation	32	89 40
Garland	190	530 77
Georgetown	233	650 89
Gilead	60	167 61
Glenburn	121	338 01

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Glenwood Plantation	62	$173 20
Gorham	733	2,047 64
Gouldsboro	366	1,022 42
Grafton	16	44 70
Grand Falls Plantation	26	72 63
Grand Isle	455	1,271 05
Grand Lake Stream Plantation	100	279 35
Gray	387	1,081 08
Greenbush	187	522 38
Greene	189	527 97
Greenfield	57	159 23
Greenvale Plantation	18	50 29
Greenville	345	963 76
Greenwood	241	673 23
Guilford	447	1,248 69
Hallowell	732	2,044 85
Hamlin Plantation	231	645 30
Hammond Plantation	34	94 98
Hampden	560	1,564 36
Hancock	282	787 77
Hanover	45	125 71
Harmony	169	472 10
Harpswell	519	1,449 83
Harrington	310	865 99
Harrison	249	695 58
Hartford	188	525 18
Hartland	319	891 13
Haynesville	105	293 32
Hebron	131	365 95
Hermon	379	1,058 74
Hersey	78	217 90
Highland Plantation	27	75 42
Hill Plantation	77	215 10
Hiram	261	729 10
Hodgdon	411	1,148 13
Holden	193	539 15
Hollis	314	877 16
Hope	148	413 44
Houlton	1,451	4,053 37
Howland	170	474 90
Hudson	113	315 67
Hurricane Isle	95	265 39
Industry	159	444 17
Island Falls	479	1,338 09
Isle au Haut	63	175 99
Islesboro	259	723 52
Jackman Plantation	109	304 49
Jackson	121	338 01
Jay	938	2,620 30
Jefferson	346	966 55
Jonesboro	230	642 50
Jonesport	834	2,329 78
Kenduskeag	121	338 01
Kennebunk	787	2,198 48
Kennebunkport	589	1,645 87
Kingfield	211	589 43
Kingman	389	1,086 67
Kingsbury Plantation	45	125 71
Kittery	680	1,899 58
Knox	140	391 09

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Lagrange	182	$508 42
Lake View Plantation	50	139 68
Lakeville Plantation	41	114 53
Lamoine	177	494 45
Lang Plantation	45	125 71
Lebanon	332	927 45
Lee	253	706 76
Leeds	327	913 47
Levant	301	840 84
Lewiston	8,174	22,834 12
Lexington Plantation	69	192 75
Liberty	236	659 27
Limerick	194	541 94
Limestone	471	1,315 74
Limington	230	642 51
Lincoln	603	1,684 48
Lincoln Plantation	23	64 25
Lincolnville	378	1,055 95
Linneus	282	787 77
Lisbon	1,228	3,430 42
Litchfield	270	754 25
Littleton	319	891 13
Livermore	278	776 60
Long Island Plantation	67	187 16
Lovell	164	458 13
Lowell	96	268 18
Lubec	1,164	3,251 63
Ludlow	96	268 18
Lyman	192	536 36
Machias	573	1,600 68
Machiasport	404	1,128 57
Macwahoc Plantation	49	136 88
Madawaska	765	2,137 03
Madison	786	2,195 69
Madrid	106	296 11
Magalloway Plantation	13	36 33
Manchester	134	374 33
Mapleton	340	949 79
Mariaville	59	164 82
Marion	21	58 66
Marshfield	75	209 52
Mars Hill	493	1,377 20
Masardis	150	419 03
Mason	27	75 42
Matinicus Isle Plantation	57	159 23
Mattamiscontis	6	16 76
Mattawamkeag	196	547 53
Maxfield	35	97 78
Mayfield Plantation	27	75 42
Mechanic Falls	442	1,234 73
Meddybemps	46	128 50
Medford	71	198 34
Medway	150	419 03
Mercer	134	374 33
Merrill Plantation	96	268 18
Mexico	565	1,578 33
Milbridge	552	1,542 02
Milford	323	902 29
Millinocket	806	2,251 56
Milo	470	1,312 95
Milton Plantation	59	164 82
Minot	232	648 10

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Monhegan Plantation	35	$97 78
Monmouth	304	849 22
Monroe	218	608 99
Monson	440	1,229 14
Monticello	523	1,461 00
Montville	225	628 54
Moose River Plantation	76	212 32
Moro Plantation	91	254 20
Morrill	120	335 22
Moscow	144	402 26
Mt. Chase	133	371 54
Mt. Desert	513	1,433 07
Mt. Vernon	189	527 97
Naples	227	634 12
Nashville Plantation	8	22 35
Newburgh	179	500 04
New Canada Plantation	212	592 23
New Castle	263	734 69
Newfield	125	349 19
New Gloucester	329	919 06
New Limerick	213	595 02
Newport	342	955 38
New Portland	240	670 44
Newry	90	251 42
New Sharon	266	743 07
New Sweden	357	997 28
New Vineyard	157	438 58
Nobleboro	211	589 43
Norridgewock	423	1,181 65
North Berwick	466	1,301 77
Northfield	38	106 16
North Haven	171	477 69
Northport	125	349 19
North Yarmouth	182	508 42
Norway	778	2,173 35
No. 8 Plantation	8	22 35
No. 14 Plantation	37	103 36
No. 21 Plantation, Hancock County	14	39 11
No. 21 Plantation, Washington County	35	97 78
No. 33 Plantation	34	94 98
Oakfield	355	991 70
Oakland	534	1,491 73
Old Orchard	225	628 54
Old Town	1,670	4,665 15
Orient	71	198 34
Orland	353	986 11
Orneville	118	329 64
Orono	1,087	3,036 53
Orrington	352	983 31
Otis	38	106 16
Otisfield	167	466 52
Oxbow Plantation	46	128 50
Oxford	338	944 21
Palermo	207	578 25
Palmyra	242	676 03
Paris	852	2,380 07
Parkman	201	561 49
Parsonsfield	198	553 12
Passadumkeag	156	435 79
Patten	468	1,307 36

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Pembroke	544	$1,519 66
Penobscot	348	972 14
Perham	256	715 14
Perkins	10	27 94
Perry	321	896 70
Peru	221	617 36
Phillips	375	1,047 57
Phippsburg	348	972 14
Pittsfield	818	2,285 09
Pittston	251	701 17
Pleasant Ridge Plantation	28	78 22
Plymouth	184	514 00
Poland	366	1,022 42
Portage Lake Plantation	130	363 16
Porter	301	840 84
Portland	15,724	43,925 06
Pownal	143	399 47
Prentiss	188	525 18
Presque Isle	1,613	4,505 92
Princeton	331	924 65
Prospect	190	530 77
Randolph	272	759 84
Rangeley	276	771 01
Rangeley Plantation	27	75 42
Raymond	251	701 17
Readfield	251	701 17
Reed Plantation	153	427 40
Richmond	516	1,441 45
Ripley	125	349 19
Robbinston	265	740 28
Rockland	2,084	5,821 66
Rockport	654	1,826 95
Rome	122	340 80
Roque Bluffs	46	128 50
Roxbury	89	248 62
Rumford	1,784	4,983 60
Saco	2,282	6,374 78
St. Agatha	694	1,938 69
St. Albans	280	782 18
St. Francis Plantation	290	810 12
St. George	798	2,229 22
St. John Plantation	165	460 93
Salem	43	120 12
Sanford	2,293	6,405 52
Sangerville	353	986 11
Scarborough	539	1,505 70
Searsmont	267	745 86
Searsport	346	966 55
Sebago	166	463 72
Sebec	189	527 97
Seboeis Plantation	30	83 80
Sedgwick	281	784 97
Shapleigh	230	642 51
Sherman	346	966 55
Shirley	87	243 03
Sidney	250	698 38
Silver Ridge Plantation	59	164 82
Skowhegan	1,452	4,056 17
Smithfield	129	360 36
Smyrna	130	363 16
Solon	274	765 42

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Somerville	125	$349 19
Sorrento	34	94 98
South Berwick	1,001	2,796 20
Southport	153	427 41
South Portland	1,839	5,137 25
South Thomaston	464	1,296 18
Springfield	166	463 72
Stacyville Plantation	187	522 38
Standish	411	1,148 13
Starks	174	486 07
Stetson	135	377 13
Steuben	268	748 66
Stockholm Plantation	128	357 57
Stockton Springs	222	620 19
Stoneham	90	251 42
Stonington	540	1,508 46
Stow	79	220 69
Strong	203	567 08
Sullivan	347	969 34
Sumner	242	676 03
Surry	276	771 01
Swan's Island	237	662 06
Swanville	161	449 75
Sweden	64	178 78
Talmadge	32	89 40
Temple	103	287 73
The Forks Plantation	54	150 85
Thomaston	722	2,016 90
Thorndike	156	435 79
Topsfield	110	307 28
Topsham	659	1,840 91
Tremont	699	1,952 66
Trenton	112	312 88
Trescott	159	444 16
Troy	194	541 94
Turner	492	1,374 41
Union	317	885 54
Unity	238	664 86
Unity Plantation	15	41 91
Upton	76	212 31
Van Buren	803	2,243 18
Vanceboro	190	530 76
Vassalborough	655	1,829 75
Veazie	165	460 93
Verona	85	237 45
Vienna	107	298 90
Vinalhaven	778	2,173 35
Wade Plantation	112	312 88
Waite	36	100 56
Waldo	120	335 22
Waldoboro	885	2,472 25
Wales	125	349 19
Wallagrass Plantation	353	986 10
Waltham	54	150 85
Warren	521	1,455 41
Washburn	466	1,301 77
Washington	268	748 66
Waterboro	259	723 52
Waterford	264	737 48

School Fund and Mill Tax—Continued.

Towns.	Scholars.	School Fund and Mill Tax.
Waterville	3,643	$10,176 73
Wayne	180	502 83
Webster	342	955 38
Webster Plantation	49	136 88
Weld	231	645 30
Wellington	131	365 95
Wells	600	1,676 10
Wesley	78	217 90
West Bath	82	229 07
Westbrook	2,622	7,324 57
Westfield Plantation	139	388 30
West Forks Plantation	47	131 29
West Gardiner	179	500 04
Westmanland Plantation	51	142 47
Weston	126	351 98
Westport	109	304 49
Whitefield	304	849 22
Whiting	168	469 30
Whitneyville	125	349 19
Williamsburg	32	89 40
Willimantic	104	290 52
Wilton	501	1,399 54
Windham	514	1,435 86
Windsor	217	606 19
Winn	270	754 25
Winslow	780	2,178 93
Winter Harbor	173	483 28
Winterport	467	1,304 56
Winthrop	578	1,614 65
Wiscasset	393	1,097 85
Woodland	413	1,153 72
Woodstock	215	600 61
Woodville	70	195 54
Woolwich	235	656 48
Yarmouth	677	1,891 20
York	715	1,997 36

School Fund and Mill Tax—Concluded.

RECAPITULATION BY COUNTIES.

Counties.	Scholars.	School Fund and Mill Tax.
Androscoggin	17,118	$47,819 22
Aroostook	24,322	67,943 62
Cumberland	30,734	85,855 56
Franklin	5,283	14,758 08
Hancock	11,566	32,309 67
Kennebec	16,382	45,763 20
Knox	8,768	24,493 45
Lincoln	5,643	15,763 74
Oxford	9,825	27,446 18
Penobscot	23,104	64,541 12
Piscataquis	4,914	13,727 28
Sagadahoc	5,885	16,439 77
Somerset	9,645	26,943 35
Waldo	6,568	18,347 74
Washington	15,066	42,086 94
York	19,815	55,353 30
	214,638	$599,592 22

CONTENTS.

I. OF REPORT.

II. OF APPENDIX.