

MAINE STATE LEGISLATURE

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PUBLIC DOCUMENTS OF MAINE:

1905

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

DEPARTMENTS AND INSTITUTIONS

For the Year 1904.

VOLUME IV.

AUGUSTA
KENNEBEC JOURNAL PRINT
1905

REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC SCHOOLS
OF THE
STATE OF MAINE
FOR THE
School Year Ending June 30, 1904

AUGUSTA
KENNEBEC JOURNAL PRINT
1905

STATE OF MAINE.

EDUCATIONAL DEPARTMENT,

AUGUSTA, December 31, 1904.

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 1903-1904.

Very respectfully,

Your obedient servant,

W. W. STETSON,

State Superintendent of Public Schools.

THE WORK OF A DECADE IN THE SCHOOLS OF MAINE.

The energies of the Department, during the past ten years, have been devoted principally to four distinct lines of work. Early in the present administration the effort was made to place before the people of the State in oral, written and pictorial forms the condition of the schools as they existed in 1895-6. The comments and exhibits given in the report of 1895 included statements of studies pursued, methods used, mistakes made, results achieved and also criticisms and suggestions on all these items. This report also contained reproductions of photographs of school grounds, school buildings, outhouses and schoolrooms.

The work of the teachers and pupils and their attitude toward it were presented as they appeared to the State Superintendent when making his inspection of the schools. While no effort was made to conceal defects and deficiencies, yet all commendable features were given prominent mention and were outlined in detail,—the purpose being to present a true picture of the school in its surroundings and activities and to give estimates of the work done in the schools inspected.

The following year the local superintendents were asked to give their opinions upon the items which had been commended or condemned by the State Superintendent. These questions asked for their judgment on the physical surroundings, the teaching force, the pupil body and the attitude of the churches, politicians and other citizens toward the school. Answers were given under pledge of being held confidential by the Department. In no case did the average estimates, furnished by the superintendents, fall below or exceed those made by the State Superintendent by five per cent. In a majority of instances they varied less than one per cent.

These returns were tabulated, commented upon and, after being printed in pamphlet form, distributed broadcast throughout the State.

When this work was completed the Department undertook the preparation of documents containing aids for teachers, suggestions for school officials and general information for all citizens.

Among the documents issued, having these purposes in view, are the courses of study for elementary and secondary schools. These pamphlets not only contain detailed statements as to the subjects to be studied and the branches that should be taught in each grade, but they also include full outlines of the devices and methods to be used in teaching each study.

In addition to the outline courses and the details of methods there were given lists of books for teachers in each subject and also lists for pupils.

The elementary course also included material for work in nature study, music and drawing,—the purpose being to make the pamphlet containing this course a text-book on the subject matter studied.

In 1897, a pamphlet entitled "Sketches, Designs and Plans for School Buildings, School Grounds and Outhouses" was issued by the Department. This document contained not only descriptions of school sites, water supply and all of the details connected with school grounds and buildings, but also included a large number of elevations and floor plans for school buildings of one, two, three, four, six and eight rooms.

Later, a pamphlet was issued going more into the details of improving school grounds and buildings. The enlarging of grounds, the locating of drives, paths and walks, the planting of forest areas, fruit and vegetable gardens, the preparing of lawns and location of playgrounds, the remodeling of exteriors, the decorating of interiors and the planting of flowers and shrubs and the cultivation of vegetables and fruits were fully discussed and many suggestions given.

Pamphlets were also issued giving courses in the civil government of Maine and the United States and the history and geography of towns, counties, the State and Nation.

A manual, in which the subjects discussed in teachers' associations were outlined in skeleton form, was issued for the use of teachers and officials of county conventions. This document is

also of service to those desiring to prepare for examination for State certificates.

The pamphlet on "Words, Reading and Literature," was prepared for teachers, but it has also been used in the secondary schools by pupils.

Among the documents containing information for the public might be mentioned the following: "What the School should do for the Child," "Some Gains," "Waste in the Administration of the Schools," "An Experiment in Child Study," "The Law for the Better Education of Youth," "A Study of some School Problems," "Union of Towns for the Purpose of Providing Expert Superintendence," "The School as it Was, Is and Should be," "A Study of the Schools of Northeastern Maine," "Study of the School System of Maine with regard to Purpose, Scope of Instruction, Organization, Present Condition and Needs," "History of the School System of Maine."

Among the specific agencies that have been devised or improved for promoting the efficiency of the schools may be named the School Improvement League, the county teachers' associations, town teachers' meetings, teachers' summer schools and educational mass meetings.

The School Leagues have improved hundreds of school yards and buildings and purchased thousands of volumes of books and an equal number of pictures. In not a few schools musical instruments have been provided and statuary now finds a place in many of our schoolrooms. Its best work, however, has not been found in enlarging and beautifying school grounds, adorning schoolrooms, supplying needed material and apparatus, but in persuading parents and citizens generally to learn what the school is, decide what it should be and assist in bringing it to its best estate. The value of the work of the League cannot be stated in words or estimated in terms. The results are to endure and in its triumph our schools are being signally blessed.

The State examination of teachers has given a new dignity and added remuneration to those engaged in teaching. It has eliminated many of the incompetents and persuaded not a few school officials to consider more carefully the fitness of candidates before placing children under their instruction. These examinations have wrought an improvement in our teaching force which no other agency could have produced. It is grati-

fyng to know that there are more teachers in this State who hold State certificates than in any other state in the Union.

The State Teachers' Association seems to have entered upon a new lease of life and there are indications that it is to be a power for good in the future. There is promise that all of the educational forces of the State will soon unite in this organization and, working together, accomplish greater results than have as yet been achieved. If the schools in Maine are to become all they should be, the college, the secondary school, the common school, school officials, parents and children must unite their efforts for their improvement.

The county associations have increased their attendance to such an extent that it is almost impossible to find an assembly room in which to hold the meetings. The programs are largely made up of talks or papers by local speakers and the exercises are of a quality that reflect great credit upon those who are responsible for these meetings. No words of praise can be too strong in which to commend the efforts made to render these associations profitable to the teachers.

The town teachers' meetings are of recent origin. The parents, school officials, teachers and children of several contiguous towns join in presenting exercises of unusual merit. It is believed the number of these meetings will be multiplied in the future.

The summer schools for teachers have been successful from the start. The average attendance has been about one thousand each year. In these schools the teachers have had an opportunity to listen to experts from other states on methods of instruction, school management and special discussions of particular subjects. In stimulating some of the teachers whose scholastic attainments were inadequate to attend academies, high or normal schools and in persuading others to take, or complete, college courses; in interesting teachers in professional and general reading and in developing a love for their work, these schools have rendered a great service and should be continued.

The latest movement has taken the form of a series of "Educational Mass Meetings." Thirty of these were held in as many different towns during the fall of 1904. The aggregate attendance was 13,800. The speakers were Gov. C. B. Aycock of North Carolina, Judge F. D. Winston, North Carolina, Dr.

A. E. Winship of the New England Journal of Education of Boston, Dr. Henry Houck, Deputy State Superintendent of Schools of Pennsylvania and Prof. P. P. Claxton of the University of Tennessee and Superintendent of the Summer School of the South.

No educational movement in this country has attracted more attention, or elicited more favorable comment. The results are most gratifying and it is believed they will be enduring.

The speakers were not only entertaining and instructive, but were stimulating in the sense which makes it possible for their words to abide and bear fruit in a new interest in the school and an increased determination to make it civilization's most potent agency. It is impossible to reproduce the words of commendation and gratitude that were expressed for the pleasure given and the help rendered. This event will mark a new date in our educational history. It is hoped that from this time forward our people will make a study of the school in all its phases and will do the things necessary to make it a means of grace to their children and hence a power for good in the community in which it is located.

This review would be incomplete if mention were not made of the service which has been rendered by parents, pupils, school officials and teachers in improving the schools. The changes they have wrought constitute a revolution although the process has been evolutionary and the results are seen in improved grounds and buildings and attractive schoolrooms.

Every student of the schools is impressed by the changed attitude of our people as to what our schools shall be. Those who were hostile have either become supporters of the schools or are willing to learn the facts before criticizing them. Those who were indifferent have become interested and are giving to the work their cordial support. Those who were friendly have become enthusiastic. A large number of our people are reading, thinking, studying and investigating the school problem. A large majority of them are doing something each term to make them more efficient.

These efforts should receive a large share of the credit for the better service our schools are giving the State.

This review is given for the purpose of showing that there have been a plan and a purpose in what has been done. After

careful consideration it was thought that before important changes could be wrought our people must know the conditions that surrounded and were found within our schools. Then it was felt that helps must be furnished which would assist in making bad things good and good things better. These suggestions were given in the form of documents and through the help of organizations. The last of these agencies was the series of "rallies" which aroused and impressed our State as it was never stirred before.

It is natural to inquire, "What next?" The answer to this question is found in the following chapter entitled "Standard Schools." It is hoped our people will examine the plan outlined in this chapter and that, after reading and studying the details, they will see fit to embody these suggestions in at least one of these schools in each county.

“STANDARD SCHOOLS” FOR MAINE.

Much is being said about “the value of the public school and the duty of each citizen in making it more efficient.” This discussion, as found in the newspapers and delivered from platforms, has stimulated our interest in civilization’s most potent agent. It has led to not a little investigation and has suggested some queries which, when answered in tangible form, will bring us many improvements. It is the hope of all good citizens that this revival of interest may result in the establishment and maintenance of such schools as are needed to fit the youth of to-day for the duties of to-morrow.

The “Ideal School” is not attainable. It is doubtful if it is desirable. If we had it we would not be able to use it in such a way as to derive benefit from it. We have to grow up to the higher planes before we can be helped by ideal conditions.

The “Model School” has filled such large spaces in so many reports that it is in bad odor. The “Model School,” like the “Ideal School,” is both illusive and delusive. Each is one thing to-day and something quite different to-morrow. Before either can be built it will have outgrown the conception upon which it was constructed.

The “Standard School” is achievable. It has metes and bounds and may have a local habitation.

After a careful study of school conditions, in this and several other states, it has been decided that we have reached a point in our progress where it is necessary for us, and particularly for our school officials and teachers, to have concrete examples of what a “Standard School” is.

Sketches, designs, plans, pictures and detailed explanations have proved helpful, but there is a demand for a physical illustration of a school of this class. Our people want to walk through the grounds, note the location of the drives, walks and paths, have a view of the spaces devoted to lawns, make an

examination of the forest areas and examine the fruit orchards, vegetable gardens and the sections set apart for playgrounds and sports.

They desire, also, to make studies of the architecture of the building and its coloring. They are especially interested in the interior, the assembly room, the halls, cloakrooms, workrooms, ventilating flues, heating apparatus, location and size of the windows and the furnishings of the schoolroom.

This "Standard School" should include, at least, the following items:

A school lot of at least three acres. This area should be divided into plots for forest trees, fruit trees, vegetable and flower gardens, a lawn, playgrounds and the necessary drives, walks and paths.

The building should be constructed of wood and should be of such size as will allow for a vestibule and cloak, work and assembly rooms. It should be of simple and attractive architecture and painted in such tints as will harmonize with its surroundings. The floors and wainscoting should be of yellow birch. The walls and ceilings should be of steel, the former being painted a light buff and the latter a light cream.

The windows should be massed at the left and rear of the pupils when seated.

The schoolroom should be provided with slate blackboards, single, adjustable desks, recitation settees, a desk for the teacher, a revolving chair and extra chairs for visitors.

The room should also be provided with a bookcase, copies of standard works and volumes of special interest to children.

The walls should be decorated with statuary and pictures of recognized merit. There should also be a set of outline maps, charts and a globe.

The stove should be surrounded by an iron jacket and connected with a fresh air flue. The chimney should include a ventilating shaft.

The water supply should be ample and of undoubted purity.

The outbuildings should be in the rear corners of the lot and surrounded by evergreen trees.

The fences at the rear and sides should be sufficient to protect the ground from the depredations of animals. The front fence should be made of posts, wire and a single set of boards

and should not extend more than three feet six inches above the ground.

A small room should be connected with one of the rear corners of the building to serve as a workroom for the boys. This room should be supplied with a carpenter's bench, a set of tools and a small quantity of lumber.

Another small room should be joined to the opposite rear corner of the main building to serve as a workroom for the girls. This should be furnished with a stove, table, chairs, dishes, lap boards, flat irons and other articles needed in simple household work.

For extended details of all the items enumerated above, see pamphlet entitled, "Sketches, Designs and Plans for School Buildings, School Grounds and Outhouses" and pamphlet entitled, "Improvement of School Buildings and Grounds."

It is hardly reasonable to ask any community to bear the cost involved in establishing an experimental "Standard School" without assistance from those who are able to contribute a part of the necessary funds.

After a careful consideration of the whole situation it has been thought that the following is a fair distribution of the burden which the founding of a "Standard School" would place upon any given community:

FIRST. That community should be selected for the establishment of the school which furnishes the largest "Special Fund," taking into consideration the valuation of its real and personal estates, as returned by the municipal officers of the town. These contributions may be made by residents in the community, or may be solicited from persons in other communities who are willing to make donations.

SECOND. The town should provide the school building as found in the community in which the improvements are to be made and a lot of at least three acres.

THIRD. A donor or donors should contribute as much to this "Special Fund" as is given by the community and secured by solicitation from those not living within its limits, provided that the amount contributed by the donor or donors shall not exceed \$500.

It also seems clear that bids for this school in any given community should be limited by the following conditions:

FIRST. No community shall be eligible to compete for the school if its population exceeds eighty persons who are between five and twenty-one years of age.

SECOND. That the community raising the largest sum in proportion to its assessed valuation shall be entitled to receive the contribution of the donor or donors offered for the county in which said community is located.

THIRD. A committee of two shall be appointed to take charge of the "Special Fund" contributed for the purpose of establishing a "Standard School." One member of this committee shall be chosen by the community in which it is located and the other shall be appointed by the donor or donors.

FOURTH. The members of the above named committee shall be elected or appointed annually and shall serve until their successors are chosen and enter upon the discharge of their duties.

FIFTH. All "Special Funds" shall be deposited in a bank designated by this committee.

SIXTH. This committee shall have entire charge and control of the "Special Fund" raised for the purposes above described.

SEVENTH. These funds shall be expended only upon orders signed by both members of said committee.

EIGHTH. Sketches, designs and plans for the improvement of the school grounds and buildings shall receive the approval of the above named committee and of a majority of the superintending school committee of the town in which the school is located, before they shall be adopted.

NINTH. The teacher in charge of this school shall have at least the equivalent of a secondary school education, shall hold a State certificate valid for at least five years, shall have a special interest in nature study and shall have done such reading and study as will fit her to direct the children in planting and caring for trees, shrubs, flowers and grasses and oversee their labors in the workrooms. The teacher shall organize in the school, when established, a branch of the "School Improvement League of Maine."

TENTH. The first Friday in each May shall be observed as "School Day" in the community in which said "Standard School" is maintained. The day shall be devoted to the regular work

of the school, special exercises by the pupils and the repair and improvement of the school buildings and grounds.

ELEVENTH. This "Standard School" shall be a common school and only common school studies shall be taught therein.

TWELFTH. This school shall be under the control and management of the school officials of the town in which it is located.

THIRTEENTH. The improvements on the grounds and buildings shall be under the control of the committee described above.

FOURTEENTH. The school shall be named by the special committee, but such naming shall not be valid until it is approved by a majority of the persons living in said community who are over twenty-one years of age.

The right is reserved to reject contributions tendered by communities, provided they are clearly insufficient for the purpose of establishing a "Standard School."

It would be a misfortune to have some person of wealth contribute the entire sum necessary to purchase the grounds, put them in suitable condition, erect the buildings and furnish the necessary accessories for a "Standard School" as set forth in the foregoing paragraphs.

It would be asking too much of any community to make the initial experiment of establishing one of these schools at its own expense.

The former would be a kind of patronizing which would tend to pauperize those who were the recipients of misdirected benevolence. The latter would be a hardship no community would voluntarily assume.

By the division and combination suggested above the community contributes its share, the donor supplements it with an equal contribution and the two become partners in making needed improvements.

This school will give instruction in reading—mastering the printed page and permitting the listener to see it through his ears; penmanship—legible and individual; arithmetic—accuracy in combining figures and intelligence in applying principles; spelling—correct grouping of letters to form words; grammar—the construction of the English language and skill in using it; geography—knowing much about that portion of the earth's surface that is near by and something about the portions that are distant; history—knowing where we started, the pathways

travelled, where the milestones are and who set them; music—giving expression to the emotions; Nature—knowing the facts and seeing its beauty; drawing—expressing thoughts without using words; art—reading the embodied wisdom of the world's masters; civics—knowing how we are governed; laws of health—keeping clean outside and inside; labor—knowing what to do and how to do it.

The methods used will be adapted to the child taught. The teacher will be the companion and counsellor of the children and the pupils will do their own work and glory in rendering service.

The fundamental principle of recognizing the limitations of the child will be kept in mind and he will be given a chance to learn how to do *his* work.

The boys and girls who graduate from this school will know a few things thoroughly and will be able to do something skillfully. It will help them to do better the things their abilities have determined they must do.

The "Standard School" will help all our people to see that:
The homes of Maine should be domestic universities.

The common school should be the social, literary and art center of the community.

The safety of the Nation is not in the hands of its rulers, but in the lives of its common people.

The world's best servant knows the past, lives in the present, foresees the future and is ready for the next thing.

If these conditions are to obtain, then we must learn that we need:

Better physical surroundings; best books for all; art in the schoolroom, because the home and the school hold the hope of the future.

When the "Standard School" has wrought its work we shall see that education will develop:

Love for labor,
Skill in effort,
Tenderness of sympathy,
Joy of appreciation,
Sensitiveness for the right,
Alertness of intellect,
Strength to hold on.

It will give the students a mastery of the printed page and make known to him the message of star, rock, flower, bird, painting and symphony.

It will also help him to find his work, render his meed of service and feel his personal responsibilities.

These "Standard Schools" will serve at least four important purposes:

FIRST. They will furnish concrete illustrations of what the school of this day should be.

SECOND. They will stimulate communities that are now maintaining inferior schools to improve them.

THIRD. They will compel needed changes in courses of study and methods of instruction.

FOURTH. They will assist in putting Maine in a more enviable position in the procession that is leading the progress of the world.

The following persons have been appointed an Advisory Committee for the State. It is expected they will counsel with representatives of the communities who compete for these "Standard Schools."

It is suggested that no plans be adopted for the improvement of school grounds, the construction or repair of school buildings, or for the furnishing of schoolrooms until they have received the approval of the majority of the persons named below.

Representatives of the following interests have been selected as members of this committee:

The School Improvement League of Maine, school officials, the higher institutions of learning, the secondary schools, the common schools, the Grange, the women's organizations, the art clubs and the library associations.

ADVISORY COMMITTEE.

Mr. Payson Smith, Auburn; Mr. H. R. Williams, Foxcroft; Mr. W. D. Hurd, Orono; Mr. F. H. Damon, Bangor; Miss Kate MacDonald, Machias; Mrs. George C. Frye, Portland; Mr. W. J. Thompson, South China; Mr. John S. Locke, Saco and Mr. L. D. Carver, Augusta.

THE CAMPAIGN OF EDUCATION.

During the latter part of August, 1904, the following circular was issued from the Educational department and copies were sent to school officials and teachers.

STATE OF MAINE
EDUCATIONAL DEPARTMENT

Augusta, August 27, 1904.

The best schools are found in those communities in which all the people are interested in doing something for their improvement.

To be an intelligent helper in this work one must study local conditions and what has been done by other communities.

During the past ten years the claims of the local school have been presented to our citizens. The time has come when we need the counsel of experts from other states.

To meet this demand arrangements have been made to hold thirty Educational Mass Meetings in as many different towns.

The following lecturers have been secured to speak on "The value of the public school and the duty of each citizen in making it more efficient:"

Hon. C. B. Aycock, Governor of North Carolina.

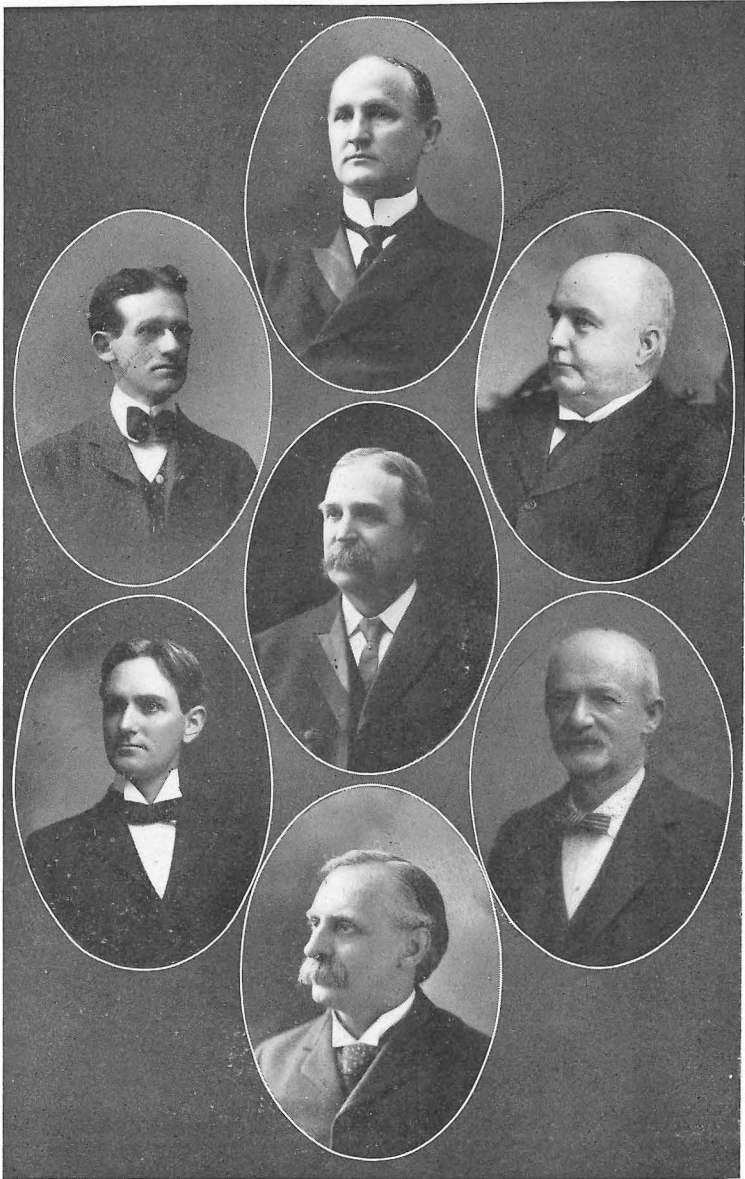
Hon. Frank W. Winston, of the Supreme Court of North Carolina.

Dr. A. E. Winship, Editor New England Journal of Education.

Hon. Henry Houck, Deputy State Superintendent of Schools, Pa.

Prof. P. P. Claxton, of the University of Tennessee and Superintendent of the Summer School of the South.

The above named gentlemen have made special studies of the common school problem and are recognized as leaders in educational work.



A GROUP OF WORKERS IN THE EDUCATIONAL FIELD.

Middle line—Gov. C. B. Aycock, N. C.; Supt. W. W. Stetson, Me.; Dr. A. E. Winship, Mass.

Right hand line—Hon. Frank W. Winston, N. C.; Hon. Henry Houck, Pa.

Left hand line—Supt. Payson Smith, Me.; Prof. P. P. Claxton, Tenn.

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There will be no postponement of any meeting on account of stormy weather and all sessions must commence on time.

There will be two speakers at each meeting. Each session will occupy about two hours.

In the larger places the exercises will probably be held in the city halls. Information on this point will be found in the newspapers.

GOVERNOR AYCOCK and JUDGE WINSTON will speak:

Wednesday, 2 P. M., September 14, in Biddeford.
 Wednesday, 7.45 P. M., September 14, in Portland.
 Thursday, 10 A. M., September 15, in Newcastle.
 Thursday, 7.45 P. M., September 15, in Rockland.
 Friday, 2.35 P. M., September 16, in Lewiston.
 Friday, 7.45 P. M., September 16, in Norway.
 Saturday, 2.30 P. M., September 17, in Waterville.
 Saturday, 7.45 P. M., September 17, in Bangor.
 Monday, 9.30 A. M., September 19, in Lincoln.
 Monday, 3 P. M., September 19, in Pittsfield.
 Monday, 8 P. M., September 19, in Augusta.
 Tuesday, 9.30 A. M., September 20, in Foxcroft.
 Tuesday, 7.45 P. M., September 20, in Farmington.

DR. WINSHIP and DR. HOUCK will speak:

Monday, 2 P. M., October 3, in Calais.
 Monday, 7.45 P. M., October 3, in Machias.
 Tuesday, 10 A. M., October 4, in Cherryfield.
 Tuesday, 7.45 P. M., October 4, in Ellsworth.
 Wednesday, 9.30 A. M., October 5, in East Corinth.

DR. HOUCK and PROF. CLAXTON will speak:

Thursday, 9 A. M., October 6, in Caribou.
 Thursday, 1 P. M., (local time) October 6, in Van Buren.
 Friday, 9 A. M., (local time) October 7, in Fort Kent.
 Friday, 3 P. M., October 7, in Houlton.
 Saturday, 10 A. M., October 8, in Belfast.
 Saturday, 7.45 P. M., October 8, in Madison.

DR. WINSHIP and PROF. CLAXTON will speak :

Monday, 10 A. M., October 10, in Rumford Falls.

Monday, 7.45 P. M., October 10, in Bethel.

Tuesday, 2 P. M., October 11, in N. Bridgton.

Tuesday, 7.45 P. M., October 11, in Cornish.

Wednesday, 10 A. M., October 12, in North Berwick.

Wednesday, 3 P. M., October 12, in Kittery.

Governor Aycock gives his entire time, after disposing of the duties of his office, to interesting and instructing the people of his state in matters educational. His success in this work has won for him the title of "Educational Governor." He is one of the most impressive speakers of the South.

Judge Winston is the Governor's most intimate coadjutor and has been an active worker in these "educational campaigns." He is recognized as one of the most eloquent speakers of the section that has given the country so many great orators.

Dr. Winship has spoken in nearly every state in the Union. Calls for his services are so numerous that his engagements are made months in advance. He is one of the leading speakers on the educational platform.

Dr. Houck has been speaking before teachers' meetings in Pennsylvania for thirty years. His name on the program ensures a larger attendance in his own State than can be secured by the announcement of the name of any other educator. His reception by the Boston teachers stands without a parallel.

Prof. Claxton was the founder and is the manager of the famous Summer School of the South—the largest organization of its kind in the world. He has been a student of common school problems for years. Dr. Lyman Abbott ranks him as one of the great orators of the country.

The thirty "Educational Mass Meetings" outlined in this circular were divided into two series. The first consisted of thirteen meetings, extending from September 14th to September 20th inclusive. These meetings were addressed by Governor Aycock and Judge Winston, both of North Carolina. Although two meetings and sometimes three were held each day, in places often quite distant, yet every meeting commenced on time, with speakers present as announced.

The meetings were largely attended and much interest was manifested. The speakers had given careful thought and study to matters pertaining to education in their own State and their presentation of the subject was both eloquent and entertaining as well as logical and instructive.

Both speakers spoke without notes and both held the attention of their hearers in a marked degree. An abstract of the address of Judge Winston is given herewith. It is a matter of regret that no report of the speech of Governor Aycock could be obtained in time for publication in this volume.

ADDRESS OF HON. FRANK W. WINSTON,
OF NORTH CAROLINA.

In a leaflet announcing our meetings, the State Superintendent truly says that "to be an intelligent helper in the work of education, one must study local conditions and what has been done by other communities." He also says that "the time has come when we need counsel of experts from other States." He also says that "during the past ten years the claims of the local schools have been presented to your citizens." I am not a teacher. In this work the Governor is a past master. The Governor is a typical North Carolinian. I claim to have discovered him and recall with pleasing satisfaction how I caught him in my arms a raw, green freshman at the University of North Carolina—I, a lordly, strutting, impudent sophomore.

Down in North Carolina we look upon him as a great Governor because he is a great educator; because he realizes that the only way to govern man is to educate him when young; the only way to govern wisely is to educate all the people. By the North Carolina teaching profession he is regarded as a teacher and he will go down in our annals as "Governor Educator."

Coming into office in January, 1900, in his inaugural address he set the key note of a campaign for more schools and better schools; more teachers and better teachers; more schoolhouses and better schoolhouses and above all he declared that before the end of his term, there should be in every public school district in North Carolina the full constitutional requirement of a four months' term. He has led the speaking procession from

one end of the State to the other, speaking in crowded localities and sparsely settled communities, arousing an interest in education such as our people had never known; the interest is as then—it needed to be spurred to action. The public school has, for more than half a century, been firmly fixed in the lives of our people. The conquering armies of the Nation passed through our State in 1865 and saw in our Capital City the State Superintendent quietly at work tabulating returns from remote school districts that were at work under the noise of the cannon. The maxim that “the law is silent amid battles” did not apply to North Carolina schools.

Let me give you a few results of this campaign. More than two weeks have been added to the length of our school term, thereby exceeding our constitutional requirement. The attendance of the public schools has increased more than 100,000. More than 1200 new schoolhouses have been built. Nearly 250 rural districts have voted upon themselves a local school tax and the idea of improving public schools by local taxes has become firmly fixed in the minds of the people. Nearly one thousand rural libraries have been established, containing over 100,000 well selected books. It may be of interest to you to know our law upon the subject of establishing rural libraries. The last two legislatures have appropriated, direct from the State Treasury, amounts sufficient for this purpose. The number was first limited to six in any County and the conditions were that the District applying for libraries should raise \$10 by private subscription; \$10 should be taken from the school fund and \$10 from the State Treasury, making a total of \$30 for each library. The last Legislature increased the number to twelve in any County and added an amount for the establishment of supplemental libraries where they had been established under the former act. These amounts may appear small, but the purpose of the North Carolina educators at this time is rather to fix firmly in the minds of our people the great underlying principle that every man and woman in North Carolina must be educated. No one can measure the benefits of these well selected rural libraries, constantly and quietly at work among the people of the rural districts, in the dissemination of general information, the formation of literary taste, cultivation of the habit of reading and the shaping of the higher ideals of character, life and action.

In nothing has educational progress under the present administration been more marked, permanent and wise than in the improvement of public schoolhouses and their equipment. Recognizing a decent, comfortable schoolhouse as an absolute necessity for a successful school that shall merit and command the respect and patronage of the people, the present administration set to work earnestly to help the people secure such a house in every district.

The law provides that the building of schoolhouses shall be under the supervision of the County Board of Education and that all plans shall receive the approval of that board and also of the State Superintendent of Public Instruction. Our last Legislature wisely authorized the use of about a quarter of a million dollars, as a permanent loan fund for building these houses. These loans are payable in ten annual installments and draw interest at four per cent. The most pronounced event in the history of public education in North Carolina has been the appropriation by the General Assembly of \$200,000 out of the State Treasury, annually, for the support of the public schools of the State. Within the past two years small and inefficient school districts have been consolidated, representing a consolidation of at least 1500. The log schoolhouse still remains. I recall it vividly with its old-time teacher whose main endeavor was to "teach out the funds" and when the funds stopped the teaching stopped. The attendance rarely exceeded a dozen. Now this is largely changed. In its stead we find a larger district, with four-room schoolhouses and eight grades, each teacher conducting two grades. I need not weary you with figures relating to higher education. North Carolina has always maintained her State University and the number of Church and private colleges, schools and seminaries is very large. A most marked interest has been aroused in Industrial and Normal training. A summer school conducted in our Agricultural college the past summer enrolled nearly one thousand teachers. There has indeed been made a genuine revolution in North Carolina. We are reaping the first fruit of the educational awakening in industrial improvement. It is an easy transition from progress in education to progress in every other line. In her industrial improvement North Carolina is destined to be the Massachusetts of the South. She is indeed the most progressive of all Southern States.

Our greatest improvement has come in the use of tools and machinery and there have been great changes in the domestic life and the spirit of self reliance has taken possession of our people. An old Southern home—a square house high pitched, broad verandas, wide walks, trailing vines, extensive grove, kitchen 50 yards from the house, well 50 yards from the kitchen, wood pile 50 yards from both, stables a quarter of a mile from house and darkies everywhere. Now the type of house has changed. Space has been annihilated. The kitchen joins the dining room, the pump between. The range and stove are at hand and the wood and coal within easy reach. We are becoming yankees and we are indeed “out-yankeeing” the yankee.

* * * * *

The people of North Carolina are the same as those of Maine. We are all of the same sturdy stock. We profess the same religion. We speak the same language. We read the same literature—whether Hawthorne or Nelson Page, Uncle Tom’s Cabin or the Leopard Spots. We have the same ideals in life, the same standard of character. The honest men of North Carolina would be honest if brought to Maine. The virtuous women in Maine would be just as pure in North Carolina. Put North Carolina here—surround us by your conditions and upon the great fundamental questions of life and morals and government we would act as you do. Put Maine in North Carolina, with our environments and upon the great fundamental questions of life, of morals and government, you would become North Carolinian.

If either you or we take up the glass to view the other at long range and do not see the situation as it is, it is because we have not wiped the glass and steadied our eye before looking. Put Maine and North Carolina in India and both would do as the English have done and we would both do as they have done in South Africa and Australia. Each would establish those standards of family, of religion, of duty, of citizenship, of government best suited for the whole body of the people and which in the long run would bless and not curse.

I thank God we are a reunited country. I have seen the thin gray line of Confederacy fade away at Appomattox to reappear in the blue under the stars and stripes in the fight for Cuban independence.

The war emancipated the South. It gave the negro his nominal freedom—his troubles commenced with liberation. In my state there is no sentiment that would condone an act of injustice done him. North Carolina earnestly desires his progress and his improvement.

Your civilization, our civilization, makes the American civilization which is destined to rule the world by peace, by education, by skilled industry. Both you and we have our allotted tasks in this great achievement.

The second series consisted of seventeen meetings, commencing at Calais, on October 3rd and closing at Kittery on October 12th. The intervening meetings spanned the State from Fort Kent, on the northern border to Belfast, on Penobscot bay.

In this latter series the speakers were Dr. A. E. Winship of Boston, Hon. Henry Houck of Pennsylvania and Prof. P. P. Claxton of Tennessee.

Although, in some instances, the distance between places at which meetings were held on the same day was upwards of one hundred miles, yet in no case did the speakers fail to make connections and to appear at the schedule time. These meetings, like those of the former series, were largely attended not only by teachers and school officials, but also by the public generally and a lively interest was awakened in matters pertaining to the improvement of the public schools.

ADDRESS OF DR. A. E. WINSHIP,
OF BOSTON.

VALUE OF THE PUBLIC SCHOOL AND THE RESPONSIBILITY OF
EACH CITIZEN FOR ITS IMPROVEMENT.

Is the public school a necessity or merely a tradition? It eats up about one-third of all the taxes for city or town expenses. The schools cost about one-half as much as the roads and bridges, police and fire protection, the support of the poor and the pay of all town officers. Are the schools worth it?

Someone said to Horace Mann that the time and effort put into the Temperance cause was altogether out of proportion to the results and asked if he thought it worth while to spend so much to save so few. He replied, "Yes, if one of them is my

son." If the public school saves or wisely promotes the efficiency of your son or mine, does it not pay at any cost?

The school taxes are the only moneys that deal with mind and heart, with the human soul. How much money paid out on roads and bridges will do as much good as that which starts a Pitt Fessenden or a Hannibal Hamlin, a John A. Andrew or a Thomas B. Reed, a Henry W. Longfellow, a John D. Long or an Annie Louise Cary on the road to national fame and usefulness?

Where is there a town in all the State that has not, first or last, sent out some man or woman whose prosperity, talent, heroism or service to humanity has not been of far-reaching import? How much in local taxes would be worth while to start a notable man or woman on a career of commanding usefulness? Is it not as important to raise ten men and women one degree in the scale as to raise one ten degrees? For every person who has attained greatness, there are others whose combined usefulness is equivalent to the superiority of the one.

How much in local taxes is it worth while to raise to make one man great and ten other men in their combination great? If you prevent ten men from dropping in the scale one degree or one man from dropping ten degrees, is it not worth as much as to raise the other ten, or the other one?

Where is there a school in the State that has not to its credit these four factors,—magnifying the one to great attainment and the many to equal accomplishment, saving the one from the great depth and the many from any considerable lapse in honor? If your boy or mine is in either of the four groups, is any taxation too great?

When the school has taught all the branches, when it has given all the information and trained in all the processes, it has but begun its mission.

When your children and mine mingle five days in the week for eight years with boys and girls from better homes and poorer, with brighter children and duller ones and always with a good directing force as teacher, superintendent and school board, they are getting what can be had nowhere else at any price. They learn to get along with all sorts and conditions of human nature, they learn to get more of life, more in life, more out of life than in any other way.

Just how much is it worth for three-fourths of all the children in a school district to know and do more, to think better and be better than they otherwise would have been?

Maine is one-half of all New England in area and one-seventh in population and three-fourths of the population is in one-fourth of her area. These two facts give the State exceptional conditions.

There are vast open areas and thickly settled districts. The coast from Kittery to Eastport measures over all about 300 miles, but following the coast line in and out about all the islands, large and small, through all the wrinkles of the rock-fringed shore, it is as far from your Portland as to the other one, 3300 miles to the westward. There is more water surface to your lakes than in all the land and water surface of Rhode Island combined and yet she has three-fourths as much population on her surface as your entire census reveals. You have made your granite-crumpled coast and your faraway lakes among your leading resources. There are one-fourth as many sons and daughters of Maine now living out of the Pine Tree State as in it and there are one-fourth as many persons here annually for their vacation days and sporting privileges with rod and gun as the census population. Those who are of you but not with you and with you but not of you are, together, one-half as many as there are of you. It does seem as if you should be credited with those who are both with you and of you. Your best business interest is in the third of a million men and women who live elsewhere all the time or live here a part of the time.

Maine's future must lie largely in these two classes. The boys and girls must touch the larger world either at home or abroad. They cannot help it if they will and they will not help it if they can. Shall these boys and girls who go to Boston, New York, Chicago and San Francisco be at the top or at the bottom in these cities? The schools will largely determine which it shall be. The president of one of the leading banks of San Francisco was born in Gorham; the superintendent of schools of Minneapolis, in Washington County; the superintendent of the largest Conservatory of Music in America, at the age of 32, was schooled down in Carroll, far away from railroad and stage lines; the president of the great Western Reserve University at Cleveland, at Farmington; the business manager

of the largest school book publishing house in the world was born a Waterford boy, the founder and head of the second largest at Orland, and of the third largest at Salem.

Did it pay Gorham, Carroll, Farmington, Waterford, Orland and Salem to give these boys a start? Some of these men could buy out half of these towns without missing the investment.

It is as important for those who stay at home as for those who have gone. On the banks of the Damariscotta is as charming a farm as there is in the Union. In a quiet way my friend raises as good beef and milk as are found anywhere, as good vegetables and fruits—large and small—and he sells all the gilt-edged products of his farm to the summer cottagers above Boston prices. The house is gladdened in July and August by those who brighten the farm life and pay handsomely for the privilege. The man does not work one-half so hard as did his father-in-law when he ran the place and he puts more money in the bank every year than the elder man did in ten years. His wife does not work as hard as her mother did and she gets ten times as much out of life and has a good bank account, which her mother never had and, in the winter, she visits her summer friends in their city home and does not pay for the privilege. Your schools are alike indispensable to those who go and those who stay.

But some skeptical dyspeptic says,—“What effect has a rural school in the backwoods upon the making of a bank president in San Francisco? Upon the making of a Conservatory manager in Boston? If James K. Wilson got his inspiration at the little White Rock schoolhouse and Ralph Flanders in the little unpainted scrub schoolhouse at Lindsey’s Corner, if their aspirations were kindled, their purposes knit, the fountains of hope were discovered in those stray weeks of rural school life when they had time to think, to resolve, to energize their souls, then to these schools belongs largely the credit of their success.

What did Watt ever know of steam; Stevenson of the locomotive, or Fulton of the steamboat? Harvard with her psychological laboratories and football stadium more closely resembles the worst log school cabin among the stumps of the last range on the Canadian frontier than the Twentieth Century Limited or the Kaiser Wilhelm resembles the most gorgeous dream of Stevenson or Fulton yet the civilized world

1000 years from now will still be placing laurel on the brows of Stevenson and Fulton, while even now no one knows who invented any one of the improvements of the last ten years that gives a freight car 25 per cent. greater capacity than was dreamed of at the time of the Chicago Fair, or that enables one steamer on the Monongahela to freight more coal than can be carried in 1000 mammoth freight cars drawn by 25 locomotives strung along the tracks for six miles. And so the little red schoolhouse will be justly glorified forever and forever, while we neglect to read the name of the architect carved in the marble of Boston's best and latest palace of education.

Who shall adequately sound the praises of the public school idea of America? Who shall first kiss the hand that has penned the public school imprimatur upon the life and work of 95 per cent of the brain and conscience which have made the United States mother of all republics and the queen among all nations?

Every inheritance carries with it great responsibilities. It is easier to earn a living than to protect an inherited fortune. You cannot make the world admire a potato vine or its blossoms simply because the best part is underground. Woe be to Maine if those who have been are not to be equalled by those who are to be; if the men who have removed are nobler than those who remain; if the school of the nineteenth century had greater vitality, greater fructifying mental and moral power than that of the twentieth.

The school of the past century did well its work, but it cannot fill this century's mission. We can afford to be grateful for the first warm day in March and can make merry over the first sap that creeps up the veins of the maple, but this old world would go to pieces if there was no more sun in August than in March.

The schoolhouse in which boys and girls went for a few weeks each year, in which the trustee's daughter taught in summer and his son in winter did admirably when it was all-sufficient to have the children know how to read, write and cipher. Those were the years in which the frost was coming out of the ground in a new country, but all is different now. Your farm will run out speedily if you run it as your father did. The Babcock test alone adds three-quarters of a million dollars to the butter value of Wisconsin annually. Testing four kernels of

seed in each ear planted would make a difference of 30,000,000 bushels of corn annually in Iowa alone and it would take but three days in the season, when days are of slight value to the farmer, to make the test complete. Yet such is the inertia of human nature that any out-of-date man among us would rather be buncoed by a careless seed seller than to make the test. For instance, the State of Iowa provided a special train and sent the Agricultural College professors out among the farmers, stopping at stations and sidings to instruct the farmers as to the testing of their seed corn. Then a seed corn merchant followed to say there was no need of all this bother as he would sell seed corn and guarantee it. When one vast batch of the guaranteed corn proved largely worthless and a lawsuit for thousands of dollars in damages followed, the labor-saving farmers were dismayed at being told that all the guarantee meant was the giving of new corn for next year's planting and did not cover loss of land, labor, dressing and crop.

It is difficult to realize the importance of everyday affairs. We are always glorifying those who do wholesale charitable work, while unmindful of the much greater aggregate charities that are of less individual importance, yet the world needs the latter infinitely more than the former and profits by them vastly more. We hear continually of the vast anthracite and oil interests of Pennsylvania and never of her as an agricultural State; yet her products of the farm were valued at \$208,000,000 last year, which was more than the output of the anthracite and iron mines and oil wells. Her cows give \$35,000,000 worth of milk and her hens lay \$9,000,000 worth of eggs. The little streams of milk are worth about as much as her gushing oil wells and yet who ever heard of her cows? Who has not heard the fame of her wells?

On the same principle of human nature, if some rich man should give a Maine college an endowment of \$5,000,000, which would be vastly more than all your colleges have ever received by way of endowment, there would be a thrill of pride creeping along the veins of every one of the 700,000 men, women and children in the State and of the 350,000 others who are annexes of Maine by blood or vocation, by rod or gun and yet that gift would not be a hundredth part as important as the public school idea which your fathers gave you. So one Harvard diploma

brought into a rural district by one of the returning sons will be the talk of the town for a generation, but it will not be a hundredth part as important as the inspiration kindled by the rural schools.

Wouldn't you enjoy drawing your check for the gift of a townhouse, church or library building? This summer Mr. D. C. Heath came back to Salem, the town of his childhood and provided for a public library, building and all, as a memorial to his brother who lived in the home town. All honor to the man who out of the fruit of eminent ability provides thus generously for the children of the future, but he does well to make it a memorial to the home-staying brother, for he did infinitely more through his life for the people and with the people than can be done by any bank account. No tribute can be an adequate expression of the public debt of gratitude to the men who have "staid by the stuff" like the ancient worthies, who have remained and supported the schools which have made it possible for a Ginn, a Greene, a Chief Justice Fuller, a Hiram Maxim, a President Ingalls and thousands of other physicians, lawyers, clergymen, teachers, merchants, bankers and statesmen to aspire to a place in the competitions of the great world beyond.

The school must be for all the children. Every citizen should feel responsible for the best public school education for the least ambitious child in the community. The neglected one is the dangerous one. What would it avail the best farmer in the town if he kept down every weed on his estate and one neighbor allowed his field to grow up to thistles? It is of little use to keep down the weeds on your farm if the town lets them grow along the highway. It is a serious matter even, when thrifty parents educate their children, if some of their neighbor's children are permitted to grow up with slight or unworthy education. The children who get no education at home need the good school the most and it is important to all the citizens that they have it.

There was a cheese factory in Wisconsin which took the milk from eleven large dairies. The cheese depreciated in quality and every man's return fell off about 20 per cent. Finally the milk of each dairy was tested and it was found that in one alone was there trouble. Then they tested each cow in the large herd and one alone was affected and when that cow was

removed, the income of every farmer went back to the previous high grade. The responsibility for defective education of children is vastly greater than for a defective dairy. One bad boy or girl can lower the industrial, social or moral well-being of a community more than one infected animal can lower the income of the dairies of a community.

But the responsibility does not end with providing accommodations, equipment and teachers such as were provided for you. There must be adequate tax support such as modern life requires. There must be worthy personal service such as the age demands and that unswerving loyalty which begets the necessary public spirit. The school tax is an investment and not an expense. You would never have had a railroad nor a trolley line in Maine if somebody had not understood that the money put into the roadbed, laying the track and equipping with rolling stock was an investment rather than an expense. You would be running your schools on the tallow candle basis had not somebody made the town understand that the money put into brain development and character forming is an investment which paid a large dividend and not an expense to be charged off to profit and loss, an investment for the noblest purpose in all the world, the making of capable and worthy boys and girls.

But taxes alone never make good schools. Money is lifeless until someone breathes into it the breath of life. It may be an engine of mischief, fierce and fractious, if the life breathed into it is one of graft and it matters little whether the graft is in the crooked, nerveless, unmarketable wood sold to the school district by the school trustee, or the employment as teacher of a non-marketable daughter, sister or niece. Money can be made emphatic and prophetic only when it is accompanied by the intelligent and conscientious service of the school director. No class of men have done the country greater service than the long-suffering, devoted, much-maligned school trustees.

I taught my first school in a little 15 by 20 schoolhouse at Deacon's Corner, in one of your down east towns, for \$20 a month and I shall ever hold in sacred memory the modest but earnest man who as trustee placed any service that concerned the schools above every personal pleasure and profit. Such men have done as much as your taxes and your teachers toward the making of your Dingleys, Hales and Fryes.

Above all else, above and beneath all else, is the public spirit which heartens the teacher, gives confidence to the school board and makes generosity in tax voting a sacred privilege. All this is possible, even inevitable, when we realize that the noblest privilege, the greatest responsibility and the holiest joys of earth are centered in the children of the home and of the community.

Have you children? Then you are the richest of mortals, for the multimillionaire cannot buy them. Have you no children? Then you are only rich as you are privileged to live in a world blessed with the children of other people. The children of your neighbor are an adopted blessing. Without them, in your home or theirs, you would face a world dying by years, by days, by minutes. Can you picture to yourself a world in which new blood, new energy were nevermore to enter, in which no being was under forty, under sixty, under eighty, under ninety, fading away? Such it would be were there no children in your home or in your neighbor's home. These are the world's one treasure and the only one that is really vital to the Kingdom of God on earth. Joy in child life is the one privilege and appreciation of that joy the one responsibility on earth.

The poet sums it up in these lines,—

"I know a man with marble halls,
But he hasn't you, my boy.
There are blooded chargers in his stalls,
But he hasn't you, my boy.
His yachts are anchored in the bay,
He may seek for pleasure every day,
But he hasn't you, my boy.
He may go where he shall choose to go
And no man can say him 'No,'—
But he hasn't you, my boy."

A childless neighborhood is worse than a childless home and the community that neglects to provide adequately for the education of its children deserves to be childless till the last man dies unattended, unmourned and unburied.

It was the first time that so large a number of "Educational Mass Meetings" was ever held in Maine and the experiment was successful beyond expectation. The result was most forcibly summed up by one of the speakers from the South who said:

“It has been a wonderful series of meetings and, under the circumstances, the success has been phenomenal. We came into your State immediately upon the close of a most exciting political campaign. The meetings arranged by the State Superintendent covered the entire State, from Calais to Kittery and from Belfast to Fort Kent. The margin of time between appointments was wonderfully small, considering the intervening distances, yet there was no delay, no failure, in any instance, for the speakers to be at the appointed place on schedule time. Every meeting was largely attended and the interest reached the pitch of enthusiasm. The speakers were most kindly received and most hospitably entertained and yet the majority of us were from the South, were of the political party that had just met defeat in your State and two of us, at least, had fought in the Confederate army. In no place, during the entire series of thirty meetings, was there a lisp or a hint, on the part of one of your people, that any thought was given to the political affiliations of the speakers, or the part any of us had taken in the war for the Union. It was a wonderful reception and showed that your people were, for the time, interested for the improvement of the public schools, to the exclusion of any other subject.”

THOUGHTS BY THE WAY.

In the study of educational problems many thoughts come to one which he is unwilling to include in the formal discussion of a question. Such thoughts sometimes have the kind of suggestiveness which seems to render them worthy of expression. It is with the hope that the following paragraphs may be of service that they are given a place in this document.

I.

A CREED.

The homes of Maine are domestic universities.

The common school is to be the social, literary and art center of the community.

The safety of the Nation is not in the hands of its rulers, but in the lives of its common people.

The world's best servant knows the past, lives in the present, foresees the future and is ready for the next thing.

II.

LEAGUE MOTTOES.

Better physical surroundings.

Best books for all.

Art in the schoolroom.

The home and the school hold the hope of the future.

III.

EDUCATION.

Should develop:

Love for labor,

Skill in effort,

Tenderness of sympathy,

Joy of appreciation,

Sensitiveness for the right,
Alertness of intellect,
Strength to hold on.

It should give the student a mastery of the printed page and make known to him the message of star, rock, flower, bird, painting and symphony.

It should also help him to find his work, render his meed of service and feel his personal responsibility.

IV.

LESSONS FROM LIFE.

Opinions have a value; convictions mold the world.

The graciousness of culture is humbling the arrogance of knowledge.

The love that cleanses the lover will purify the world.

A life is alive as long as it is used to give life.

The motive gives the quality to the act.

We keep the best things when we give them to others.

Courage makes peace possible and fear a guardian angel.

The blessing comes when we have forgotten the service rendered.

Be sensitive for others and you will forget to be sensitive for yourself.

Be alert to believe good of others and goodness will fill your life.

Take the hard places and give others the easy seats and happiness will crown your toil.

Teach and live the best things and righteousness will fill the earth.

Forget yourself and you will be remembered; remember others and your life will be filled with joy.

Be more concerned about your own work than anxious about another's service.

Want others to have the best and you will have the blessing.

Be too busy to see or know evil in any one.

To trust is to become pure; to love is to live abundantly.

We shall find the Grail when we can use it.

Do the best you can and the best you can use will be yours.

The home of the soul is reached through paths that lead along God's Highway.

Those who serve are saved.

V.

ESSENTIALS.

SELF-CONTROL gives power to strength and adds grace to beauty.

OBEDIENCE has found its only perfect illustration in the Son of God. Freedom cannot prevail until it is regnant in the lives of the sons of men.

UNSELFISHNESS is the fundamental quality of every noble soul and of every hope of happiness.

REVERENCE is the tribute the best within us pays to the Divine wherever found.

CONSCIENTIOUSNESS makes us alert for the welfare of others and sensitive for our own rightness.

SYMPATHY sees more than is in sight and says more than it puts into words.

LOYALTY defends without asking questions and devotes itself to crowning the contest with victory.

IDEALS keep the heart pure, the thought clear and the act righteous.

SELF-RESPECT dignifies the humblest life and, in the end, saves the sinner.

SIMPLICITY glorifies the great man and renders attractive the average citizen.

FAITH knows it is better to feel the truth than to know what is true.

APPLICATION develops a genius for work: work is the world's saving blessing.

APPRECIATION is the offspring of fine sentiment and an intuitive understanding.

COURTESY is genuine if it is gracious under provocation; it cushions the jolts of life.

SERENITY makes the strenuous life safe and multiplies its sweetest joys.

GRATITUDE is the whitest flower of the Christian civilization.

OPTIMISM helps to make the worst better and the best a benediction.

HONESTY urges us to give a fraction more than we receive and keeps us sane on the values of "thine" and "mine."

SANITY sees the littleness of small things, the greatness of large things and the proportion and perspective of all things.

CHARITY sees the best in word and deed and finds its joy in service instead of rewards.

LOVE indicates our quality by revealing what is congenial to us.

COMMON SENSE makes common people uncommonly useful.

You can serve your pupils by developing in them the powers and qualities here enumerated as "Essentials."

You will find stories, sketches, anecdotes, biographies, poems, music, pictures, incidents and every-day experiences helpful in elaborating, illuminating, enforcing and embodying your instruction.

VI.

POINTS FOR PUPILS.

Stand and Sit Erect.

Move Promptly and Quietly.

Speak Distinctly and Gently.

Study More than Text-Books.

Master What You Study.

Be Courteous and Trustworthy.

Make the Most of the Best in You.

.....ME., 190.....

.....
 Will you read or repeat the sentences given above once each day? Will you make an earnest effort to do the things there mentioned better than you did them last term? We are certain you will remember with pleasure every effort you make to do your best. These requests and suggestions are made by your superintendent,

And your teacher,

VII.

READING.

Read but few books.

Read the best books.

Read the books that help you most.

Read the same books many times.

Read for ideas more than facts.

Take notes while reading.

Commit to memory striking passages.

Make indexed scrap books of gems read.

One hour of thoughtful reading each day will furnish food for meditation for all your leisure hours. Persist in this practice until it becomes a controlling habit. Read and study the lives of noted men until you have discovered the secret of their goodness and greatness. Read and study the history of a nation until you appreciate the people, measure the leaders and are able to comprehend the reasons why it helped or hindered the world's progress. Read and study one of the classics until you make your own the ideas of the author, see the pictures he paints, understand the characters he portrays and think out to their legitimate conclusions the ideas expressed. Verify statements in science, by observation or experiment, if possible. Do not feel satisfied with understanding the words of the author. Master the thought, welcome the enthusiasm he inspires and follow out the ideas your reading suggests. Study and respect the opinions of others but in the end stand by your own conclusions.

- 1.—Write in a blank book the complete titles of the books you read this year.
- 2.—Write a short sketch of the author of each book read.
- 3.—Mark the books you like best with crosses.
- 4.—Why do you prefer these books?
- 5.—In what ways have they helped you?
- 6.—What friends have you made in the books read?
- 7.—Why did you select them for friends?
- 8.—What is the best idea in your favorite book?
- 9.—What is the most important fact?
- 10.—What is the choicest sentence?
- 11.—How many times have you read the books marked with crosses.
- 12.—Have you taken notes while reading?
- 13.—Have you committed to memory striking passages?
- 14.—Do you make some record of all the books you read?
- 15.—What newspapers and magazines do you read regularly?
- 16.—Do you put in a scrap book the gems you read?
- 17.—How much time do you spend each day in reading?
- 18.—Do you consult reference books for information on matters you do not understand in your reading?
- 19.—In what ways has your reading benefitted you?
- 20.—What books would you like to read next?

Reserve the first and second pages of the book in which you write answers to the above questions for answers to numbers 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20.

VIII.

Teachers must learn that it is not what they say or do, but it is the size and quality of the person behind what is said or done that give it power.

The teacher is, to an extent, responsible for the interest the best people in the community have in the work she is trying to do. The best people in the community are responsible for the interest the teacher manifests in the children under her instruction and the quality of the work she helps them to perform.

One of the great thinkers read a great poem, listened to classical music and studied a great picture each day. Would not the teachers of Maine do better work if they learn a lesson from one of the masters?

A teacher should know her pupils so well that she knows who sat in the rear right hand corner last term and also what he was interested in and what he is best fitted to do.

The wise teacher studies books a part of the time and children all the time.

When the teacher is what she should be in tone, carriage and conduct, then will the children go from our schools with the instincts and graces of gentlemen and gentlewomen.

Any teacher who is observant of the children knows that their thirst for sympathy is so great that it is impossible for a child to do his best unless he feels that he has the kindly, individual interest of his instructor. This interest may be indicated by a word, a look, a tone, or a gentle hand upon the shoulder.

A great man has said that even a dog goes down the street with a better heart if he has a pat on his head when he starts.

It is as true in teaching as in any other work that things should not be done unless there is a sufficient reason for doing them.

While we should use the utmost precaution to prevent children from using stimulants or narcotics, we should use no less effort to prevent them from indulging in mental and moral dissipation which will be equally fatal to their welfare.

Instruction that does not influence pupils in their morals, manners and reading out of school is poor teaching. The teacher does a great service for the children when she impresses them with the fact that cheap thought and cheap action result in cheap people.

To develop the power to do the child must be thrown on his own resources for themes of thought and means of growth. He must be brought into closest contact with his tasks and nature and left to work out his problem and his mental salvation. His work must tend to concentrate his thoughts and form the habit of digging out his results without the aid of others. He must develop the power to return and work upon his problem until the point of saturation is reached.

IX.

The best test of the value of one's scholarship is found in the quality of the company he is in when he is alone and the profit with which he entertains himself.

Education should not be valued for the facts we learn, but for the power it gives us to do better work.

We are not educated until we can see, feel and appreciate instinctively and hence unconsciously.

We never know facts as we should until we know them so well that we are unconscious of our knowledge and they cease to be a burden.

The school which fails to develop right motives fails grievously.

The school is responsible for such training as will make it easy for the children to observe conventional forms.

A true education will enable us to see objects, appreciate thought and understand relations. It will enable us to combine facts, weigh arguments and draw conclusions. Our purest feeling will control our acts, mould our conduct, direct our thought and give tone to our life.

X.

Teachers and school officials would do well to keep silent under criticism unless they are sure that explanation or denial will serve some useful purpose.

Communities will not maintain the best schools until the people realize the difference between furnishing employment for teachers and instruction for children.

If we put more intelligence into the administration of our schools we would need to put less money into jails and the administration of our criminal code.

It is discouraging to realize that many people do not want to know how to do, but instead want things done for them.

The school that does not make the indifferent in the community different, needs to be changed.

Those who have our school interests in charge would do well to consider seriously the following question: Can we improve the schools if we continue to use the machinery now in existence, or must new methods be devised for their administration? Put in a more general form, is it possible for any age to use successfully the methods which were useful in a preceding time?

Many of the children who attend rural schools will never attend any other school; hence the importance of having those schools so administered as to enable the children to prepare for life.

XI.

The power that makes the school go is the sentiment which exists in the community in favor of it. If it is hearty and intelligent the school will do much for the children. If this interest and sympathy are wanting it will fall but little short of a failure. No school is doing the best work until it is recognized as the social, literary and art center of the community. No teacher can fill the position in which she is placed until she can make it such a center.

It will be well for the schools when we realize that some of the old fashioned things were good things in their day and would be helpful in these days. If we had more mental arithmetic; if the pupils did more of their own work; if they were able to analyze some of the English classics in such a way as to understand their thought and appreciate their beauties we should be doing some things much better than we are doing them at present.

XII.

Exhibitions of bad manners, manifestations of selfishness and an unwillingness to think seriously of serious things should make us apprehensive of what these same children will be when they become men and women.

It is unfortunate for children to be old beyond their years, to know things which it is unwise for them to know and to be thinking of sex relations long before such thoughts should enter their minds. If they have lost their relish and interest in the duties which should make up a large part of their lives and are more anxious to fill an inferior place in some store or shop than they are to continue their studies and fit themselves for a useful place in society, then we must realize that some one has failed in what he has given these children at their birth or made them since they were born.

It is natural for young people to be ambitious and when we find them limp, lifeless and frivolous we do not wonder that they dislike work and look with contempt upon labor and those who perform it.

One's work is, or should be, his university. Boys tumble down, tumble over themselves, tumble against others, while learning how to use their powers. Mistakes may be stepping stones to success.

Our civilization and prosperity cost too much if they deprive our young people of the sturdiness that characterized those who lived in a simpler way. We are furnishing so many amusements for the children that they have ceased to be amused. We are giving so much instruction that they are incapable of learning. We do so much work for them that they are losing the desire and capacity to work.

One can easily acquire what man has gathered into cities, because in this acquisition he has to take to himself what others have collected. One must be born in the country to acquire the strength which comes from living close to Nature, because it is only here that one comes in contact with causes and wisdom at first hands.

The boy who is born in the country has the advantage of his disadvantages; he is forced into a place where he must struggle if he wins. The boy who is born in the city suffers

from the disadvantages of his advantages; he, in many cases, has simply to push a button to have his wants supplied.

One of the greatest misfortunes that can come to a child is to feel that he does not need to fit himself for work and, therefore, does not need to work, because his parents have the money which will save him from the necessity of working. To feel that one does not need to engage in any occupation because there is no pressing, immediate need, or to have the ease which money can give without performing the labor necessary to earn it, is to degenerate into a condition that leaves but little hope for the victim.

Poverty and lack of social success save many boys from temptation, drive them in on themselves and urge them to do something worthy. The consciousness that we are failing in certain minor ways often stimulates us to vindicate our ability to win success in larger fields.

It is peculiarly unfortunate for our rural communities that so few of the young men and women who are pursuing courses in our colleges teach during so few of their college days in our common schools. This misfortune affects three interests; the college, the student and the local community. The college is dropping out of touch with the smaller towns and, to an extent, is losing that interest which came into being through the contact of the students with the people in the relation of teacher and taught. It is an injury to the students because they lose the training which comes from being responsible for devising ways and means of administering the school and the stimulus which comes from being considered of a superior order of beings. The college student who takes charge of a country school is placed in a position where he is held responsible for dignity of conduct, quality of judgment, extent of reading and capacity for management. All these things go to develop breadth, strength and grasp and hence are peculiarly useful to him in his work in college and his struggles in life. The community, and particularly the children, have lost the inspiration which came from contact with some one who was fresh from college halls and who was eager to impart to others of his knowledge. The older people lived over again their younger days and the young people were stimulated to better conduct, greater effort and a desire to walk the paths which this comely collegian was travelling.

Vile physical surroundings, vicious literature and cigarette smoking are among the great evils from which our school children are suffering.

If we get the physical and intellectual eyes and ears of the children open and can breed in them the desire to know, we have made it possible for them to be educated.

It is noticeable that the teacher tends to become absorbed in his text-book; the preacher in his sermon; the lawyer in his briefs; the business man in his merchandise and the farmer in his crops. The tendency of the age seems to be in the direction of intense occupation with the special interests which have come to be our life work. All this is well enough in its way, but it is working great evil, both to the people who follow such practices and to general interests which must depend upon the general public. If each knew more about the other and the work of others, each would be better prepared for his own work. It is only by contact, conference and concert of action that the best work can be done by the individual and the best things can be done for all. A man who is not larger than his profession is too small to be large in his work, or helpful to others.

XIII.

The best teachers are trained in the kindergarten of observation, the high school of study, the college of investigation and the university of experience.

Some teachers are visionary; not a few have visions and an increasing number are coming into the list of those who have vision.

We read of an age when it was the work of the scholar to study books. We are enduring the horrors incident to a furor about the study of things. A few have faith to believe that we are approaching the era when we shall exalt the study of life to its deserved commanding place.

Experience and a larger wisdom have reversed ninety-five per cent of the decisions rendered by reason and confirmed an equal proportion of the prophecies of the poets. Pope, Emerson, Balfour and Kidd unite in exposing the comparative valuelessness of reason as a guide in certain vital relations and demonstrate the superiority of intuition in discovering ourselves, revealing others and making the most of the best in both.

It is profoundly to be regretted that most of the effort in the school of to-day is wasted in appealing to the senses, or the training of this quintette of modern deities. How to develop and utilize these local reporters is the burning question with most teachers. The invisible is not seen and its existence is often denied.

Any one familiar with the typical school of to-day realizes in how few instances the fact is recognized that the subtle life that quivers on the canvas, breathes from the printed page and pulsates in bird and flower and gem, is worth more than the beautiful colors, the glowing words and the gracious comeliness that embody it.

Let us forever abandon the idea that analyses, dissections, classifications and memorizing of facts will reveal to the children the story, the lesson, or the life of Nature. They must be helped to feel its pulse, hear its music, come in touch with its forms, be warmed by its breath and respond to its call.

These are the things which kindle the fire that warms the heart and brain. To see a thing in its expression, relation, harmony and proportion is to see it to some purpose. That high priest of the sanctuary of beauty has well warned us "not to lose an opportunity to see anything beautiful, for beauty is God's handwriting,—a wayside sacrament. Therefore welcome it in every fair face, every blue sky, every tinted flower and thank Him for it who is the fountain of loveliness and drink it in simply and earnestly. It is a charmed draught, a cup of blessing."

Facts we shall always have with us. It is a part of our duty to know and master them. But facts are means, not ends. One should know them so well that he is unconscious of his knowledge and their existence. It is what they suggest, make possible, inspire, that have value. We should not be beasts of burden, seeking to accumulate and willing to bear the weight of infinite details that can be better housed in books than in heads.

If we can grow to feel that it is the spirit with which we work, the purpose that inspires us and the motive that holds us to our task we have made possible a great blessing to ourselves and others. Then we feel a just sympathy with all worthy effort, a true harmony with all life, a full recognition of all beauty and a prompt hospitality for all revelation.

Observation makes it clear that we often hold things so close to our noses that we cannot see them. It is also true that sometimes we try to see so much that we fail to see anything.

The entomologist can narrow his soul by a too close study of a single bug and so can the linguist by too long a search for a Greek root. One can live, and live worthily without knowing much about the structure, characteristics, or habitat of a bird. If he can see its grace, hear its melody, feel its charm and appreciate its abandon he has gained more than facts contain.

A fine perception of the fragrance, color, delicacy and unwritten wisdom of the flower is worth more than a scientific knowledge of the seed from which it grew and the minutest information of the stalk, branch and leaf which holds its life.

We must know the alphabets and formulae of science. We must be able to make tabular statements, classify and analyze; but we may know and do all these things and still be deaf and blind to the great lessons that life and Nature teach.

It should give us pause when we remember that the school and the pupil take their color, tone and atmosphere from the teacher. Hence he must be clean, kind, responsive, hospitable, broad-visioned, receptive and large enough to be willing for others to be larger than he, strong enough to be gentle and wise enough to be simple.

Teachers should not indicate by their systems of instruction that they feel that the results of thinking are of greater value than the power that has been gained in reaching conclusions. The cultivation of self-control, concentration, endurance, application, appreciation, insight, receptiveness, responsiveness, should be recognized as being on a higher educational plane than a knowledge of insignificant towns, unimportant dates and meaningless definitions.

The teacher must be a scholar in the sense that history will tell him the path his children have come and why the ages have made them what they are; his knowledge of science must be so familiar that he can count the pulse of Nature; his companions in art and literature must be those who have written the record of the world before it was lived and have made their prophecies and longings a part of the progress of the race.

The teacher should not aspire to furnish brains for his pupils; he should not be willing or presume to do their thinking. Such things are an injury to both without being of service to either.

Children, like other human beings, do the best work when they have some scope and choice. If their personality is respected, their judgment recognized and their aptitudes considered they are stimulated to do their best. If they know the principles which underlie the facts studied and are left to work out the details under one who is quick to see, prompt to commend, suggestive in suggestions and can win more by request than he can compel by command, he will help the children to become increasingly skillful and render their labors correspondingly helpful. But to accomplish all this he must be more interested in growth than concerned about having his little conceits reduplicated.

One cannot retain his courage to work unless he sees more years into the future than the records tell him have passed. He must possess his soul, see whence life has come, whither it is going and be content to add his contribution to aid in giving it breadth, depth and richness. He must see and help others to discern the music that has no vocal expression, the grace that finds no outward form and the thought that seeks no words to give it utterance.

We stand in the rotunda of a golden age of great achievements. We owe it to the future, as well as to ourselves, to appreciate our inheritance and use the capacities the travail of the world has given us.

The sun is shining upon a better day than any upon which it has set. It is to dawn upon better days than the one upon which it is shining.

XIV.

The highest function of the school is character building. That teacher fails grievously who does not help her pupils to see that hateful words, unkind acts and untruthful statements injure, to an alarming extent, those who indulge in these vices. It should be made clear to children that the most of their unhappiness will be caused by the injustice and suffering they inflict upon others.

It is important that they learn, while young, that he who is generous in thought and deed and ready to add to the joys and the prosperity of others will receive greater blessings than he bestows.

The teacher will do a great service for the children if she leads them to see that altruism brings happiness and that selfishness ends in misery. She should aid them in reaching the decision that no one can afford to spend in unworthy rivalries the strength which ought to be given to winning honest success. The true teacher will use every influence she commands to bring home to the hearts of her pupils these truths.

More study and effort should be given to developing the conscientiousness of the children. The controlling sentiment of the school should condemn the act of the wrong doer. The children must have that moral quality which will warrant us in believing what they say, trusting them when alone and developing in them the feeling that they are less than honest if their tasks are done for them. There is great danger of permanently injuring children by being consciences for them. They must not think we will direct them to the extent of always pointing out the right and that by positive restraint we will prevent them from going far wrong. They must not feel they are safe as long as they do not run against barriers we have erected. To prevent these calamities we must cultivate in them the desire to decide questions on their merits and to carry these decisions into effect.

When the lives of great men are used to interest the children in what has been done and to nurture in them worthy ideals, but little need be said about their having been presidents, or the battles they have fought, or the money they have accumulated, or the public honors they have received. With these things they will become familiar without special effort on the part of the teacher. She should, however, make impressive the struggles, the triumphs over obstacles, the honesty, gentleness, purity, manliness, generosity, dignity and largeness of soul of the men studied. The deeds which these qualities make possible and that truly glorify history and the thoughts which mirror the genius that gave them expression are most fascinating and helpful to children when properly presented. If the child's interest in these things can be enlisted, his respect, admiration and love for the pure is assured. If the teacher can make real to him the patience and faith of Columbus, the serenity and fortitude of Washington and the honesty and simplicity of Lincoln, she has accomplished a great work.

Teachers do not appreciate the good they can do by carefully preparing themselves to talk to their pupils on the topics on which they need instruction. Everyone is aware that there is too much talking, but most people are also conscious there is but little effective talking. Ability to do a thing well comes to the average person because of practice and a sincere desire to excel. It is the duty of the teacher to select some subject that needs attention and so to prepare herself that she can present to her pupils new ideas or old ideas in a new form. Striking forms of expression, apt illustrations and fresh facts contribute largely to one's success. These talks must not be too frequent, or at stated times, or in any sense perfunctory. Do not fail, as you value your influence, to stop when you get through. Remember that brevity is not only the soul of wit but it is a most effective form of emphasis. For a teacher to be able to say in well selected words and well turned sentences and, with a grace and force peculiarly her own, something worth saying, is to possess a wonderful power for good over children.

The value of what a teacher does depends on what she is; her personality teaches more than her words. Unless she helps to develop in the children worthy motives and ennobling ideals, she is a failure—absolute, ghastly. The desire to be useful is worth more than glib recitations; the thirst for knowledge is more to be coveted than high ranks; a love for the best in literature and art is more fruitful than class honors and the wish to do the right because it is right is more blessed than fantastic diplomas. The work of the school is to give such instruction, furnish such stimulus and form such habits as will help the child to be prompt to do justice and alert in responding to the best within him. The motives that move and the principles which govern him must come spontaneously from an honest heart.

Every lover of children must regret that there are so few teachers who realize that the great writers use language as a mirror in which to reveal the life of the past, the life of the present and the life that is to be; that the great painter uses color and form to place before the vision the same revelations. One who has any interest in knowing life must learn to interpret, to appreciate what the seers have said to us.

The historian writes the record of the past. The annalist and journalist write the record of the present. The poet writes a

forecast of the future. We must study, ponder, estimate the work of the historian. We must read and sift the record of the journalist and the annalist. We must take in, as we take in the breath of life, the prophecies of the poet. It is life's greatest task to appreciate life. What the masters have given us furnishes food for the soul. Using this, life will be enlarged, made abundant. Without it, we are dwarfed, crippled, starved.

There is a larger number of people than ever before who have an honest concern for the betterment of the untrained classes of society. They desire to improve their condition socially; they seek to assist them to help themselves financially; they strive to train them intellectually. Their efforts are sometimes futile because of their hot haste to complete the reformation of the world during this year of grace. It has taken the race many centuries to reach its present vantage ground. The best thing it has won during the journey is the strength which has come from the struggle. If we were made perfect in a minute we would not have stiffening enough to hold us straight for an hour.

There are certain changes which must be made in the scope and character of the work done by the public schools if they are to receive the sympathetic and unstinted support of the public. These reforms are of such a nature that they can be most successfully wrought into the system by personal and local influences.

It ought to satisfy the ambition of anyone to be able to foster such a public sentiment in any community as will make it impossible for school officials to refuse to furnish the children such English classics as will give them an opportunity to read and study and know something of the masters of English undefiled.

If inexpensive reproductions of a few pictures of real merit could be placed on the walls of our schoolrooms and if the teachers could be so educated in these matters that they would come to appreciate these things themselves and if through this appreciation the children could be led to enjoy and appropriate them, a greater work would be done for the children than can be rendered by any school which pursues the narrow policy of limiting the work of the children to text-books.

May the time be near at hand when some of the good people of the State who believe that visions of life and beauty are means of grace will take these matters in hand, will give them the study their merits demand and will see that such steps are taken as will result in beautiful school grounds, properly built, suitably ventilated and attractively furnished schoolhouses and will cause to be placed in the schoolrooms such material as will enable the children to have intimate and intelligent acquaintance with some of the best things the masters have given us in literature and art.

XV.

To the Superintendent:

To use these questions to the best advantage you will need to make a careful study of the teacher, the pupils, the work and the questions. This done, you can, in a few minutes, make a record of your decisions and leave them in a form for the teacher to study at her leisure.

It is embarrassing to a teacher to have comments made on the discipline or work of the school in the presence of her pupils, although they may not hear what is said. She is frequently so much excited that she does not distinctly hear, or fully understand the suggestions made by the superintendent.

This is sufficient explanation of the fact that teachers frequently do not act on these hints. They do not hear all that is said, they do not understand what it means and they soon forget what they were urged to do.

I will suggest that you do not attempt to mark more than nine or ten questions during any one visit. If possible, mark some that indicate your approval of the work or efforts of the teacher. It is not difficult to find some points in which you think the work needs more attention. If necessary, do not hesitate to make clear the particulars in which you think the teacher is failing.

.....*School*.....*Teacher*.

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Answers.

1. Has she the instincts and tact of a teacher?
2. Did she seem to be familiar with the work required of her classes?
3. Did she seem to have prepared herself for the recitation?
4. Had she some definite plan of work?

Answers.

5. Did she secure the undivided attention of her pupils?
6. Did she teach more than is in the text-book?
7. Did she use the facts and objects with which the children are familiar to emphasize the essential points of the lesson and to illustrate principles studied?
8. Were her statements clear and accurate?
9. Was her manner decided? . . . inspiring? . . . controlling? . . . forceful?
10. Did her questions follow each other in logical order?
11. Was her method of questioning effective?
12. Did she lead the children to discover their errors?
13. Did the work done seem to promise the best results?
14. Were her explanations suited to the abilities and advancement of her pupils?
15. Were the important points of the lesson fully developed and carefully summarized at the close of the recitation?
16. Did her teaching tend to make thinkers or machines?
17. Were the pupils taught how to draw conclusions from the facts learned?
18. Did her questions include the answers desired?
19. Did she suggest by words or tones the answers required?
20. Did she assist her pupils to such an extent as to make them dependent upon her?
21. Did they answer questions with the rising inflection?
22. Were they allowed to guess at answers?
23. Did their answers take the form of questions?
24. Did the teacher seem to be governed by the idea that it is her principle business to *hear* recitations.
25. Did she stimulate her pupils to think by asking suggestive questions?

Answers.

26. Did she encourage healthful discussions?
27. Did she thoroughly verify and test the pupils' idea of the statements made and the definitions given?
28. Did her questions show an intelligent and ample grasp of the topic?
29. Did the pupils thoroughly prepare their lessons before coming to the recitation?
30. Did she have suitable work prepared and assigned to those who were not reciting?
31. Were those who were not reciting studying?
32. Were all the members of the class giving attention to the work of the recitation?
33. Was her instruction interesting enough to deserve attention?
34. Did she "clinch" some point during the recitation?
35. Did she make the recitation accomplish all it was capable of doing for her pupils?
36. Did she use effectively the facts that are naturally tributary to the lesson?
37. Did she, to a reasonable extent, go back to the first principles of the work being done?
38. Were oral reviews a part of the regular exercises of the school?
39. Did they include only the essential facts and principles studied?
40. Did she use anniversaries, facts, incidents and current events to illustrate and simplify the work of the text-books?
41. Can her pupils apply, in a practical way, what they learn from books?
42. Does she devise and adapt her methods, select the facts she teaches and arrange the material she uses?
43. Is her work in these particulars characterized by good taste and sound judgment?
44. Did her pupils know how and are they eager to think?

Answers.

45. Did she have drill exercises in the pronunciation of words?
46. Did her pupils use good English? Are they skilful talkers?
47. Do they know what they should about the soil of this section? . . . plants? . . . rocks? . . . animals? . . . city? . . . county? . . . state? . . . famous men? . . . great and current events?
48. Were inaccuracies in oral and written language corrected?
49. Were important points frequently reviewed?
50. In reviews, were the questions so worded as to require the pupils to think if they answer them and to use their own words in their answers?
51. Were her questions brief and searching?
52. Were her recitations so conducted as to develop thought?
53. Did she dispatch the details of her work expeditiously and quietly?
54. Did she secure promptness, accuracy and brevity in her recitations?
55. Were the tones of the teacher and pupils natural and pleasant?
56. Were her pupils respectful and courteous?
57. Did they seem to make progress in their studies?
58. Was the teacher too talkative?
59. Did it seem as if the teacher questioned the brighter pupils only?
60. Did the teacher address her questions to the whole class?
61. Did she indulge in repeating the pupil's answer?
62. Did she say or do anything which the pupils might have said or done themselves?
63. Were they urged to prepare simple apparatus to illustrate principles studied?
64. Were they energetic, self-reliant and progressive?
65. Did they stand, sit and walk properly?

Answers.

66. Was she careful in her manner, tone and words, in her intercourse with her pupils?
67. In arithmetic did her pupils give parrot-like or intelligent analyses?
68. Did they analyze the problems or state the processes used in the work?
69. Were fractions so taught that they were readily used in interest and percentage?
70. Were the pupils rapid and accurate in mental work in arithmetic?
71. Did she try to teach the cause and relation of facts studied?
72. Did she possess the power that comes from serenity?
73. Did she ignore faults and irregularities?
74. Was the class quiet? . . . diligent?
75. Was the order in passing to recitations and in the line and in handling books and apparatus, satisfactory?
76. Was the teacher just in praising? . . . reprimanding?
77. Did she have control of herself?
78. Was order maintained by harsh measures?
79. Was she kind and firm in her treatment of her pupils?
80. Did she rule by muscle? . . . by will power? . . . by inspiring self-control?
81. Did the discipline of the school influence the pupils helpfully outside of the schoolroom?
82. Was the moral atmosphere of the school wholesome? . . . mental?
83. Were the relations existing between the teacher and pupils kindly and intimate?
84. Did the pupils obey promptly? . . . cheerfully?
85. What was the temperature? . . . atmosphere?
86. Was the schoolroom tidy and attractive?
87. Was the work on the board and slates neatly done and arranged?

Answers.

88. Were the pupils allowed to injure the text-books or other school property?
89. Were they alert and interested?
90. Did she infuse life and energy into the pupils and the work of the school?
91. Did she seem to be buried in her text-book?
92. Did she bring some new idea into each recitation?
93. Did she encourage her pupils to read the books, papers and magazines found at home and in the school?
94. Did she test their knowledge of what they had read?
95. Did the pupils read with good expression?
96. Did they speak in clear, distinct tones and in a prompt and decided manner?
97. Were they allowed to read without comment or suggestion?
98. Was the amount of text read too much?
99. Was there enough time spent in studying the thought of the selection read?
100. Were the pupils required to re-read a paragraph until they read it acceptably?
101. Were mistakes in pronunciation and emphasis left uncorrected?
102. Were mumbling, drawling, slurring tones permitted?
103. Did the pupils recite words or ideas?
104. Did the teaching tend to develop the power of concentration? . . . memory? . . . attention? . . . application?
105. Did it tend to develop the power to see things in all their parts and relations? . . . to grasp and analyze ideas?
106. Did the younger pupils recite frequently enough?
107. Did she have some definite object to accomplish by each lesson?
108. Did she have some definite way of accomplishing it?
109. Did her pupils master the work attempted, and state clearly *their* ideas?

Answers.

110. Were their answers indefinite or incomplete?
111. Did they use the words and sentences that expressed in the briefest and clearest manner the answers desired?
112. Did they understand the words used?
113. Were they required to work?
114. Were the pupils told to do or taught *how* to do the work required of them?
115. Are the pupils' vocabularies large and well selected?
116. In the assignment of lessons did the teacher indicate that she had made a study of the abilities and needs of her pupils and of the task assigned?
117. Has she a special line of study or investigation not directly connected with her school work?
118. Has she read some of the standard works on education? . . . in general literature?
119. Is she a regular reader of an educational magazine?
120. Is she instinctively a student?
121. Is her knowledge of the "common English branches" broad and accurate?
122. Is she energetic? . . . enthusiastic? . . . progressive?
123. Can she devise? . . . execute?
124. Is she up with the times in thought? . . . reading?
125. Is she interested in her work? . . . in her pupils as individuals?
126. Does she inspire her pupils and exert an influence for good over them because of the quality of her personality?
127. Is she interested in the best interests of the community?
128. Did she spend much time on non-essentials?
129. Did she economize the time and energy of her pupils, by properly grouping the facts that should be considered together?

Answers.

130. Did she put her best efforts into teaching the important topics?
131. Was the work on the chart satisfactory? . . .
in oral combinations in number? . . . general exercises? . . . reviews? . . . synonyms? . . . phonics? . . . analysis of words?
132. Could the pupils give the reason why the statements they made are true?
133. Was the recitation a means of making their information more definite and extensive?
134. Did they study about things, or study the things themselves?
135. Was each lesson so taught as to justify the teacher in feeling that something had been accomplished, something done?
136. Did she use her own and her pupils' time and energies to the best advantage?
137. Did her influence and teaching tend to make pupils thoughtful? . . . considerate? . . . gentle? . . . generous? . . . erect and graceful in carriage? . . . courteous in manner? . . . unselfish? . . . trustworthy?
138. Did she appeal to the best motives in her efforts to control or influence her pupils?
139. Did she have the power of holding them to their work and good behavior without a visible effort?
140. Did her teaching tend to develop the best qualities and abilities of her pupils?
141. Are they doing more and better work than they did last term?
142. Did she have the faculty of inducing them to put forth their best efforts voluntarily?
143. Does she familiarize herself with what her pupils have been doing in preceding classes?
144. Does she know and properly appreciate what they are to do in the higher classes?
145. Is her work a continuation of what precedes and does it best prepare the pupils for what follows?

146. Did she use good English?
147. Did her sentences convey to her pupils the ideas she desired?
148. Were they impressed and influenced by what she said?
149. Do they dawdle?
150. Does her teaching tend to help them use their faculties naturally and at the time of their greatest natural activity?
151. Could they see things with their intellectual eyes?
152. Could they use books and facts, or were they burdened by them?
153. Did they do enough in a given time?
154. Did she have the faculty of inducing her pupils to work out the solutions of questions for themselves?
155. Was enough time spent on *drill* exercises?
156. Did she "pump" the lesson out of her pupils by leading questions?
157. Did they understand the connection and relation of facts recited?
158. Does her teaching tend to encourage pupils to accumulate facts or to develop strength?
159. Have her pupils read some of the English classics?
160. Have they memorized some standard selections?
. . . short quotations?
161. Did her teaching develop love of country and a just regard for our best men and women?
162. In what did she excel as a teacher?
163. In what was she weak?
164. In what were pupils specially proficient?
165. In what were they particularly deficient?
166. Does she study the methods of other teachers?
167. Is she persistent in her efforts to learn the best methods?
168. Is she fertile in giving variety to her work?
169. Does she act on suggestions made to her?
170. Is she a better teacher than she was last term?

A + means that the work needs more attention.

A — means that the work is unsatisfactory.

REMARKS:

A LIST OF PAMPHLETS ISSUED BY THE EDUCATIONAL
DEPARTMENT.

- I. Improvement of school buildings and grounds. Pp. 52.
- II. Manual for the use of officers and members of county teachers' institutes. Pp. 45.
- III. A course of study for the elementary schools of Maine. Pp. 86. Illustrated.
- IV. Sketches, designs and plans for school buildings, school yards and outhouses, prepared under the direction of the State Superintendent of public schools. Pp. 56. Illustrated.
- V. Words, reading and literature and the school as it was, is and should be. Pp. 27.
- VI. A plan for the study of local history and kindred subjects in the public schools. Pp. 15.
- VII. An experiment in child study. Pp. 19.
- VIII. Examination for State certificates. Pp. 22.
- IX. "For the better education of youth." Pp. 14.
- X. A study of things the school should do for the child, suggestions on study of U. S. history and arithmetic and some gains. Pp. 24.
- XI. A study of some of our school problems and state of local interest in the local school. Pp. 20.
- XII. Simple science lessons: Teacher's syllabus and note book. Arranged for summer schools by Daniel E. Owen. Pp. 43.
- XIII. School improvement league of Maine. Library and art exchange. Pp. 36.
- XIV. The school improvement league of Maine. A manual. Pp. 32.
- XV. A study of waste and kindred evils existing in the administration of our public schools. Pp. 32.
- XVI. Union of towns for the purpose of employing superintendent of schools. Pp. 8.
- XVII. A study of the schools of northeastern Maine. Pp. 38.
- XVIII. A study of the history of education in Maine and the evolution of our present school system. Pp. 104.
- XIX. A study of our public school system with regard to purposes, scope of instruction, organization, present condition and needs. Pp. 16.
- XX. Thoughts by the way. Pp. 24.
- XXI. Leaflets and cards.

STATE EXAMINATIONS.

The statute provisions, under which candidates who pass the required examination may receive State certificates, are found in Chapter 15 of the Revised Statutes of Maine, Sections 104 to 107 inclusive and as follows:

“The State Superintendent of Public Schools shall cause to be held, at such convenient times and places as he may from time to time designate, public examinations of candidates for the position of teacher in the public schools of the State. Such examinations shall test the professional as well as the scholastic abilities of the candidates and shall be conducted by such persons and in such manner as he may from time to time designate. Due notice of the time, place and other conditions of the examinations shall be given in such public manner as he may determine.

A certificate of qualification shall be given to all candidates who pass satisfactory examinations in such branches as are required by law to be taught and who, in other respects, fulfil the proper requirements. Such certificate shall be either probationary or permanent and shall indicate the grade of schools which the person named is qualified to teach.

The certificates issued under the provisions of section one hundred and five shall be accepted by school committees and superintendents in lieu of the personal examination and certification required by section thirty-six.”

PURPOSE OF THE EXAMINATION.

The purpose of this examination is to improve the instruction given in the public schools by gradually eliminating from the available teaching force, all such candidates for places in our schools as are wanting in capacity, scholarship, energy and ability to be helpful in the schoolroom and by thus building up a body of available teachers who have given evidence that they will be found alert, vigorous, progressive and useful.

To this end the examination is intended to act as a selective agency separating those who are candidates for the teacher's office, by a sharp line of demarcation, into two classes—those who come into possession of and can furnish reliable evidence of fitness in the form of a state certificate and those whose fitness must be made evident by special investigation on the part of those employing them. As conducive to this end it is intended to serve, also, as an informing, suggestive and inspiring force acting upon all actual or prospective teachers who may acquaint themselves with its purposes, methods and scope, whether they submit themselves to its tests or not. Knowing what is required in scholarship and general and professional fitness in order to obtain a certificate, the prospective teacher will know the minimum of qualification without which no person should enter upon the teacher's work. In the sources of information furnished her, she will find suggestions as to means and methods of acquiring fitness for her work and, if she have the essential spirit of the real teacher, she will be inspired thereby to seek such fitness. Candidates taking the examination and failing to pass, will learn their lack in fitness and naturally wish to seek fuller preparation. Those passing and failing to get certificates of satisfactory grade, in the list of ranks attained, will learn the subjects in which they need to become more thoroughly versed and will be inspired to seek re-examination after fuller preparation.

PRELIMINARY WORK.

The examination is wholly optional with teachers. This department exercises no other influence to lead teachers to submit themselves to its tests, than giving information regarding it to such as are recommended as fit subjects for it, or as call for such information.

In order to secure the names of actual teachers by whom information may be desired, the following circular, with necessary blank, is mailed to all superintendents in the State.

CIRCULAR.

* Supt. of schools of

My Dear Sir:—Will you send me on inclosed blank the names and postoffice addresses of such of your teachers, not holding State certificates, as you would recommend for such certificates

and think would be pleased to receive circulars of information in regard to them."

Later, in June, after the date of the examination has been definitely decided, the following circular is mailed to all newspapers in the State both daily and weekly.

CIRCULAR.

"To the Editor :

Please publish in your next issue the appended item, if deemed of sufficient interest to your readers.

The regular annual examination of candidates for State certificates will occur Friday, August 190 . Persons desiring further information regarding this examination should send for circulars to W. W. Stetson, Augusta, Me."

To the persons whose names have been furnished by superintendents and to those applying for information in consequence of the above notice, are sent the following circular and blank for making the preliminary examination report :

CIRCULAR.

"THE ANNUAL EXAMINATION OF TEACHERS FOR STATE CERTIFICATES WILL OCCUR FRIDAY, AUGUST 26, 1904.

The Places at which the examination will be held, about thirty in number, will be so arranged, as far as practicable, that every teacher taking the examination can leave home in the morning, take the examination in full and return the evening of the same day. Definite selection of places and public announcements of them will be made August 10 and special notice thereof will be sent to all persons registering before that date.

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 certificates 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 and in none less than 35, will receive a certificate of the fourth grade.

The Advantages accruing from the possession of the State certificate are several and important. *First*, the holder is not required to take an annual local examination for a local certificate. The law expressly provides that the State certificate "shall be accepted by school committees and superintendents in lieu of the personal examination and certification" otherwise required. *Second*, these certificates are coming to be held by school boards, not only as evidences of the technical fitness of the possessors, but of that quite as essential fitness found in ambition to excel, in well grounded self-reliance and in personal pride in and love for their work; for no teacher who does not possess these important general qualifications will take the pains to procure a State certificate. *Third*, the certificate in itself is a complete and most reliable testimonial the possessor can present when applying for a new position. On its face it shows the rank

of its holder in scholarship as found by fair and impartial tests and in professional qualifications as judged by at least two competent persons having personal knowledge thereof. On its back it bears a complete statement of the holder's scholastic training, special and general reading, teaching experience, preferences for special lines of work and names of those who are her sponsors and stand ready to recommend her. It furnishes, in short, just the evidences of an applicant's fitness which intelligent school boards wish to have. *Fourth*, in most cases and in teachers of the right spirit the examination and certificate gained will serve as a stimulus and a guide to fuller preparation. Few teachers are equally qualified in all subjects of instruction, or are possessed of every essential general qualification which it is in their power to attain. The examination and certificate disclose and emphasize these defects in fitness and few will rest satisfied till they have made efforts for their correction.

All actual or prospective teachers desiring to take the examination for State certificates must register, on or before August 10, by forwarding to this department complete preliminary examination reports, blanks for which will be sent on application. This is especially important in order that circulars stating places of examination may be mailed to candidates as soon as such places are definitely determined. Such teachers should also send for the lately issued "Manual" which they will find helpful in preparing for examination and which will be sent free on application."

The blank furnished for making preliminary examination report, as above, is as follows:

PRELIMINARY EXAMINATION FOR STATE CERTIFICATE.

My name is..... Age.....
 Permanent P. O. address.....
 I am an applicant for a..... grade certificate.
 Have attended the Common Schools.....terms
 Have attended the Summer Schools.....terms
 Have attended the High Schools.....terms
 Have attended the Academy or Seminary.....terms
 Have attended the Normal Schools.....terms
 Have attended the College or University.....years
 Have attended the other schools.....years

Was graduated from.....in 18....
 Was graduated from.....in 18....
 Was graduated from.....in 18....
 Have taught in Rural Schools.....terms
 Have taught in Primary Schools.....terms
 Have taught in Grammar Schools.....terms
 Have taught in High Schools.....terms
 Have taught in Normal Schools.....terms
 Have taught in Academies or Seminaries.....terms
 Have taught in other schools.....terms
 Names of other schools.....

 Was superintendent of.....schools for.....years
 Was principal of.....schools for.....years.
 Have taught in.....
 years
 Am now teaching.....
 Have held my present position for.....
 *Am prepared to teach.....
 Have read the following books:.....
 † History.....

 † Science.....

 † Literature.....

 † Pedagogy.....

 † Have read the following educational papers and magazines:..

 † Have read regularly the following periodicals:.....

 Am reading the following books:.....

 ‡Am reading the following papers and periodicals:.....

 Am an active member of the following Educational Associa-
 tions:

* Give other than Common School branches.

† Write the titles of books you have read thoroughly and of which you have an intelligent idea. Do not write more than five titles under each subject.

‡ Write the names of papers and magazines that you read regularly and thoroughly.

REFERENCES.¶

NAMES.

P. O. ADDRESSES.

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¶ Do not give the names of persons to whom you are related by blood or marriage, or with whom you are associated in business. Give the names of persons who are competent to express opinions on schools and who have a personal knowledge of your work. Give at least five names. *Be sure they are of persons who will respond promptly to calls for information. Get their consent to use of their names.*

To the Teachers:

In columns numbered 1 and 2 will be found a detailed statement of the basis on which teachers' State certificates are granted. It will be noticed that in column numbered 1 the candidate receives credit for what he is and what he can do. The information upon these points is furnished by persons who are competent to judge of schools and who have a personal knowledge of the candidate and his work.

In column numbered 2 are listed the subjects in which the candidate is examined. The rank of the candidate is determined by averaging the ranks he receives in the subjects in which he is examined with the ranks given him by the persons who testify as to his moral character, skill in instructing, ability in managing, etc. The candidate may receive a low per cent. in any given study and still be entitled to a certificate provided the estimate placed upon his training, ability and skill is sufficiently high to raise the average to the required standard.

On the reverse side of this circular will be found the questions

for the preliminary examination which must be taken by all persons who are candidates for certificates.

The enclosed circular contains additional explanations and statements in regard to this matter. I hope you will find time to give all these documents a careful reading.

If you desire to take the examination, please send your name and permanent postoffice address to the State Superintendent.

BASIS FOR GRANTING STATE CERTIFICATES.

No. 1.*

Moral character.....Enthusiasm.....Extent of general reading.....Success in gaining co-operation of pupils and parents.....Skill in instructing.....Manners, as influencing those of pupils.....Tact in directing and controlling pupils.....power in stimulating pupils to do their best.....Capacity for work.....Interest in work.....Influence over pupils out of school.....For what kind of school would you recommend the candidate.....Energy.....Efforts for self improvement.....

90 to 100 is "Excellent," 70 to 90 is "Good," 50 to 70 is "Fair," 30 to 50 is "Poor," 1 to 30 is "Very Poor."

* The ranks in column No. 1, were furnished by the persons whose names appear as references on the back of this certificate.

No. 2.†

Reading.....Arithmetic.....Phys. and Hygiene.....Orthography.....Geography.....Nature Studies.....Penmanship.....U. S. History.....School Laws.....Eng. Gram. and comp.....Civil Gov.....Theory and practice of teaching periods.

†The ranks in column No. 2, were awarded on the candidate's written work."

Certificates granted for one, three or five years are renewable before expiration of term of validity. To teachers holding such certificates whose validity ceases at expiration of the year, the following circular is sent :

CIRCULAR.

"M....."

The term for which the State certificate held by you was issued terminates January 1, 190 . You can have your certificate renewed without further examination, or can take a new examination with the purpose of obtaining a certificate of higher grade and longer term. If you prefer the former, you will send in your certificate for renewal on or immediately after November 1; if you prefer to take a new examination, you will apply for preliminary examination blank on or before August 10."

To those whose certificates have been once renewed and which will cease to be valid at end of year by reason of expiration of the term for which they were renewed, is sent the following

CIRCULAR.

"M....."

The State certificate held by you ceases to be valid December 31, 190 , by reason of expiration of term for which it was renewed. Trusting that you will desire to take a new examination for certificate of longer term or higher grade, August , 190 , I send herewith necessary blank for registering."

DETERMINING PLACES OF EXAMINATIONS.

The names and P. O. addresses of all candidates registering by sending in their preliminary examination reports, are recorded by counties. Early in August that record is carefully examined and places in each county are selected which will convene the largest number of candidates resident within fifteen or twenty miles. To all candidates who have registered, or shall register within five days preceding the day of examination, are sent notices like the following

CIRCULAR.

"Candidates for State Teachers' Certificates will be examined Friday, August 26, 1904, beginning at 8 A. M., at the following places:

Auburn (High School), Athens (Academy), Augusta (State House), Belfast (High School), Bucksport (Grammar School),

Calais (High School), Caribou (High School), Corinna (Academy), East Machias (Academy), Ellsworth (High School), Fairfield (High School), Foxcroft (Academy), Houlton (High School), Kingman (Grammar School), Kittery (High School), E. N. Yarmouth, (Public School), Milbridge (High School), Orono (High School), Rockland (High School), Sanford (High School), N. Sedgwick (Public School), Sebago (Potter Academy), Wiscasset (Intermediate School), Winterport (High School).

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

All appearing for examination should take with them at least twenty *half-sheets* of writing paper 8 x 10 inches in size, a properly sharpened pencil and at least a dozen pins to fasten papers together."

With the above circular is also sent a copy of the regulations governing the examination, which will be found further on.

CONDUCTING THE EXAMINATIONS.

A conductor is appointed for each of the places of examination. Wherever practicable the Superintendent of the town in which the examination is to be held is secured as conductor. To every such conductor, when appointed, is sent the following:

REGULATIONS

FOR EXAMINATION OF TEACHERS FOR STATE CERTIFICATES.

I. FOR TEACHERS.

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

PROGRAM :

A. M.	P. M.
8 to 8.10—Preliminary Directions.	1 to 1.45—Nature Studies.
8.10 to 8.50—Reading.	1.45 to 2.30—Civil Govern- ment.
8.50 to 9.40—Arithmetic.	2.30 to 3.15—Theory and Practice.
9.40 to 10.25—Grammar.	3.15 to 4—Geography.
10.25 to 11.10—History.	4 to 4.45—School Law.
11.10 to 12—Physiology.	

2. NO TEACHER SHALL BE EXAMINED IN ANY SUBJECT AT ANY OTHER TIME THAN THAT SET FOR IT IN THE ABOVE PROGRAM. Teachers desiring certificates *must*, therefore, be present at the beginning and through the entire time devoted to the examination.

3. No teacher will be granted a certificate who shall fail to fill out the preliminary examination blank and transmit the same to the office of the State Superintendent at Augusta.

4. All examination papers shall be written on paper of large letter size, 8 x 10 inches, shall be written upon one side only and shall be passed to the conductor promptly at the end of each period as fixed in the program. No paper shall be folded or rolled. When more than one sheet is required for the examination in any subject, the sheets must be pinned together at the upper left hand corner before being passed to the conductor. *Write no statements of facts not called for by questions; write every statement called for.*

5. At the top of every paper on upper right hand corner, must be written the name and P. O. address of the teacher. *The list of questions, whose answers are written on the paper, must be pinned thereto at upper left hand corner, or the paper will not be considered.*

6. No teacher shall communicate in any way with another during the examination periods, nor ask the conductor for any information relating to the subject matter of the examination. *Teachers so communicating or asking information will forfeit thereby all claims to certificates.*

7. Rank in Penmanship will be based upon the first half page of the paper in Reading; in Orthography, upon the paper in Theory and Practice.

8. *Teachers receiving this circular by mail will preserve it and take it to the place of examination with them.*

II. FOR CONDUCTORS.

1. Examination questions in each subject will be sent to conductors in a closed package properly labeled, *which they will not open till the time set in the program for examination in that subject and will open in plain view of teachers under examination.*

2. Conductors will call assembled teachers to order promptly at 8 and 1 o'clock.

3. They will require teachers to sit, so far as is practicable, so that no two shall be nearer to each other than six feet.

4. During the first ten minutes of the morning session, they will ascertain what teachers present have not filled out the preliminary examination blanks and sent them in to the State Superintendent and will furnish such with necessary blanks and give notice that such papers must be filled and sent to the State Superintendent within five days. They will, also, read to the teachers the general regulations in this circular governing their work.

5. Promptly at 8.10 and at the time set in the program for the beginning of the examination in each subject, they will clearly announce the subject of examination and the time to be devoted to it and thereupon will open the proper package of questions and distribute one set to every teacher.

6. At five minutes before the time set in the program for the end of examination in each subject they will give a signal preparatory to the end and, in four minutes thereafter, another signal at which every teacher shall cease writing and shall immediately pass paper and questions to the conductor. *Conductors will collect every paper written and will accept no folded paper.*

7. During the time allotted to the examination in any subject conductors will see that no teacher communicates with another, or in any manner seeks or obtains aid from another. They will report any detected in so doing to the State Superintendent.

8. At the completion of the examination conductors will pack all papers, arranged so that those relating to the same subjects shall be together and all unused questions, into a flat parcel and, as soon as practicable thereafter, they will transmit the same by express to the State Superintendent at Augusta. They will write on the outside of parcel, in the upper left hand corner, the following inscription:

State Teachers' Examination

at.....

.....Conductor."

Not later than the Tuesday preceding the Friday on which the examination is to be held the examination questions are sent to conductors, in form as stated in the above regulations.

SCOPE AND CHARACTER OF THE EXAMINATION.

The general scope of the examination is shown in the program as given in the preceding circular. It includes the subjects of study prescribed by statute to be taught in common schools, with the addition of School Law and the Theory and Practice of Teaching. In all these subjects the teacher should be fairly well versed in order to do satisfactory work in any grade of school.

The special scope and character of the examination can be definitely shown only by giving specimen sets of the examination questions and for obvious reasons this can not be done. Something less definite must suffice.

The governing purpose in the framing of the examination questions is to make them fair tests of extent, accuracy and readiness of knowledge and to test at the same time the candidate's power to teach, by testing her power to put her knowledge into clear, terse, exact and comprehensive statements; for all these are essentials to good teaching. In view of the grades of certificates to be granted and the conditions determining grades, questions are so framed that candidates fairly qualified to teach in the lower grades of school can pass the examination and secure the lowest grade of probationary certificate; yet they are made so comprehensive, that only those whose knowledge of all the subjects is full and accurate can secure the highest grade of certificate. Those in each subject are framed in five general questions or groups of questions such that complete answers to each call for the statement of at least four related facts. Not less than twenty statements of facts are, therefore, called for in the examination in each subject. It is intended that the thoroughly qualified candidate shall be able to give an accurate, succinct statement of every fact called for in these questions, in the time allotted in the program and yet use all that time. The ability to do this is one of the evidences of fitness to do the best school work. Failure to do so is evidence of lack either in readiness of knowledge or power of clear, accurate, terse statement of knowledge, therefore of lack in teaching power.

RANKING PAPERS.

Great care is exercised in ranking the examination papers of every candidate, that there may be no injustice or mistake in giving full credit. Every paper receives at least two careful and critical readings and in some cases a third reading is given before making record of the ranks which are to be transferred to the certificate. To rank thus carefully takes time. Not more than a hundred papers can be ranked in a day. Every working day in September and a part of October is usually taken for this work.

Two sets of ranks appear on the face of the certificates granted and are used as factors in determining the grade of the certificate. Beside the ranking of the written examination papers, before the certificates can be written up, the reports of the references given by the candidates in their preliminary examination papers have to be secured, examined and averaged.

Five such references are given by every candidate. Three of these five are selected, to each of whom is sent the following

CIRCULAR BLANK.

"M.....

of.....

has referred to you as one not related to her by blood or marriage, nor associated with her in business and as having personal knowledge of her character and worth as a teacher. Will you please fill the annexed blank, using one or more of the following in giving answers to all subjects of inquiry except the last, namely, "Excellent," "Good," "Fair," "Poor," "Very Poor."

If your answers are favorable, your name will be placed upon the back of the State certificate for which the person named is an applicant; if unfavorable, your name will not be used and your answers will be held *strictly confidential*.

For the benefit of the candidate this return should be made *at once*.

ESTIMATE OF CANDIDATE'S FITNESS.

1. Moral character.
2. Success in gaining co-operation of pupils and parents.
3. Tact in directing and controlling pupils.
4. Interest in work.
5. Energy.
6. Enthusiasm.
7. Skill in instructing.
8. Power in stimulating pupils to do their best.
9. Influence over pupils out of school.
10. Efforts for self-improvement.
11. Extent of general reading.
12. Manners as influencing those of pupils.
13. Capacity for work.
14. For what kind of school would you recommend the candidate?

Signed.....

P. O....."

The averages of the estimates of rank given by the three references, are taken as the true ranks to which the candidate is entitled. These averages are found by giving numerical values to the terms employed, according to the scheme of values given on the second page of the preliminary examination blanks and dividing the sum of those values by three. The value of "excellent" is assumed as 95, "good" as 80, "fair" as 60 and so on. If, therefore, the three references should give as their estimates of a candidate's "skill in instruction," respectively, "excellent," "good" and "fair," the average numerical value of those estimates according to the scheme adopted, would be 76+ and as any rank between 70 and 90 is "good," that term is entered on the record as the candidate's rank in that particular and as such is transferred to the certificate. By this process of selecting three of the five references given and taking the average of their judgments, the law of averages is twice applied and the resulting rank can not be far from just and right.

THE CERTIFICATE.

The certificate is made on a blank $8\frac{1}{2}$ by 13 inches in size, printed in tints and from a specially engraved plate. It consists of two parts—the face and reverse. On the face are found the ranks as averaged from reports of references and as determined by the written examination and the certificate proper in which is given the name of the party to whom awarded, the grade and the period for which issued. The reverse contains a copy of the preliminary examination report of the candidate and the names and post office addresses of the references whose estimates of the candidate are given on the face. This reverse serves two purposes: The facts given by the candidate regarding general and special scholarships, as indicated in statement of schools attended or graduated from and of branches she is prepared to teach, determine whether or not she is entitled to the highest grade of certificate if her rank in written examination is such as is required for that grade. The statements of experience—the number of terms she has taught—determine primarily the period for which the certificate is to be granted. These facts and others required in the preliminary examination blank serve to give special information as to her fitness for any special position for which she may apply. They are just those facts which intelligent school boards would wish to know before deciding on the fitness of an applicant for place in their schools.

The first and second pages of the next leaf show the form of the face and reverse of the certificate blank.

BASIS FOR GRANTING STATE CERTIFICATES.

No. 1.*	No. 2.*
Moral Character	Reading
Success in Gaining Co-operation of Pupils and Parents	Orthography
Tact in Directing and Controlling Pupils	Penmanship
Interest in Work	English Grammar and Composition
Energy	Arithmetic
Enthusiasm	Geography
Skill in Instructing	United States History.
Power in Stimulating Pupils to Do Their Best	Civil Government
Influence over Pupils Out of School	Physiology and Hygiene
Efforts for Self Improvement	Nature Studies
Extent of General Reading	School Laws
Manners as Influencing those of Pupils	Theory and Practice of Teaching
Capacity for work For what kind of a school would you recommend the candidate	

90 to 100 is "Excellent."
 70 to 90 is "Good."
 50 to 70 is "Fair."
 30 to 50 is "Poor."
 1 to 30 is "Very Poor."

*The ranks in column No. 1 were furnished by the Persons whose names appear as references on the back of this certificate.

The ranks in column No. 2 were awarded on the candidate's written work.

TEACHER'S STATE CERTIFICATE.

EDUCATIONAL DEPARTMENT.

AUGUSTA, December 1, 190 .

This Certifies that

is authorized to teach in any.....school

in the State of Maine for.....year from January 1, 190 .

.....

State Superintendent of Public Schools.

PRELIMINARY EXAMINATION FOR STATE CERTIFICATE.

My name is..... Age.....
 Permanent P. O. Address.....
 I am an applicant for a.....grade certificate.
 Have attended the Common Schools, terms
 Have attended the Summer Schools, terms
 Have attended the High Schools, terms
 Have attended the Academy or Seminary, terms
 Have attended the Normal Schools, terms
 Have attended the College or University, years
 Have attended other schools, terms
 Was Graduated from..... in 18.....
 Was Graduated from..... in 18.....
 Was Graduated from..... in 18.....
 Have taught in Rural Schools,..... terms
 Have taught in Primary Schools,..... terms
 Have taught in Grammar Schools,..... terms
 Have taught in High Schools,..... terms
 Have taught in Normal Schools,..... terms
 Have taught in Academies or Seminaries,..... terms
 Have taught in other schools,..... terms
 Names of other schools,..... terms

 Was superintendent of.....schools for.....years.
 Was principal of.....schools for.....years.
 Have taught in.....
 years
 Am now teaching.....
 Have held my present position for.....
 * Am prepared to teach.....
 Have read the following books:.....
 † History

 † Science

 † Literature

† Pedagogy

.....

† Have read the following educational papers and magazines:..

.....

† Have read regularly the following periodicals:.....

.....

Am reading the following books:.....

.....

‡ Am reading the following papers and periodicals:.....

.....

Am an active member of the following Educational Associa-

tions:

.....

* Give other than common school branches.

† Write the titles of books you have read thoroughly and of which you have an intelligent idea. Do not write more than five titles under each subject.

‡ Write the names of papers and magazines that you read regularly and thoroughly.

REFERENCES.¶

NAMES.

P. O. ADDRESSES.

.....

.....

.....

.....

.....

¶ Do not give the names of persons to whom you are related by blood or marriage, or with whom you are associated in business. Give the names of persons who are competent to express opinions on schools and who have a personal knowledge of your work. Give at least five names. *Be sure they are of persons who will respond promptly to calls for information. Get their consent to use of their names.*

MAKING THE CERTIFICATE.

When the reverse of the certificate has been written in and the ranks have been entered in columns 1 and 2 of its face, the certificate proper can be made ready for the signature of the State.

Superintendent. Only the grade and period for which granted remained to be determined before that signature is affixed.

The primary factor determining grade is the average and minimum rank attained in written examination. The force of this factor is modified by the ranks given in column 1 and for the highest grade, by facts shown on reverse of certificate. As elsewhere stated, for the highest, denominated "Public School" grade, the requirements are an average rank of at least 90 in written examination with rank in no subject less than 70; graduation from college or the full college preparatory course of a first-class seminary; or exceptionally high rank with ability to teach college preparatory studies including at least one ancient and one modern language and a recommendation for High School work given by references. For the second grade, designated "Grammar or Common School," is required an average rank above 80 and no rank less than 70, or 65 in cases of exceptional high rank as given by references. For the third or "Common School" grade is required an average rank in written work above 70 with nothing less than 50 except in cases of exceptional merit as shown in estimates of reference. For the lowest grade, the "Primary or Common School," is required, at least, that no ranks shall be less than 35 and that satisfactory evidences of fitness shall be found in the statements on the reverse of certificate and in the statements and recommendations made by references.

The period for which the certificate is granted is determined primarily by facts of experience as stated on reverse of certificate. For a life certificate, as determined by these facts alone, the candidate must have actually taught at least 18 terms; for a five years' certificate, at least 9 terms and for a three years', at least 5 terms. For any less than five terms of actual teaching the one year's certificate is granted. The force of these facts is, however, modified, first by graduation from normal school, such graduation counting as the equivalent of an actual experience of three terms; second, by conditions of rank in written examination, a very low rank in one or more subjects as compared with average rank, reducing the term on the assumption that the candidate will desire to attain higher rank and thus a higher grade

of certificate and so will wish the sooner to take a re-examination; third, by extent of professional reading, the candidate who has evidently read little in this direction being granted certificate of shorter term than might otherwise have been granted. On the other hand especial excellence in ranks attained in examination, or in estimates of references, will serve as an equivalent for some small lack of experience. A five years' certificate, for example, may thus be granted when the number of terms taught is only 7 or 8 instead of the full number required primarily.

An actually granted certificate, with change of names used, is reproduced on the following pages. It will be noticed that five names are given on the reverse of this certificate as references. The first three are of those selected to make report of the candidate's general qualifications and the averages of whose reports are tabulated in column 1. The other two appeared on the candidate's preliminary examination paper and are inserted to show the exact form of that paper as submitted. These do not appear on the actual certificate.

BASIS FOR GRANTING STATE CERTIFICATES.

No. 1.*		No. 3.†	
Moral Character?..	Ex'l't.	Reading	80
Success in gaining Co-operation of Pupils and Pa- rents?	Good.	Orthography	80
Tact in Directing and Controlling Pupils?	Good.	Penmanship	75
Interest in Work? ..	Ex'l't.	English Grammar and Composition	80
Energy?	Good.	Arithmetic	80
Enthusiasm?	Good.	Geography	75
Skill in instructing? Power in Stimulat- ing Pupils to Do Their Best?	Good.	United States History.	60
Influence over Pu- pils Out of School?	Ex'l't.	Civil Government	77
Efforts for Self Im- provement?	Ex'l't.	Physiology and Hy- giene	75
Extent of General Reading?	Good.	Nature Studies	85
Manners as influ- encing those of Pupils?	Good.	School Laws	70
Capacity for Work?	Good.	Theory and Practice of Teaching	80
For what kind of a school would you recommend the candidate? Pri. or Rural.			

90 to 100 is "Excellent."
70 to 90 is "Good."
50 to 70 is "Fair."
30 to 50 is "Poor."
1 to 30 is "Very Poor."

The ranks in column No. 1 were furnished by the persons whose names appear as references on the back of this certificate,

†The ranks in column No. 2 were awarded on the candidate's written work.

TEACHER'S STATE CERTIFICATE.

EDUCATIONAL DEPARTMENT.

AUGUSTA, December 1, 1903.

This Certifies, That HANNAH J. JONES is authorized to teach in any Common school in the State of Maine for Life from January 1, 1904.

W. W. STETSON,

State Superintendent of Public Schools.

PRELIMINARY EXAMINATION FOR STATE CERTIFICATE.

My name is Hannah Jane Jones. Age 40 years.

Permanent P. O. Address, Stoneham, Me.

I am an applicant for a grammar grade certificate.

Have attended the Common Schools.....24 terms

Have attended the Summer Schools.....2 terms

Have attended the High Schools.....6 terms

Have attended Academy or Seminary.....terms

Have attended Normal Schools.....terms

Have attended the College or University.....years

Have attended other schools.....years

Was graduated from.....in 18.....

Was graduated from.....in 18.....

Was graduated from.....in 18.....

Have taught in Rural Schools.....25 terms

Have taught in Primary Schools.....4 terms

Have taught in Grammar Schools.....terms

Have taught in High Schools.....terms

Have taught in Normal Schools.....terms

Have taught in Academies or Seminaries.....terms

Have taught in other schools.....terms

Names of other schools.....terms

.....

.....

Was superintendent of.....schools for.....years

Was principal of.....schools for.....years.

Have taught in Maine 11 years, in Massachusetts 3 years.

Am now teaching rural school in Stoneham.

Have held my present position for two years.

*Am prepared to teach Algebra, Drawing, Literature.

Have read the following books:.....

†History—United States, Barnes', Quackenbos' English, Dickens', Green's, Gen'l Myers'.

†Science—How to Know Wild Flowers, Wild Animals I Have Known, Starland.

†Literature—Whittier, Longfellow, Milton, Scott, Dickens.

†Pedagogy—Page's Theory and Practice, White's Elements.

† Have read the following educational papers and magazines:

American Teacher, Journal of Education, Normal Instructor.

† Have read regularly the following periodicals: N. Y. Tribune, The Century, Youth's Companion.

Am reading the following books: Standish of Standish, Waymarks for Teachers.

‡ Am reading the following papers and periodicals: Journal of Education, The Century, Outlook.

Am an active member of the following Educational Associations: Oxford County Teachers' Association.

* Give other than Common School branches.

† Write the titles of books you have read thoroughly and of which you have an intelligent idea. Do not write more than five titles under each subject.

‡ Write the names of papers and magazines that you read regularly and thoroughly.

REFERENCES.¶

NAMES.

John Fielding,
James Smith,
George W. Brown,
Mrs. Jane H. Thompson,
C. W. Scott, M. D.,

P. O. ADDRESSES.

Stoneham, Me.
Lovell, Me.
Fryeburg, Me.
Denmark, Me.
Brownville, Me.

¶ Do not give the names of persons to whom you are related by blood or marriage, or with whom you are associated in business. Give the names of persons who are competent to express opinions on schools and who have a personal knowledge of your work. Give at least five names. *Be sure they are of persons who will respond promptly to calls for information. Get their consent to use of their names.*

NOTICE OF FAILURE IN EXAMINATION.

Following the completion and distribution of the certificates, all candidates who have failed to secure certificates, either by failure to get required rank, or to take examination in all subjects, are notified of their failure by properly filling and sending the following:

CIRCULAR.

"M.....

I regret to notify you that you have failed to secure a State Certificate in the last State examination by reason of failure toin the subjects as listed below, marked thus: (o). I trust that you will try again this year and be able to secure a certificate which will satisfy you in grade and rank. I suggest further that you take re-examinations in the subjects marked thus:(—). While your rank in these is sufficient to entitle you to a certificate, it is below your average in other subjects.

SUBJECTS:

Reading,	U. S. History,
Orthography,	Civil Government,
Penmanship,	Physiology,
English Grammar,	Nature Studies,
Arithmetic,	School Law,
Geography,	Theory and Practice.

Please preserve this circular and, if you take examinations for deficiencies this year, return it with your papers. Special notice of time and places of examination will be sent you in due time."

EXAMINATIONS OF 1904.

Besides the regular general examination given annually on the last Friday in August, to all candidates registering therefor, for the past three years a special examination has been given at the State Normal Schools, for the benefit of such members of the graduating classes as elected to take it before graduation.

For the year 1904, 117 candidates took the special examination, all of whom were awarded certificates. For the regular general examination 218 candidates registered of whom 183 took the tests given either in whole or in part. Of this latter number, 7 failed to get the required rank in one or more subjects and 11 failed to take all the tests. Certificates have, therefore, been awarded to 282 persons as the results of both the special and general examinations for the year. These results are more specifically shown in the following table:

Counties.	Number examined.	Number passed.	No. not passed by reason of		Grades of certificates.				Periods for which certificates were granted.				
			Defective rank.	Incomplete examination.	Public school.	Grammar or common school.	Common school.	Primary or common school.	Life.	Five years.	Three years.	One year.	
Androscoggin.....	3	3	-	-	-	1	2	-	1	-	-	2	-
Aroostook.....	25	21	-	3	-	5	9	7	9	6	-	2	4
Cumberland.....	13	11	1	2	1	1	1	2	4	5	5	2	12
Hancock.....	29	29	-	-	1	6	10	12	1	1	1	8	12
Kennebec.....	2	2	2	-	1	2	1	1	1	1	1	1	3
Knox.....	5	5	-	-	-	1	3	1	1	1	1	1	3
Lincoln.....	5	5	-	-	1	3	-	1	2	1	-	-	1
Oxford.....	1	1	-	-	-	-	-	-	-	-	-	-	1
Penobscot.....	21	17	1	3	-	4	4	9	4	4	3	6	6
Piscataquis.....	1	1	-	-	-	1	-	-	1	-	-	-	1
Sagadahoc.....	4	4	-	-	-	3	1	-	-	-	-	2	2
Somerset.....	14	13	1	-	1	1	3	3	3	1	4	5	5
Waldo.....	11	10	-	1	-	5	4	1	4	3	1	2	2
Washington.....	28	25	2	1	-	12	8	5	11	7	1	6	6
York.....	15	14	-	1	-	6	4	4	3	2	-	9	9
Normal schools.....	117	117	-	-	-	61	36	20	5	27	50	35	35
Totals.....	300	282	7	11	5	112	92	73	53	63	76	90	90

CONCLUSION.

The history of State examinations in Maine, under conditions and methods described in the preceding pages, covers a period of eight years. The following statement gives, in brief, the results to date:

Whole number of candidates examined.....	2,740
Whole number of certificates awarded.....	2,346
Number of certificates whose terms have expired.....	1,098
Number of certificates now in force.....	1,248

These results are eminently satisfactory. Nearly one-fifth of all the teachers in the schools of Maine today stand in a class by themselves as having furnished and being in possession of written evidence that they possess that scholarship, moral character, personality and professional knowledge and skill fitting them to teach in those grades of school for which they are certificated. Hundreds of other teachers, inspired by the example of these and with the ambition to ally themselves with these, are known to be earnestly preparing themselves to take these examinations in the future. Indeed, it may be safely asserted that

there are few teachers in Maine today, possessing that progressive professional spirit which makes for the highest efficiency, who are not intending at some time to avail themselves of the advantages afforded by State examination.

In fine, the State examinations, during the eight years in which they have been held, have done more for the teachers of Maine and for the improvement of Maine schools, than was even hoped for when they were planned and inaugurated. From the fact that the examination has been and is wholly optional, the credit for the success which has so far attended it is largely due to that earnest, progressive spirit which is characteristic of Maine teachers everywhere.

SCHOOLS IN UNORGANIZED TOWNSHIPS.

The condition of the schools in unorganized townships, for the fifth year from their establishment was an improvement upon that of any preceding year in every essential particular. Children received the benefits of these schools in a larger number of townships; a large number of children were in the schools and they attended more regularly; better instruction was given because of improvement in teachers employed and a more complete and effective supervision of the schools was maintained.

Specific conditions for the year, as compared with those of the preceding year, are shown in the following

STATISTICAL SUMMARY.

	1902-3	1903-4
1. <i>Number, Population, etc., of Townships.</i>		
Number of townships reported.....	49	52
Population of townships.....	1,745	1,784
Number of children of school age.....	660	665
Number of townships in which schools were maintained.....	37	41
Number in which children were schooled in other townships or towns.....	12	10
2. <i>School Enrollment and Attendance.</i>		
Number of children schooled.....	497	504
Number schooled in home schools.....	451	461
Number schooled away from home.....	47	43
Average daily attendance.....	442	454
Number of cases of tardiness.....	523	470
Number of pupils not absent one-half day,	158	124
Number of visits of citizens to schools....	187	143

3. <i>Concerning Teachers.</i>	1902-3	1903-4
Number of different teachers employed..	49	43
Number of teachers who had taught.....	38	32
Number who had not taught before.....	11	11
Average number of terms taught before..	8	10
Average weekly wages including board...	\$6.50	\$6.96
4. <i>Classification and Studies pursued.</i>		
Number of pupils in reading classes.....	455	503
Number in spelling classes.....	338	373
Number in penmanship.....	357	376
Number in arithmetic classes.....	346	364
Number in grammar classes.....	128	137
Number in geography classes.....	174	155
Number in history classes.....	103	128
Number in physiology classes.....	112	86
Number other subjects.....	14	7
5. <i>Fiscal.</i>		
Amount paid for wages and board of teachers	\$4,786	\$6,059
Amount paid for transportation of chil- dren	346	296
Amount paid for tuition.....	227	327
Amount paid for board of children.....	341	525
Amount paid for fuel, janitors' services, etc.	253	273
	<hr/>	<hr/>
Total paid for instruction.....	\$5,953	\$7,480
Amount paid agents, services and expenses	369	760
Amount paid for books and supplies....	387	357
	<hr/>	<hr/>
Total expenditures for year.....	\$6,709	\$8,597
Amount paid from per capita taxes.....	434	705
Amount paid from interest on reserved lands	2,567	2,709
Amount paid from State appropriations..	3,708,	5,183
	<hr/>	<hr/>
Total	\$6,709	\$8,597

ANALYSIS OF STATISTICS.

1. The increase of three shown in the number of townships in which children were schooled, is a net increase. Actually nine townships not heretofore brought under the law were added to the list and six of those included in the list of the preceding year were dropped for various causes. This condition is characteristic of this department of our common school system. A single family moving out of a township may leave it with no children of school age; on the other hand a single family moving into a township may bring it under the conditions required for the establishment of a school. Other local conditions, as the starting of a lumbering operation in a township, or the closing up of such an operation, may make the establishment of a school necessary, or lead to the discontinuance of one previously established.

The net increase in the number of townships, brought about as explained above, caused an increase of 39 in the total population of the townships in the list—an average of 13 to a township. The average population of all townships in the list is 34; that of the nine new townships is 15. Evidently these new townships are not quite the equals in average population of those dropped.

The small increase shown in number of children of school age arises from the change in the law fixing the school age between five and twenty-one, instead of between four and twenty-one as in former years.

2. The statistics given in the second group, interpreted in the light of the conditions stated above, show no diminution in local interest either of parents or children. Indeed the increase in average, as compared with enrolled attendance and the marked decrease in the number of cases of tardiness, would seem to indicate a larger appreciation of the benefits of these schools on the part of all concerned.

3. The number of different teachers employed for the year, in the 41 townships in which schools were maintained, was 43 as compared with 49 employed the preceding year in 37 townships. Herein is shown a distinct improvement in the continuity of instruction and hence of its efficiency.

A distinct improvement in the character of the teachers employed is indicated both in the larger average experience and in the increased weekly wages paid.

These schools are year by year demanding a higher grade of teachers more permanently employed. Every year they are becoming less elementary in the scope of the instruction required. To secure and to hold such teachers must require larger pay.

4. The statistics showing the scope of instruction given in these schools indicate, as a whole, that they are rapidly approaching the general average of the common schools in the rural towns of the State and that their progress toward that condition is real and substantial. In only three of the nine subjects of study given was there any decrease in the number of students. In the other six the increases were respectively 48, 37, 29, 18, 9 and 25. Comparing these with the increase of 7 in the number of pupils attending, the evidence of substantial improvement is convincing.

5. The marked increase here shown in the amount paid for teachers' wages and board is due in part to the necessity of paying each year for better teachers, as these schools become more advanced; in part to the increase in the number of schools maintained and, in lesser measure, to the paying of the traveling expenses of the teachers for some of these schools most difficult to reach, without which suitable teachers could not be procured.

The increase in the amounts paid for tuition and board of scholars is due to higher rates charged. In all cases, however, in which these higher rates have been paid, it has been found cheaper and more to the advantage of the children to board them and pay their tuition than to establish and maintain schools for their special benefit.

The increase in amounts paid for services and expenses of agents marks the cost of more general and closer inspection and supervision of the work of these schools, for which provision was made by the legislature of 1903, in an increase of the State appropriation. The schools in northern Franklin, Somerset and Piscataquis counties, under charge of Mr. C. E. Ball, of Athens, as agent, were visited by him twice during the year reported. He performed other extra services in holding a con-

vention of the teachers under his charge and in settling local difficulties, as they arose, by personal visits. Our general agent, having in charge the local management of all these schools, also made a month's tour of inspection of schools in Penobscot, Piscataquis, Hancock, Aroostook and Washington counties. During the year a large majority of the schools were thus brought under State inspection and such inspection paid.

The increase in the amount of per capita taxes paid by the inhabitants of these townships was due to the increase by law of the rate paid, from twenty-five to forty cents. The increase in amount of interest on reserved lands, used to defray expenses, arose from the increase in the number of townships in which schools were maintained; that in the amount of State appropriation was due to the increase in that appropriation made by the last legislature.

6. The statistics herein summarized and brought under analysis, conclusively show that the schools in unorganized townships are in excellent condition in all the essentials of efficiency and are rapidly becoming in all respects the equals of similar schools maintained by the towns. They also most emphatically prove the wisdom of the legislature in establishing and maintaining these schools in our forest townships, afar from the influence of organized municipalities.

SUGGESTIONS AND RECOMMENDATIONS.

The original law establishing these schools was experimental in the character of its provisions. Experience has disclosed the need of additional legislation.

The last legislature made three very important amendments in the law, one increasing both the per capita tax in each township and the amount of the annual State appropriation; the second giving agents authority to assess and enforce the collection of per capita taxes; the third conferring upon agents the powers exercised by truant officers in towns. The experiences of the two years, during which these provisions have been in force, have shown that they have not fully served the ends for which they were framed. In order to cure the defects sought to be remedied by the above provisions, the following amendments

are recommended for the careful consideration of the legislature of 1905.

1. That in place of the per capita tax, as now provided by law, provision be made for the payment of a poll tax of two dollars by every male person twenty-one years of age, resident in the township on the first day of April.

2. That some practicable method be provided whereby agents may enforce the collection of said tax within a reasonable time after its assessment.

3. That the agents be clothed with all the powers of school committees and truant officers of towns, for the enforcement of the compulsory school attendance and truant laws.

4. That, to provide for the expense of an assured increase in the number of townships in which schools must be maintained in the immediate future, the regular annual State appropriation be increased from \$5,000 to \$7,000.

5. That, to facilitate the prompt payment of school bills by making the interest on reserved lands available for use in each school year between the first days of April and January, a special appropriation of \$2,500 be made for the fiscal year 1905.

DETAILED STATISTICS.

In the following table will be found a list of the townships, arranged by counties, in which the children have been furnished with schooling during the year ending April 1, 1904 and statistics showing in detail the population, school enrollment and school attendance for each township, together with the amounts expended in each, for what purpose expended and from what sources derived.

SCHOOL STATISTICS, UNORGANIZED TOWNSHIPS, FOR THE YEAR ENDING APRIL 1, 1904.

Designation of Township.	County.	Persons resident in township.	Number of children between 3 and 21 years of age.	Number attending school.	Average attendance.	AMOUNTS EXPENDED FOR						EXPENDED FROM.			
						Salaries and board of teachers.	Transportation of scholars.	Board of scholars.	Tuition of scholars.	Fuel, janitor, supplies, etc.	Total.	Per capita tax.	Interest on reserved lands.	State appropriation.	Total.
A, Range 5 (Molunkus).....	Aroostook..	65	29	24	22	\$175 00	\$70 00	-	\$26 26	\$15 40	\$286 66	\$26 00	\$127 61	\$133 05	\$286 66
8, Range 3 (Howe Brook).....	Aroostook..	52	15	13	12	151 00	-	-	-	2 00	153 00	20 80	16 21	115 99	153 00
8, R. 4 (St. Croix).....	Aroostook..	72	25	20	14	125 00	-	-	-	14 10	139 10	28 80	60 93	59 37	139 10
11, R. 4.....	Aroostook..	6	3	3	3	89 00	-	-	-	5 50	94 50	2 40	32 68	59 42	94 50
17, R. 4 (Guerette).....	Aroostook..	114	59	42	38	165 00	-	-	-	6 85	171 85	45 60	20 76	105 49	171 85
17, R. 5.....	Aroostook..	117	48	30	27	130 00	-	-	25 00	3 25	158 25	42 80	81 25	34 20	158 25
9, R. 5.....	Aroostook..	5	2	2	2	150 00	-	-	-	-	150 00	2 00	13 21	134 79	150 00
8, R. 5.....	Aroostook..	6	4	3	3	-	-	75 00	8 00	-	83 00	2 40	-	80 60	83 00
4, R. 2 (Crockertown).....	Franklin....	70	20	10	9	150 00	-	-	-	-	150 00	28 00	11 62	110 38	150 00
4, R. 3.....	Franklin....	26	10	9	8	150 00	-	-	-	-	150 00	10 40	-	139 60	150 00
Perkins.....	Franklin....	51	17	13	11	220 00	23 00	-	-	-	243 00	20 40	-	222 60	243 00
Washington.....	Franklin....	26	8	6	6	-	44 00	-	-	-	44 00	10 40	-	33 60	44 00
Jerusalem.....	Franklin....	23	6	3	3	95 00	-	-	-	-	95 00	9 20	-	85 80	95 00
1, R. 8 (Skinner).....	Franklin....	75	27	14	12	232 50	-	-	-	-	232 50	30 00	17 19	185 31	232 50
2, R. 8 (Lowelltown).....	Franklin....	60	21	12	11	231 39	-	-	-	-	231 39	24 00	-	207 39	231 39
No. 32.....	Hancock....	11	4	4	4	157 50	-	-	-	23 00	180 50	4 40	42 00	134 10	180 50
No. 39 (Riceville).....	Hancock....	44	19	13	12	167 75	-	-	-	23 00	190 75	15 20	78 67	96 88	190 75
No. 7.....	Hancock....	25	6	4	3	-	-	-	18 50	-	18 50	10 00	-	8 50	18 50
No. 28.....	Hancock....	9	3	3	2	-	-	95 00	29 12	-	124 14	3 60	120 58	-	124 18
Marshall Island.....	Hancock....	8	3	2	2	65 00	-	-	-	-	65 00	3 20	-	61 80	65 00
Great Duck Island.....	Hancock....	28	18	11	10	144 25	-	-	-	3 00	147 25	10 40	-	136 85	147 25
Letter C.....	Oxford.....	7	4	4	4	180 00	-	-	-	10 00	190 00	2 80	22 23	164 97	190 00
Andover North Surplus.....	Oxford.....	15	6	5	5	86 00	-	-	-	-	86 00	6 00	21 30	58 70	86 00
Fryeburg Academy Grant.....	Oxford.....	16	4	3	3	-	-	73 00	10 00	-	80 00	6 40	-	73 60	80 00

SUPERINTENDENT'S REPORT.

SCHOOL STATISTICS, UNORGANIZED TOWNSHIPS—Concluded.

Designation of Township.	County.	Persons resident in township.		Number of children between 5 and 21 years of age.	Number attending school.	Average attendance.	AMOUNTS EXPENDED FOR						EXPENDED FROM				
							Salaries and board of teachers.	Transportation of scholars.	Board of scholars.	Tuition of scholars.	Fuel, janitor, supplies, etc.	Total.	Per capita tax.	Interest on reserved lands.	State appropriation.	Total.	
A, R. 8-9 (W. Sebouis).....	Penobscot..	37	12	11	11	140 00	-	-	-	-	14 00	154 00	14 80	-	53 76	85 44	154 00
2, R. 5 (E. District).....	Penobscot..	42	24	12	11	140 00	-	-	-	-	24 00	164 00	16 80	-	-	147 20	164 00
2, R. 6 (W. District).....	Penobscot..	56	28	15	13	50 60	-	-	-	-	10 50	60 50	22 40	-	-	38 10	60 50
A, Range 7.....	Penobscot..	21	8	5	5	-	-	45 00	-	-	-	45 00	8 40	-	-	36 60	45 00
5, R. 7.....	Penobscot..	19	12	5	5	-	-	-	86 46	-	-	86 46	7 60	-	-	78 86	86 46
No. 3 Indian Purchase.....	Penobscot..	43	14	12	10	152 00	-	-	-	-	-	152 00	15 60	42 11	-	94 29	152 00
Day's Academy Grant.....	Piscataquis.	55	7	5	5	140 00	-	-	-	-	-	140 00	22 00	22 56	-	171 44	216 00
Spencer Bay.....	Piscataquis.	8	6	5	5	100 00	-	-	76 00	-	-	100 00	3 20	-	-	96 80	100 00
2, Range 6 (Squaw Mt.).....	Piscataquis.	15	2	2	7	120 00	-	-	-	-	-	120 00	5 60	108 28	-	42 32	156 60
5, Range 9.....	Piscataquis.	14	5	4	4	-	27 00	-	-	-	9 60	156 60	6 00	108 28	-	42 32	156 60
6, Range 9 (K. I. Works).....	Piscataquis.	59	20	17	15	200 00	-	60 00	-	4 00	20 50	284 50	23 60	10 54	250 36	95 04	123 50
4, Range 12.....	Piscataquis.	25	4	4	4	180 00	-	-	-	-	-	180 00	10 00	115 00	-	55 00	180 00
5, Range 13 (Ubesuncook).....	Piscataquis.	40	18	15	14	430 65	-	-	-	-	66 00	496 65	16 00	73 41	407 24	496 65	
3, Range 15 (N. E. Carry).....	Piscataquis.	10	2	2	2	-	-	100 00	-	16 00	-	116 00	4 00	39 48	-	72 52	116 00
Taunton and Raynham.....	Somerset....	12	6	5	5	150 00	-	-	-	-	-	150 00	4 50	145 20	-	-	150 00
1, Range 4 (Bowtown).....	Somerset....	20	9	9	6	120 00	-	-	-	-	1 33	121 33	8 00	28 68	-	84 65	121 33
3, Range 1 (Long Pond).....	Somerset....	57	21	19	16	141 50	-	-	-	-	-	141 50	22 80	22 23	-	96 47	141 50
4, Range 3 (Bald Mt.).....	Somerset....	10	6	5	5	-	-	-	-	50 00	-	50 00	4 00	-	-	46 00	50 00
6, Range 1 (Holeb).....	Somerset....	23	8	7	7	114 85	-	-	-	-	6 00	116 85	10 00	74 85	-	32 00	116 85
1, Range 5 (Moxie Gore).....	Somerset....	15	9	7	4	80 00	-	-	-	-	-	80 00	6 00	29 39	-	24 71	80 00
1, Range 1 (Rockwood).....	Somerset....	58	36	23	20	206 25	-	-	-	-	3 50	211 50	23 20	62 52	125 78	-	211 50
1, Range 2 (Tomhegan).....	Somerset....	6	4	3	3	-	1 75	-	-	-	-	50 00	2 40	-	47 60	-	50 00
2, Range 7 (Misery).....	Somerset....	10	4	3	2	36 00	-	-	-	-	-	36 00	4 00	32 00	-	-	36 00

PUBLIC SCHOOLS.

Million Acre Gore	Somerset....	7	3	2	2	140 00	-	-	-	3 00	143 00	2 80	-	140 20	143 00
1, Range 2 (Dyer)	Washington	19	11	No sc	hool	-	-	-	-	-	-	7 60	-	-	-
1, Range 3 (Lambert Lake)	Washington	75	25	20	15	160 35	-	-	-	-	160 35	30 00	118 65	11 70	160 35
10, Range 3 (Forest)	Washington	38	13	12	12	163 50	-	-	-	14 00	177 50	15 20	162 30	-	177 50
Kossuth	Washington	39	13	8	7	154 00	-	4 00	-	-	12 15	15 60	142 52	-	158 12
No. 18, East Division	Washington	18	7	7	6	100 00	-	-	-	4 15	104 15	7 20	41 54	55 41	104 15
		1,784	665	504	454	\$6,059 49	\$295 75	\$525 00	\$326 50	\$273 20	\$7,479 94	\$697 20	\$2,061 72	\$4,721 02	\$7,479 94

ANALYSIS OF SPECIAL STATISTICS OF ACADE-
MIES, SEMINARIES AND INSTITUTES, FOR THE
YEAR ENDING JULY 1, 1904.

SUMMARY.

I. *Assets—Permanent:*

Amount of endowment.....	\$652,341
Value of grounds, buildings, etc.....	607,708
Value of other property.....	63,618
Total assets	<u>\$1,323,667</u>

II. **Income—Current:*

From invested funds.....	\$25,053
Received from towns.....	12,694
Received from State (appropriation).....	20,130
Received from State (high school fund) ..	3,250
Received from tuition.....	30,580
Received from fees.....	423
Received from gifts.....	12,347
Received from all other sources.....	22,793
Total income—current.....	<u>\$127,270</u>

III. *Expenditures—Current:*

For teachers' salaries.....	\$72,979
For janitors' services.....	6,984
For books, apparatus, etc.....	4,604
For repairs	13,569
For all other purposes.....	24,326
Total expenditures—current.....	<u>\$122,462</u>
Balance—total credit balances.....	10,021
Deficiency—total balances over- expended	5,213
Net balance unexpended.....	4,808

IV. *Number of Pupils who Studied*

Mathematics	2,512
English	2,727
History	1,356
Science	1,522
Modern languages	876
Ancient languages	1,136

V. *Teachers, Attendance, etc.:*

Number of teachers including president or principal	153
Number of weeks in session from July 1, 1903 to July 1, 1904.....	1,156
Number of pupils enrolled.....	3,022
Average number of pupils in attendance..	2,504
Number of pupils pursuing academic studies exclusively	2,697
Average number pursuing academic studies exclusively	2,363
Whole number resident pupils pursuing academic studies exclusively.....	1,227
Average number resident pupils pursuing academic studies exclusively.....	1,092
Number non-resident pupils pursuing academic studies exclusively.....	1,470
Average number non-resident pupils pursuing academic studies exclusively.....	-
Whole number pursuing common school studies	251
Average number pursuing common school studies	195
Whole number in English academic course,	1,492
Average number in English academic course	1,304
Whole number in college preparatory course	1,000
Average number in college preparatory course	915
Whole number in training course for teachers	194

V. *Teachers, Attendance, etc—Continued.*

Average number in training course for teachers	174
Number graduated present year	393
Number intending to enter Maine colleges.	178
Number intending to enter other colleges..	35
Number intending to enter technical schools	50
Number intending to enter institutions not heretofore mentioned	60
Number who do not intend entering any higher institution of learning	202

SPECIAL STATISTICS OF ACADEMIES,
SEMINARIES, Etc.

**SPECIAL STATISTICS OF ACADEMIES, SEMINARIES AND INSTITUTES, FOR THE YEAR
ENDING JULY 1, 1904.**

NAME.	Location.	Date of incorporation.	Date of establishment.	Number of weeks in session from July 1, 1903, to July 1, 1904.	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	35	33	35	33	18	18	17	15	-	-	20	18
Bluehill-George Stevens Acad.	Bluehill	1891	1898	36	102	84	84	80	67	54	17	26	5	-	71	53
Bridgton Academy	Bridgton	1808	1808	56	86	73	86	72	24	21	62	51	-	-	54	45
Calais Academy	Calais	1836	1836	No	retu	rns r	receiv	ed.								
Cherryfield Academy	Cherryfield	1829	1829	36	64	62	64	62	43	42	21	20	-	-	44	42
Coburn Classical Institute	Waterville	.....	1842	33	100	136	160	136	34	30	126	106	-	-	68	60
Corinna Union Academy	Corinna	1852	1851	33	48	42	48	48	29	29	19	19	-	-	33	33
East Corinth Academy	Corinth	1846	1844	33	62	57	62	57	33	30	29	27	13	9	30	27
Erskine Academy	South China	1891	1883	30	56	32	45	33	23	17	22	16	12	8	56	38
Foxcroft Academy	Foxcroft	1823	1822	36	105	98	105	100	50	47	55	53	-	-	75	70
Freedom Academy	Freedom	1836	1836	36	94	80	76	65	20	17	56	48	18	15	32	28
Fryeburg Academy	Fryeburg	1792	1792	37	81	67	81	67	42	30	39	37	-	-	49	45
Gould's Academy	Bethel	1836	1836	36	85	64	75	64	44	38	31	26	-	-	62	41
Hampden Academy	Hampden	1803	1803	35	92	75	64	60	37	35	27	25	20	19	31	29
Hebron Academy	Hebron	1804	1804	37	212	184	211	183	15	13	196	170	1	1	45	45
Higgins Classical Institute	Charleston	1800	1890	36	108	76	97	68	20	16	77	52	-	-	8	30
Leavitt Institute	Turner	1901	1897	No	retu	rns r	receiv	ed.								
Lee Normal Academy	Lee	1845	1845	33	71	39	29	24	17	15	12	9	32	27	16	11
Limerick Academy	Limerick	1809	1808	No	retu	rns r	receiv	ed.								
Limington Academy	Limington	1848	1848	33	60	42	42	39	30	29	12	10	18	4	30	27
Lincoln Academy	Newcastle	1801	1805	38	119	92	113	86	24	20	89	66	-	-	56	41

Litchfield Academy	Litchfield ..	1845	1839	361	38	37	38	37	27	26	11	11	-	-	29	28
Maine Central Institute	Pittsfield ...	1866	1866	37	163	125	155	120	61	54	94	66	7	5	60	52
Mattanawcook Academy	Lincoln	1847	1847	36	59	50	59	50	34	28	25	22	-	-	41	38
Monmouth Academy	Monmouth ..	1809	1803	32	64	59	58	54	34	32	24	22	6	5	55	51
N. Yarmouth Academy	Yarmouth ..	1814	1812	36	39	31	36	29	12	9	24	20	3	2	24	18
Oak Grove Seminary	Vassalboro.	1854	1850	36	93	69	69	55	41	32	28	23	24	14	55	45
Parsonsfeld Seminary	Parsonsf'd	1833	1833	36	68	58	52	52	26	26	26	26	16	16	32	32
Patten Academy	Patten	1847	1848	34	64	51	64	57	41	39	23	18	-	-	26	24
Ricker Classical Institute	Houlton	1848	1847	38	227	185	163	147	33	27	130	120	25	22	23	20
Somerset Academy	Athens	1846	1846	30	70	57	55	45	30	25	25	20	15	13	36	30
Springfield Normal School	Springfield..	1898	1885	30	105	90	79	75	40	38	39	37	25	23	78	75
Thornton Academy	Saco	1811	1813	37	152	142	152	149	125	118	27	31	-	-	82	76
Washington Academy	E. Machias..	1792	1823	39	62	55	62	55	43	37	19	18	-	-	40	35
Wilton Academy	Wilton	1867	1867	32	106	93	106	100	55	53	51	47	-	-	60	55
Wiscasset Academy	Wiscasset ..	1808	1808	35	72	61	72	61	55	47	17	14	-	-	49	42
				1,156	3,022	2,504	2,697	2,363	1,227	1,092	1,470	1,271	251	195	1,492	1,304

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	15	15	-	-	26	35	18	22	4	17	9	2	-	-
Bluehill-George Stevens Academy.....	26	22	-	-	27	102	40	57	21	26	5	1	-	1
Bridgton Academy	32	21	-	-	73	86	41	77	36	28	22	5	4	-
Cherryfield Academy.....	20	20	-	-	50	64	40	30	20	20	2	1	1	1
Coburn Classical Institute	26	29	-	-	110	136	46	47	66	59	27	17	2	2
Corinna Union Academy	18	18	-	-	41	47	14	38	24	16	11	2	-	2
East Corinth Academy	5	5	10	10	39	55	42	26	5	5	6	2	-	-
Erskine Academy.....	-	-	-	-	56	56	26	37	-	12	3	1	6	1
Foxcroft Academy.....	30	30	-	-	80	105	40	60	32	29	13	4	-	-
Freedom Academy	23	24	15	13	90	72	25	38	20	29	15	5	-	3
Fryeburg Academy.....	27	27	-	-	76	76	46	30	23	29	7	2	1	-
Gould's Academy.....	23	23	-	-	80	25	54	38	35	34	12	14	3	6
Hampden Academy.....	32	30	-	-	80	92	56	32	24	37	-	15	1	-
Hebron Academy.....	65	65	-	-	177	170	80	148	90	135	52	35	-	18
Higgins Classical Institute.....	40	38	10	8	100	108	50	55	12	40	15	6	-	-
Lee Normal Academy	9	16	15	14	38	16	27	1	23	5	1	-	1	-
Limington Academy.....	12	12	-	-	58	56	25	32	6	21	9	1	1	-
Lincoln Academy.....	39	31	18	14	115	118	14	53	46	35	11	5	-	2
Litchfield Academy.....	9	9	-	-	14	32	9	23	5	18	13	1	-	-

Maine Central Institute	63	58	30	26	115	158	64	107	40	80	20	10	-	2
Mattanawcook Academy	18	12	-	-	28	33	28	30	26	18	13	3	-	-
Monmouth Academy	9	8	-	-	64	64	50	56	20	9	10	2	-	1
North Yarmouth Academy	12	11	-	-	29	26	13	11	20	12	15	2	-	1
Oak Grove Seminary	14	13	-	-	86	87	49	36	17	22	7	2	1	-
Parsonsfield Seminary	20	20	-	-	63	68	43	40	19	20	6	2	-	-
Patten Academy	38	33	-	-	60	53	18	22	15	36	8	4	-	-
Ricker Classical Institute	109	98	17	17	188	188	102	46	53	109	20	9	3	-
Somerset Academy	19	15	14	12	70	61	36	33	9	19	3	6	-	-
Springfield Normal School	10	9	65	60	64	105	38	65	48	10	3	1	-	1
Thornton Academy	70	66	-	-	121	152	81	66	47	93	21	10	8	-
Washington Academy	32	20	-	-	58	62	42	45	10	22	10	3	-	-
Wilton Academy	46	42	-	-	106	106	61	81	12	35	6	4	-	-
Wiscasset Academy	23	19	-	-	70	53	38	40	28	26	12	-	2	3
	1,000	915	194	174	2,512	2,727	1,356	1,522	876	1,136	393	178	35	50

SUPERINTENDENT'S REPORT.

Special Statistics of Academies, etc.,—Continued.

NAME.	Number intending to enter institutions not heretofore mentioned.	Number who do not intend entering any institution of learning.	Number of instructors, including president or principal.	ASSETS—Permanent.			
				Endowment.	Grounds and buildings.	Other property.	Total.
Anson Academy	2	-	2	\$4,500	\$2,500	-	\$7,000
Bluehill-George Stevens Academy	2	1	3	14,000	6,000	\$200	20,200
Bridgton Academy	1	12	4	15,150	10,000	6,250	31,400
Cherryfield Academy	3	-	3	4,000	10,000	997	14,997
Coburn Classical Institute	3	1	10	38,790	75,000	-	113,790
Corinna Union Academy	3	4	2	500	2,500	1,912	4,912
East Corinth Academy	-	4	3	5,600	4,000	150	9,750
Erskine Academy	-	-	3	7,780	3,000	500	11,280
Foxcroft Academy	-	2	5	2,700	4,200	200	7,100
Freedom Academy	-	-	6	-	3,500	500	4,000
Fryeburg Academy	1	3	9	-	14,500	13,150	27,650
Gould's Academy	16	46	4	1,000	6,000	-	7,000
Hampden Academy	-	-	3	10,800	2,000	40	12,840
Hebron Academy	-	-	11	210,226	160,000	-	370,226
Higgins Classical Institute	-	9	6	21,422	100,000	-	121,422
Lee Normal Academy	-	-	4	-	3,000	1,500	4,500
Limington Academy	-	2	3	-	3,000	500	3,500
Lincoln Academy	-	-	5	11,541	8,000	1,200	20,741
Litchfield Academy	6	6	2	350	2,000	400	2,750
Maine Central Institute	3	5	9	11,950	33,000	-	44,950
Mattana wook Academy	-	-	2	2,200	2,000	-	4,200
Monmouth Academy	-	7	3	2,850	2,500	300	5,650

North Yarmouth Academy.....	2	10	4	7,200	12,000	1,500	20,700
Oak Grove Seminary.....	2	2	8	7,000	21,000	2,000	30,000
Parsonsfield Seminary.....	3	-	3	100,000	25,000	2,000	127,000
Patten Academy.....	-	40	2	6,400	1,600	-	8,150
Ricker Classical Institute.....	1	7	9	18,000	50,000	-	68,000
Somerset Academy.....	-	-	2	3,500	2,500	3,600	9,600
Springfield Normal School.....	1	-	3	-	4,000	-	4,000
Thornton Academy.....	6	-	10	118,972	10,908	25,000	154,880
Washington Academy.....	1	6	3	25,910	7,000	419	33,329
Wilton Academy.....	-	2	5	-	15,000	650	15,650
Wiscasset Academy.....	-	7	3	-	2,000	500	2,500
	60	202	153	\$652,341	\$607,708	\$63,618	\$1,323,667

SUPERINTENDENT'S REPORT.

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, 1904.	Deficiency.
Anson Academy	\$266	\$500	\$500	-	\$176	-	-	-	\$1,442	\$1,100	\$33	-	\$56	\$81	\$1,270	\$172	-
Bluehill-George Stevens Academy	680	500	750	-	161	-	-	-	2,091	1,500	135	\$60	50	480	2,225	-	\$134
Bridgton Academy	780	-	750	-	1,625	-	-	-	3,155	2,450	135	141	31	280	3,037	118	-
Cherryfield Academy	120	900	750	\$250	60	-	\$3,000	\$2,211	7,291	1,344	60	-	4,376	514	6,294	997	-
Coburn Classical Institute	1,574	-	500	-	3,770	-	350	1,562	7,756	5,870	420	395	50	1,021	7,756	-	-
Corinna Union Academy	70	250	500	250	102	-	108	-	1,280	1,000	16	232	44	87	1,379	-	99
East Corinth Academy	206	250	500	250	-	-	10	50	1,266	1,006	27	64	91	66	1,254	12	-
Erskine Academy	385	-	500	-	375	-	-	-	1,260	1,100	30	30	50	50	1,260	-	-
Foxcroft Academy	87	750	750	250	1,000	-	-	60	2,897	2,682	100	58	409	202	3,451	-	554
Freedom Academy	-	348	1,000	-	933	-	-	-	2,281	2,132	60	-	30	162	2,384	-	103
Fryeburg Academy	553	-	750	-	1,316	-	-	-	2,619	3,738	300	172	413	1,062	5,685	-	3,066
Gould's Academy	83	-	750	-	1,382	-	875	-	3,090	2,295	60	92	27	220	2,694	396	-
Hampden Academy	540	250	750	250	60	300	50	-	2,200	1,600	36	87	102	350	2,175	25	-
Hebron Academy	2,577	-	60	-	6,144	-	597	9,075	18,453	6,239	251	257	2,575	8,761	18,083	370	-
Higgins Classical Institute	700	-	750	-	1,330	-	1,200	-	3,980	3,700	600	-	-	500	4,800	-	820
Lee Normal Academy	-	-	1,000	-	542	-	-	79	1,621	1,400	26	14	55	87	1,582	39	-
Limington Academy	17	500	500	250	-	-	-	-	1,067	1,000	-	-	56	54	1,110	-	43
Lincoln Academy	513	-	1,000	-	2,022	-	-	-	3,535	2,873	110	25	26	571	3,605	-	70
Litchfield Academy	22	-	500	-	523	-	-	124	1,169	847	18	14	17	162	1,058	111	-
Maine Central Institute	825	943	1,000	250	1,338	-	20	658	5,034	3,136	350	174	160	1,004	4,824	210	-
Mattanawcook Academy	132	367	500	250	-	-	-	167	1,416	1,220	42	26	8	61	1,357	59	-
Monmouth Academy	122	750	500	-	20	-	-	-	1,392	1,200	33	84	139	110	1,566	-	174
North Yarmouth Academy	432	-	500	-	685	-	-	280	1,897	1,605	-	-	214	27	1,846	51	-

Oak Grove Seminary	360	-	750	-	1,626	-	1,309	5,659	9,704	2,175	1,654	661	1,264	3,924	9,678	26	-
Parsonsfield Seminary	3,238	336	-	250	270	123	-	-	4,217	2,226	950	254	405	448	4,283	-	66
Patten Academy	329	450	500	250	170	-	-	387	2,086	1,134	185	34	190	488	2,031	55	-
Ricker Classical Institute	849	-	1,120	-	2,983	-	362	2,389	7,702	3,784	426	1,064	439	1,804	7,517	186	-
Somerset Academy	210	300	500	-	120	-	-	-	1,130	585	30	50	300	80	1,045	85	-
Springfield Normal School	-	450	450	250	107	-	-	-	1,257	1,050	45	20	76	77	1,268	-	11
Thornton Academy	7,932	3,000	-	-	765	-	4,366	-	16,063	5,900	657	300	1,400	776	9,033	7,030	-
Washington Academy	1,451	600	500	-	263	-	-	26	2,840	2,175	141	69	178	349	2,912	-	72
Wilton Academy	-	950	750	250	616	-	-	-	2,566	1,228	54	-	250	435	2,567	-	1
Wiscasset Academy	-	500	500	250	96	-	109	66	1,512	1,085	-	227	88	33	1,433	79	-
	\$25,053	\$12,694	\$20,130	\$3,250	\$30,580	\$423	12,347	22,793	\$127,270	\$72,979	\$6,984	\$4,604	13,569	\$24,326	122,462	10,021	\$5,213

SUPERINTENDENT'S REPORT.

TEACHERS' INSTITUTES.

The "Campaign of Education," described in the earlier pages of this report, in many localities took the place of the regular annual institute.

In other places the exercises of the "Educational Mass Meetings" were held in connection with the institute and a program was arranged which embraced certain important features of institute work and also made way for the addresses of the educational experts from other states.

Wherever this plan was carried out the meetings proved to be of exceptional interest and an uplift was given to the cause of education in the public schools which will not fail to be of value for years to come.

In places where, for any reason, it was not practicable to merge the two meetings in one and the same program, the regular Institute of the County Teachers' Association was held with competent speakers provided by the State.

In the report of this department for 1903 was presented the introduction to a manual prepared by the department for the especial use of officers and members of the county associations. This manual, besides giving general directions for the conduct of institutes in a business way, also presented valuable courses of study and methods of instruction in every branch usually taught in the public schools of the State.

As a sample of the manner in which this topical work is presented in the manual, attention is called to the pages devoted to

UNITED STATES HISTORY.

I. ENDS:

- I. *Practical Knowledge of*:—(1) Visits of Northmen to coast of America—why failing to become generally known—possible suggestions to Columbus.
- (2) European conditions leading to discovery and exploration of North America.

I. ENDS—*Continued*:

- (3) Story of Columbus and his voyages.
- (4) Other discoverers and explorers—(a) nationality of—(b) sections discovered or explored by.
- (5) Condition of continent at time of discovery as regards aborigines.
- (6) Colonization—(a) by Spanish, (b) by French, (c) by English, (d) by other nations—sections colonized by each and causes leading to.
- (7) Colonial development—institutions—struggles for existence and for continental supremacy.
- (8) Colonial conditions, institutions and events leading to the revolution and conducing to its result.
- (9) The Revolution—(a) immediate causes—(b) Declaration of Independence—why, when and where made—(c) decisive battles and campaigns—(d) leading American generals, orators, statesmen, etc.
- (10) Conditions immediately following close of contest leading to framing and adoption of the Constitution and influence of colonial institutions on character of Constitution.
- (11) Events of period from adoption of Constitution to war of 1812.
- (12) War of 1812—(a) causes of and questions involved in—(b) military and naval contests in—(c) results.
- (13) Slavery—(a) origin and growth as a political force—(b) growth of abolition sentiment in the North and effect upon the South—(c) claims and compromises—(d) war with Mexico and territory acquired—(e) party divisions caused by—(f) election of Lincoln.
- (14) Civil war—beginning—cause of—decisive battles—general result.
- (15) The process of reconstruction—conditions required—constitutional amendments.
- (16) Development following reconstruction—in the South, in the West.
- (17) Spanish-American war—causes and events leading to—contests—results.

I. ENDS—*Continued*:

(18) Expansion—Hawaii, Porto Rico, Philippines.

(19) The Colonial policy.

(20) U. S. as a world power—in China—Monroe Doctrine—Venezuelan affairs.

(21) Development from 1800 to 1900—(a) territorial; (b) in population; (c) in agriculture; (d) manufacturing; (e) mining; (f) commerce, interstate and international; (g) inventions; (h) education and literature.

2. *Educational*:—(1) To train both retentive and associate memory.

(2) To train the constructive imagination, the judgment and inductive reason.

(3) To develop high ideals of heroism and civic virtue.

(4) To develop the feeling of love of and pride in country.

(5) To each patriotism as the controlling motive in citizenship and the performance of civic duty.

II. MEANS:

1. *Primary*:—(1) Child's knowledge (a) of events occurring in school, (b) of events occurring in community.—(2) Historical stories (a) of noted persons, (b) of important events.

2. *Grammar*:—(1) Historical stories.—(2) Elementary text-book.—(3) Historical pictures.—(4) Advanced text-book.—(5) Historical maps and charts.

3. *Advanced*:—(1) Regular and supplementary text-books.—(2) Historical maps and map drawing.—(3) Works on special history.—(4) Encyclopedia.

III. METHODS AND COURSES:

1. *Primary*:—(1) Oral lessons in Grade IV to develop elementary historical concepts: (a) Conversations about school occurrences of previous years (b) same about local events.

(2) Brief stories of school and local events told orally and written by pupils.

- (3) Historical stories read or graphically told by teacher with subsequent oral or written reproduction by pupils.
2. *Grammar*:—(1) Oral lessons to develop pupils' concepts of history as a narrative of events told in order of occurrence or of mutual relation: (a) Conversation to draw out in order the pupils' recollections of events occurring in previous school experience—(b) pupils tell connected stories of what they did and what occurred in last vacation.
- (2) Teacher reads or tells, in successive parts, the story of some important historical event (e. g. the discovery of America) and pupils re-tell the successive parts as told and finally combine them in a complete story, oral or written.
- (3) Class reading of elementary text-book, with quizzes on sections read at each exercise.
- (4) Topical lessons from elementary text-book, with use of illustrative pictures and maps.
- (5) Brief course in study of local history as preparatory to study of advanced text-book.
- (6) Brief topical study in advanced text-book, of discoveries and explorations by Northmen, Spanish, English and French, using map of world to trace routes and locate sections discovered or explored.
3. *Advanced*—topical methods throughout course:—
- (1) Review of work previously done in advanced text-book with study of causes and effects of discoveries and explorations and construction of progressive outline map showing sections claimed by right of discovery.
- (2) Study of first colonies planted and motives in planting in sections claimed, marking location on outline map and fixing date of each.
- (3) Study of progress of colonization, especially English and French.
- (4) Study of peculiar governmental, social, industrial, religious and educational characteristics

of each colony of English planting and comparison with those of France and Spain in these respects.

(5) Study of Indian, intercolonial and international wars, with special reference to effects upon progress of colonies and character of colonists.

(6) Special study of contest for continental supremacy between English and French, with incidents.

(7) Study of men prominent in colonial history.

(8) Complete outline map showing location and boundaries of English colonies, with principal cities at close of colonial period.

(9) Study of colonial conditions at outbreak of Revolution, in respect to industries, commerce, social customs, religious and educational institutions, population and wealth.

(10) Study of conditions and events serving as remote and immediate causes of Revolutionary contest.

(11) Study of Revolution with respect to (a) aims of colonists at beginning; (b) causes leading to Declaration of Independence; (c) Continental Congress—origin and character of; (d) military campaigns—purposes, decisive events and results of each; (e) naval operations—events and results; (f) financial provisions and operations.

(12) Study of conditions contributing to successful issue of Revolution—(a) in colonial history; (b) in character of people; (c) geographical; (d) special.

(13) Brief biographical studies of notable generals, statesmen, financiers and diplomats whose services specially contributed to successful issue of contest.

(14) Study of governmental, financial and other conditions existing at close of Revolution compelling efforts for a more perfect union resulting in the framing and adoption of the Constitution.

(15) Brief study of Washington's and Adams' administrations.

(16) Study of the political theories of Hamilton and Jefferson and their outcome in the organization of political parties.

(17) Brief study of Jefferson's administration with special regard to the Louisiana purchase as the beginning of **territorial expansion**.

(18) Study of the war of 1812 as to causes, events and results.

(19) Study of negro slavery as to (a) origin of; (b) status under constitution; (c) early feelings regarding its extinction and results in northern states; (d) causes contributing to its extension and making it a factor in politics; (e) effects upon political parties and policies; (f) the compromise of 1820; (g) the Mexican War as related to and affecting slavery—brief study of events and results of; (h) compromise of 1850, fugitive slave law, Dred Scott Decision and Kansas-Nebraska bill; (j) rise of the Republican party and election of Lincoln.

(20) Study of the Civil War in order of—(a) causes—(b) outbreak and raising of armies—(c) outline of operations of first three years—giving special study to those leading to capture of Vicksburg and the battle of Gettysburg—(d) the Emancipation Proclamation and arming of negroes—(e) Grant's campaign against Richmond, Sherman's march to the sea and Sheridan's operations in Shenandoah valley—(f) siege and fall of Richmond—surrender of Confederate armies, assassination of Lincoln.

(21) Questions settled by the war.

(22) Study of Reconstruction—(a) conditions of restoration of states to rights in union; (b) constitutional amendments, (c) negro suffrage and "carpet bag" rule; (d) Ku-Klux disorders; (e) gradual elimination of negro from political power.

(23) Brief study of events during Grant's, Hayes', Garfield's, Arthur's, Cleveland's, and Harrison's administrations.

(24) Study of Spanish-American war, (a) causes of; (b) events; (c) territory acquired; (d) colonial policy resulting from.

(25) Study of century's progress from 1800 to 1900 with respect to (a) territorial expansion; (b) increase in population and wealth; (c) agricultural, industrial and commercial conditions; (d) means and modes of travel; (e) social conditions, education, inventions, arts and sciences.

(26) Study of lives and services of prominent statesmen, soldiers, inventors, artists, writers and educators of the century.

(27) Throughout course make constant use of other works in history, reference books, maps, charts and pictures, to give breadth, definiteness and vividness to knowledge acquired.

(28) Teach only such exact dates as mark events with which others may be associated as causes or effects or as preceding or following.

(29) Humanize and vitalize instruction by means of pithy stories of events and anecdotes of men, illustrating patriotism, heroism, devotion to ideals, self sacrifice, truthfulness, honesty,—all manly and civic virtues.

(30) Teach, in short, by use of such means and methods as will render knowledge gained accurate, systematic and ready and will give the study its full educational value as a means of training the intellectual faculties, of giving force and direction to right feelings and motives and of developing high ideals of human virtue, of patriotism and of civic duty.

The manual closes with instructions and explanations to teachers, as to the use of the topical outlines, to which are appended lists of documents of interest to teachers, issued by the department and of books especially beneficial to teachers, published by various houses. Here are given the closing pages of the pamphlet.

TO MEMBERS.

The foregoing outlines are intended to serve a fourfold purpose. They will aid teachers in following the papers and discussions given at teachers' meetings. They will furnish a scheme for professional study, which it is hoped will be found especially helpful to those who have to acquire their pedagogical knowledge without the assistance of the schools. They will serve as guides in instruction for those teachers to whom school boards leave the providing of courses of study. Finally, they will be found useful to teachers preparing to take the examination for State certificates.

It is recommended that this manual be at hand during the session of the institute and that you carefully compare the points presented in the papers and discussions with the outlines here given. In your note book make minutes of such points as you desire to have made plainer, or upon which you wish to speak. At the proper time propose questions or participate in the discussion.

These outlines will also serve as topic lists to guide in your professional reading. It is believed that the teacher, who will guide her reading by these outlines, will find in her own experiences and in educational papers and books those pedagogical facts and principles which will prove of quite as practical value as any she could gain from other sources. If, while mastering each subject, she will intelligently use the knowledge gained in her daily teaching, she will find herself doing constantly better and more satisfactory work and growing in power as a teacher.

Teachers will find these outlines helpful as guides in selecting the subject matter to be taught in their classes.

Finally, they will afford special help to those who desire to hold State certificates. They include all the facts, except those relating to school law, which will be called for in the examinations and the teacher who has studied them carefully will come to these tests prepared to pass them successfully.

The documents enumerated in list No. 1 and issued by the State Educational Department, will be forwarded free to all persons applying for them. Teachers will find the books named in list No. 2 especially useful.

LIST NO. 1.

- Course of Study for Elementary Schools.
School Buildings and School Yards.
A Study of Some Rural Schools.
Child Study Blank.
Study of the Things the School Should Do for the Child.
Some Problems of the School.
Simple Science Lessons.
Local History and Geography.
The School Improvement League.
Improvement of School Buildings and Grounds.
Words, Reading and Literature and the School as it was, is
and Should Be.
A Study of our Public School System with Regard to Pur-
poses, Scope of Instruction, etc.

LIST NO. 2.

- White's Elements of Pedagogy (Am. Book Co.)
Page's Theory and Practice (Am. Book Co.)
Kotchman's School Hygiene (Bardeen.)
Smith's Evolution of Dodd (Rand, McNally & Co.)
Rowe's Physical Nature of the Child (Macmillans.)
Fitch's Lectures on Teaching (E. L. Kellogg & Co.)
Hallock's Psychology and Psychic Culture (Am. Book Co.)
Hughes' Mistakes in Teaching (Am. Book Co.)
Howland's Practical Hints (Am. Book Co.)
Painter's History of Education (D. Appleton & Co.)
James' Talks for Teachers.

SUMMER SCHOOLS.

The following circular of information was issued from the Educational department on June 1, 1904:

CIRCULAR.

The Summer Schools for the present season will be held in Hampden, commencing July 11, Stonington July 18, Wilton July 25 and Limerick August 1. Each school will be in session for one week.

The instructors are Supt. W. C. Bates, Fall River, Mass.; Supt. G. W. Twitmyer, Wilmington, Del.; Mr. C. H. Albert, Bloomsburg, Pa., and the State Superintendent.

The following topics are selected from the subjects that will be discussed:

Things worth remembering. A day in a good primary, a good grammar and a good ungraded school. Good morals and fine manners. Training young Americans. Worst thing in school. The power of our expectation.

In arithmetic, the work will include general principles, how to begin, fundamental processes, the essentials, the art of explanation, business methods and the mechanics of arithmetic.

In geography, type lessons on New England will be outlined in which special attention will be given to climate, forests, rocks, fishing, agriculture, manufacturing, cities and shipping routes.

In pedagogy, the following subjects will receive attention:

The work of the modern school. The modern teacher. The management of individual pupils. The knowledge most useful to children. The cultivation of taste. Things not found in books. The influence of personality. Activities outside the school. The teacher as a social factor. Devices in teaching. Principles of education.

Professional and general reading for teachers and suggestions for interesting the pupils and parents in the work of the school

will be discussed, also directions for beautifying school grounds and schoolrooms will be given.

For information as to board, railway rates, etc., apply to Supt. Frank H. Damon, Hampden; Mr. W. B. Thurlow, Stonington; Prin. D. T. Harthorn, Wilton, and Prin. B. W. Sanderson, Limerick.

The department has issued a pamphlet on interesting children and patrons in school work, improving grounds and beautifying schoolrooms; also a course of study for common schools in which will be found methods of instruction in all the subjects taught in the village and rural schools and also a manual for teachers, in which is outlined the topics that should receive attention in all the common school studies. These documents will be sent on application.

The number of teachers present, as pupils, in each of the Summer Schools of 1904 gave evidence of the growing interest in these schools on the part of the teaching force of Maine, and showed the determination of an increasing number of our teachers to avail themselves of the privilege thus afforded to fit themselves more fully for the duties of their profession.

In each of the places named in the above circular Summer Schools were held, and the instructors named above were present at each school and gave valuable instruction during the entire time included in the sessions as announced.

The professional spirit, fostered by these and other agencies provided by the State, seems to be increasing each year and is proving of much value to the teaching force of the State.

THE SCHOOL IMPROVEMENT LEAGUE OF MAINE.

REPORT OF THE PRESIDENT.

In previous reports of the work done by the School Improvement League of Maine summaries have been compiled. In these reports it has been shown that active leagues have been in operation in more than ninety per cent of the towns and cities of the State; that over a thousand teachers have been actively engaged in promoting the objects of the League and that upwards of fifty thousand school children have been enlisted to serve in its cause. Figures have been presented which state that nearly a hundred thousand volumes of good books have been added to school libraries, over five thousand trees have been planted, five hundred casts have been purchased and about seven thousand pictures have been placed on the walls of Maine school rooms.

No attempt has been made to make a tabulation of other forms of school improvement carried on, because these are so varied that tabulation is not possible. These enterprises range, however, from the building of a new schoolhouse down to the purchase of soap and towels. The literary activities of the League are still more difficult to enumerate in the form of statistics, but it is enough to say that all this work cannot have been done without an accompanying, or resulting, manifestation of interest in the regular work of the schools.

In the report this year no attempt is made to arrange these statistics anew. It appears that concrete illustrations of schools which have been improved by the League might serve to show more vividly the scope of its purposes. To this end a few representative cases, including different types of school, have been selected. It is not to be understood that these have been selected because they are unusual. The work they have done has been duplicated in other schools. The records have been furnished in reports rendered to the State officers.

The first case to be cited illustrates the work of the League in a rural school continued through a period of four years. The school is located in a rural town of western Maine. Before the organization of the League the conditions were somewhat as follows: The schoolhouse was of the poorer type of rural schools, built probably fifty or more years ago. It occupied a position near the road, but had a good sized lot, the value of which was decreased by the fact that the greater part of its area was a swamp. As for the schoolroom itself, it had a sloping floor, home made desks and benches, had little windows near the ceiling and was equipped materially in proportion to its condition. The teacher's desk was a rickety table and there were no tools with which to work except the text-books furnished by the town, a small blackboard and a reading chart.

A visit to the same school four years later showed a flag crowned schoolhouse resplendent in a new coat of paint. A bank wall had been built and the space intervening between it and the schoolhouse had been filled in, at once abolishing the swamp and furnishing a playground. The schoolroom had been replastered and tinted and suitable provision for blackboards had been made. Modern desks occupied the places of the old ones. Several framed pictures hung on the walls. In one corner some bookshelves had been built and these held one of the State traveling libraries, together with a few standard books furnished by the League. An organ occupied another corner of the room. The teacher had a new desk and several maps and a globe indicated increased possibilities of teaching. One is not surprised to know that this League has forty adult members besides its twelve pupil members and that it holds meetings every two weeks throughout the year. Of the improvements noted, the new desks and the important repairs on the building had been provided by the town, as a result of the efforts made by the League. The other improvements were the direct work of the League.

The second case is that of a small country high school in another part of the State. This school happens to be located in a small community where there are no organizations either church or fraternal, and the League has in a measure supplied the opportunity for social meetings usually offered by these. It has, therefore, been able to enlist a considerable number of

adults in its enterprises. This League holds bi-weekly meetings from September to June. These are held alternately at the schoolhouse and at the homes of its members. Monthly dues are paid and when the meeting is held at the home of a member a supper is provided at a small fee which goes into the League treasury. At each meeting a literary program, lasting about an hour, is given. This program is supplied in part by the pupils of the school and in part by the adult members of the League. A committee for sick visitation, is on the list of committees. This League has graded its grounds and adorned them with trees and shrubbery. It has purchased a cast and has a library of three hundred volumes. The library is selected with a view to its interest for the adult members as well as the pupils of the school. This case is cited because it so well illustrates the important service the League has rendered in a number of instances by supplying the means of social intercourse and literary endeavor so often lacking in small communities. In uniting with this service that of improving the material equipment of the school, these Leagues have certainly done wisely and are filling an important and useful place.

The two cases previously cited show the usefulness of the League in the ungraded school where pupils of varying ages are found and in the school where older pupils are. That it is likewise adapted to service in primary schools has been proven by the class represented by a primary school in the central part of the State. In this village Leagues had been previously organized in the higher grades and the pupils of the primary school were, of course, enthusiastic about having a part in a work in which the older boys and girls were already engaged. How well these little ones fulfilled their mission is shown by the transformation made in the appearance of their schoolroom. Committees of willing helpers were found. One of these had as its duty the general charge of the appearance of the floors and desks. Through solicitation, friends presented to the school a table and cover, together with one or two cheap but pretty vases and ornaments. A second committee was delegated to keep this table supplied with flowers and the whole added the touch of home to the school. Still another committee secured plants or plant slips and watched and cared for their growth. The proceeds of a little exhibition provided the means for the purchase

of two very good pictures the subjects of which are of interest to childhood. As an outgrowth of its work a series of "Mothers' Meetings" brought school and home nearer to each other and brought courage to the heart of the teacher. Work like that done by this League is by no means to be called a little work. While it may not add stores of material equipment it nevertheless accomplishes something which makes for permanent improvement. The several hundreds of primary children who are in Leagues like the one named are learning a greater respect for their school opportunities than they could acquire without this organization.

Another case will illustrate the League as carried on in all the schools of one of our largest villages, having a population of about five thousand. Leagues are formed in every grade from the lowest up to and including the high school. In all the lower grades meetings are held on alternate Friday afternoons, at which meetings programs arranged to suit the capacity of the members are given. Once in each term two or more Leagues unite for a meeting and occasionally a League is the guest of another. The teachers act together in laying out plans of work.

The high school League is, in effect, a literary society holding evening meetings once a month and at least one public meeting each term. Joint debates with other schools are arranged and several lectures have been given under its auspices. It aids the school in its athletic plans. Once each year all the Leagues of this village unite in some affair, the purposes of which are to acquaint the public with its plans and to raise money to carry them out. These leagues have successfully conducted a school periodical.

An example of systematic League work is to be found in a town in northern Maine where the superintendent of schools has shown a special interest in the objects for which the League stands. Leagues have been organized in all the schools of the town. At the beginning of each term he requests each teacher to send in to him a plan of work the League will follow. At the close of each term the teacher sends him a written report of the things the League has accomplished. One is not surprised to learn that these Leagues go on with increased interest and consequently larger results with each succeeding year.

In citing these cases no reference to the persons engaged with them has been made, because it is felt that by so doing an injustice might be implied to the hundreds of other teachers and communities where work just as commendable has been carried on. These have been selected as purely representative cases.

As illustrating the attitude of the public mind towards the idea embodied in the League this report closes with the following extract from an article which recently appeared in a leading New England newspaper *apropos* of the Maine School Improvement League. In commenting on this organization the writer says:

"Complete reorganization of society around the schoolhouse as a centre; school districts substituted in cities for precincts; school buildings open all the year and every day in the year, including Sundays, and every hour in the day except the few that are given to sleep; practically the entire adult population enrolled in classes and lecture courses—this will be the outcome, say many of the educational theorists, of needle baths at the Paul Revere school, of vacation classes and public playgrounds in New York, Boston, Brookline, Waltham and a hundred places; of evening lecture courses for adults, the neighborhood libraries located in school buildings and all the other social activities which are developing in connection with the common schools.

"Now, for political and social purposes, the school district furnishes an ideal unit. In most of our cities there already exists a good deal of local affection for particular schoolhouses. This sentiment could be increased immensely by opening the schoolhouses more frequently to adults and by making the children feel that in the school they have a clubhouse, as well as a place for the acquisition of knowledge.

"Children love to organize associations for the study of local history, photography, collection of butterflies, coins, or postage stamps. It is the experience of the best private schools that clubs and associations of various kinds are productive of great aid in promoting the solidarity of the school. Social settlement workers find the same thing true. The first step toward gaining the confidence of the children and young people of a neighborhood is to organize them into guilds and sections, to give them something to do that they like to do.

"The public school, at present, does very little in the way of appealing to the social interests of the child. Before the school-

house can become a social centre the club side of school life will have to be emphasized. The children will organize citizenship leagues, athletic associations, debating societies, art and music associations, local history and commercial geography clubs, Agassiz associations, amateur photography guilds. Whatever subject a child is interested in, he will find opportunity to follow out in conjunction with several of his fellows of kindred tastes. When a boy goes from one school to another, perhaps in a far-away city, he will take with him a certificate showing not merely what rank he has made in such and such grades, but what associations he belongs to, what his likings are.

"In particular, the attachment of the pupil to his school will not cease when he leaves it. The graduates of colleges have their alumni associations and their social clubs. High school graduates, as a rule, keep up old associations to, at least, a limited extent. Only the graduate of the ordinary grammar school goes away and is forgotten. The school community plan provides that he shall not, unless wilfully, be so forgotten. Clubs and associations at the schoolhouse will still be open to him. There he can, in the evening, meet his old school fellows. The secretary at the schoolhouse tries to keep track of him. The individual is not lost in the mass. The schoolhouse continues to be to him the centre of his social life. If he is seriously in need of help, the school authorities will direct the proper charitable organizations to his case. Under such a plan it can be accurately known who in a given district really deserve assistance, who the shirkers are.

"In all that ministers to the higher life of the community the school can be made to do a great work. Art exhibitions of course would be a feature and it has even been suggested that many a millionaire graduate of a public school would be willing to loan his favorite Gainsborough or Sir Joshua for a few days once or twice a year.

"Kindling fancy will easily picture a great many more of the good results of this socialization of popular education. Thought of the various ways in which the schoolhouses, now standing idle a large part of the year, can be utilized for the benefit of the community, discussion of the school as having social functions hitherto undeveloped, has become very prominent in all educa-

tional conventions of late. A score or more of the leading educators of the country stand committed to it, each in his own way."

To the promotion of a more beautiful schoolhouse, a better equipped and a more useful schoolhouse and to the fostering of a closer harmony between the school and the home the School Improvement League of Maine stands committed.

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

REPORT OF THE SECRETARY.

The year just closed may well be called the "banner" year for the S. I. L. M. Such encouraging reports have been made of results accomplished through the efforts of league members that there is no longer any doubt as to the place the S. I. L. M. occupies in the educational work of this State.

At the beginning of this year the directory of presidents of local leagues, containing over six hundred names, was published. During the year one hundred twelve teachers, whose names were not in the directory, have reported their leagues and asked that their names be added to the list.

The secretary has received and answered four hundred twenty-nine letters relating to league work during the past school year.

In October, 1903, it was decided to grant charters to all leagues applying for them. It was thought that this would be an incentive to continue the work from year to year and strengthen the affiliation with the State organization.

As no one was in any way urged to secure a charter it is particularly gratifying to know that sixty-six have been granted and that nearly all of the secretaries have made term reports of the work and condition of their leagues.

A new feature of our work during 1904 has been the publication by local superintendents, in their annual reports, of league work done by each school in the town. This was not suggested by the State officers, but seems to have occurred simultaneously to the superintendents in several of the larger towns. The report of the superintendent of schools of Bar Harbor is particularly worthy of mention.

The thanks of the State officers are due the editor of the "Northeastern Public School" who has so generously allowed his paper to be a medium for the promotion of league objects. The "League Column" in this paper is open to all and teachers are cordially invited to contribute anything in the way of league experiences.

The newspapers of the State have been most kind and obliging in publishing notes from local leagues.

On the seventeenth of August, the town of Exeter celebrated the one hundredth anniversary of the introduction of its school system. A most interesting and unique feature of the celebration was a parade in which the leagues of Exeter and surrounding towns played an important part. The prize, a handsome picture, was awarded the Webster league whose trappings were yellow, the children carrying little yellow Japanese sunshades. Honorable mention was made of the Garfield league whose members were conspicuous in red and white. The leagues in line were Lincoln, Washington, Stetson, Webster and Garfield of Exeter and two leagues from Stetson.

In previous reports the secretary has enumerated the material benefits that have come to schools having branches of the S. I. L. M. The interest awakened in a school cannot be estimated. The following letters are given to show the spirit of this year's work:

"In the spring of 1902 I was assigned to my duty as instructor in the fifth school of ————. This school was situated about two miles from the village and had a total enrollment of fifteen pupils.

As I stood before my school that first morning I was deeply impressed by my surroundings. My work the preceding term had been in a very prettily decorated and pleasant schoolroom, but here all the adornments to break the monotony of barrenness were four framed pictures. These were hung as far up on the walls as possible and included prints of Whittier and Longfellow and a brightly painted village church.

What could I do, I wondered, to make the schoolroom more attractive to my pupils. At the moment I could not tell, but not long afterward I was presented with a Maine School Report for the previous year. My attention was called to the work of the

School Improvement League stated therein. I saw at once the great value of such an organization to my own school work and when I had told my pupils of the project they wished to organize a league at once. A few parents and friends to whom I spoke of the plan encouraged me to begin the organization immediately, so I decided to call a meeting of all interested in the work at the schoolroom. At the appointed time nearly all in the community were present to learn of the league and its work. I presented the subject to them and read extracts from accounts of what others had done. Then, like any organization, we framed our constitution and by-laws and elected officers,—a president, vice president, secretary, treasurer and executive committee. Then came the important question of a name for our league and, after some discussion, we decided on nothing less than that of our late martyred president, Wm. McKinley. Having formulated an order of work, as an end to our evening's labor, eighteen charter members signed the constitution.

The regular meetings were held in the schoolroom every other Friday evening. Soon all the interest of the community was centered in the schoolroom. This interest spread to other communities and many outsiders asked to be admitted that they too might share with us the benefit and pleasure of our work. At every meeting new names were presented and soon our membership was doubled,—a very encouraging and significant fact. At each meeting a program was rendered after the routine business was finished. In order to have material for this exercise I changed the Friday afternoon rhetorical to the evening. Different authors and public men were assigned for special study. To illustrate: At our first regular meeting our subject was appropriately the life of McKinley. Sketches of his life were read, his favorite hymns were sung and whatever of interest we could gather about McKinley was stated. This was followed by a general discussion in which all who would took part. Sometimes our program consisted entirely of exercises by the school. Then we had recitations, dialogues, original essays and music, both vocal and instrumental.

The interest shown at first constantly increased. The men of our town interested in education were glad to speak to us on subjects related to our work. Among the subjects presented

were: Practical forestry; Schools fifty years ago and now; The league as an aid to school advancement; The boys and girls of today, the men and women of the future. Another great aid to our work was the assistance given us so willingly by the local press. All our doings were given to the public through the paper. At the close of the year a speaking contest was given before the league.

The results of the league are now apparent to every interested person. It has changed the appearance of the school grounds from a barren, rocky, uncared for yard to a clean and well kept lawn with flowers and trees. Inside the schoolroom, which before was graced only by four doubtful works of art, is now nearly covered by pictures of famous men and places. The shelves too are properly draped and the windows are furnished with lace sash curtains. A clock, chairs and mottoes all add to the comfort and cheerfulness and make the school more attractive and homelike. The library has been increased until the children now have access to more than forty books of supplementary reading.

How was all this done? By the never tiring efforts of the children, who worked every spare moment to make the school a beautiful place. But how did we get the money for all these furnishings? First by the dues collected from the members of the league and second, by admission fees for socials and exhibitions. From these sources the league has so far obtained more than twenty dollars to spend on decorations for the room.

Gratifying as are these material improvements, the best work of the league has been the increased zeal in school and school privileges manifested by the pupils and by the community in general. The children love their schoolroom; parents and friends visit it frequently; the superintendent and committee speak pleasantly of the inspiring change and for this happy result the McKinley branch of the School Improvement League of Maine is directly responsible."

"This league was organized on the 25th of last June. We began with twenty-five members, all of the school, and now have forty-four, all of whom are greatly interested in the work. This place is located at the mouth of Moose river, on the west shore of Moosehead lake nearly opposite Kineo and has eighteen

dwellings and a set of sporting camps. The population is about ninety, with thirty children of school age.

The schoolhouse is upon the bank of the river, is of logs placed upright and is unfinished. The school is supported by the State and this is the fourth year of its existence. Since the organization of the league the walls of the schoolroom have been papered, pictures have been contributed, two new school desks put in, a second floor of matched boards put down and we have ordered some curtains and a picture frame. Five large, black, pine stumps (one eighteen feet high and six in diameter), several loads of rocks and a thick fringe of scrubby bushes have been removed from the yard, bringing us into full view of the river, which is the public highway used by hundreds of sporting people. We trust maple shade trees and flower beds will follow. A flag has been secured and at the raising we had a supper from which we raised a goodly sum.

Instruction in civic duties is a part of our league work, thus preparing us for the time when this will be an organized plantation."

The report of the——— league of —— will, no doubt, be read with interest, as it gives the work of the league since its organization.

"On the thirtieth day of December, 1902, a meeting was called and a league partly organized; on two weeks from that day, at the second meeting, the work of organization was completed and quite a number of new members enrolled. We now have thirty-eight active members. Our school has about fourteen pupils, all of whom take great interest in league work and much pride in improvements already made. We have also formed a sewing society, called the Willing Hands, that meets once in two weeks and whose earnings have been of great assistance to the league. As other means of raising funds we cleaned the schoolroom, for which we were paid by the town; we gave a box social, the proceeds of which were \$12.50 and we had a supper from which we got \$6.00. Miss —— presented the league with a fine picture of Mr. —— which we have framed in oak. We also have framed pictures of General and Mrs. Washington, President and Mrs. Garfield, President McKinley, President Roosevelt and others. A former pupil of the school

gave us a picture of all the presidents of the United States. We have purchased curtains, mirror, comb, soap, towels, a fine oak bookcase, an encyclopaedia in four volumes, ribbon for badges, have made a banner, pink and white (our league colors) and have chosen for our motto 'Work and Win.' Miss——— has recently donated five dollars to purchase books for the library. Messrs. —— sent seventy-two volumes to our library, also the picture of the presidents before mentioned. Both men were former pupils at this school. There was a Sunday school library in the neighborhood, but as it had not been used for a very long time the books were given to our library. We now have about twenty-five dollars in our treasury."

With these encouraging letters I close my report for the most successful year of our organization.

KATE MACDONALD,

Secretary S. I. L. M.

NORMAL SCHOOLS.

The following tabulation exhibits the statistics of attendance in the State normal schools of Farmington, Castine, Gorham and Presque Isle for the year 1903-1904:

COMPARATIVE SUMMARY.

COMPARATIVE SUMMARY.					LARGEST ATTENDANCE.	
School.	Year ending.	Number entering.	Number graduated.	Average attendance per term.	Number.	Term.
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.
Presque Isle.....	No return for 1903					
Totals.....		261	164	424	491	
Farmington	June 9, 1904	101	64	159	186	Winter.
Castine	June 14, 1904	102	54	140	150	Spring.
Gorham.....	June 17, 1904	59	50	93	126	Fall.
Presque Isle.....	June 16, 1904	39	.....	26	35	Spring.
Totals.....		301	168	419	497	

In the following reports of the principals of the four 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, MAINE, June 9, 1904.

To the Trustees of the State Normal Schools:

GENTLEMEN:—I have the honor to present my twenty-first annual report:

Number entering for the year 1903-4.....	101
Number attending the first term.....	126
Number attending the second term.....	186
Number attending the third term.....	164
Number of different pupils.....	244
Number graduating in regular course.....	62
Number graduating in the advanced course.....	2

The teachers for the year have been, principal, Geo. C. Purington, A. M.; assistants, Wilbur G. Mallett, A. B., Hortense M. Merrill, Ella P. Merrill, B. L. (fall and winter terms), Kate H. Pattangall, A. M. (spring term), Katherine E. Abbot, Helen M. March, Lillian I. Lincoln, critic teacher and principal of the model training schools; assistants in the model schools, Louise W. Richards, seventh, eighth and ninth grades, Edith L. Strout, fifth and sixth grades, Susan E. Porter, third and fourth grades, Lucelia E. Crockett, first and second grades.

Owing to the lack of sufficient teaching force Miss Bickford, who was the teacher of algebra last year and is this year taking the Advanced Academic Course, has heard one class in algebra through the year, gratuitously, and Mrs. Purington has also contributed her services in the work of the advanced course.

Home duties compelled the resignation of Miss Stone, who had been with us two years, depriving the school of the services of a strong, earnest, successful teacher. In the winter term Miss Ella P. Merrill resigned to accept a responsible position in the Brooklyn Training School for Teachers. It seldom happens that a teacher combines so many admirable qualities as Miss Merrill possesses, and in her departure the school sustained a serious loss. We wish it were possible for the Normal Schools of Maine to compete with those of other States in retaining the services of such teachers. Miss March, who was promoted from the model grammar school to Miss Stone's place, is filling the position very satisfactorily. Miss Kate H. Pattangall, who succeeds Miss Ella Merrill, is a graduate of Mt. Holyoke College

and of Tufts College. She has had several years' experience in graded and high school work and is a valuable addition to our teaching force.

The following pupils have completed the work of the course in a satisfactory manner and are recommended by the teachers of the school as worthy of a diploma:

ADVANCED COURSE.

Mary A. Bradbury, Saco; Mary M. Bickford, Norway.

REGULAR COURSE.

Martha S. Bartlett, Rockland; Mame S. Bennet, Lubec; Mary A. Bradbury, Saco; Edna I. Brown, Norway; Pearle G. Burke, Lee; Bertha F. Calkins, W. Lubec; Grace M. Clark, East Troy; Marion L. Cooke, Cherryfield; Florence S. Coolidge, Farmington; Carolyn M. Crockett, North Haven; Molly M. Davis, Foxcroft; Flora E. Deane, Farmington; Inez V. Decker, Mechanic Falls; Delia A. Drew, Patten; Grace E. Drummond, Winslow; Berniece P. Dunning, Topsham; Ethel M. Edwards, Brunswick; Edith M. Farwell, South China; Ethel W. Fogg, New Gloucester; Myrtie R. Garvin, Sanford; Olive J. Gleason, Canaan; Marcia A. Gordon, Dexter; Annie A. Guptill, Cherryfield; Mae E. Hall, Wellington; Edith H. Hatch, New Sharon; Inez M. Higgins, Clinton; Charles H. Holman, Dixfield; Mabel G. Holland, Limerick; Maude E. Hooper, Oakland; Stella M. Houghton, Phillips; Eva F. Hupper, St. George; Nina W. Hussy, Norridgewock; Austin Joyce, Atlantic; Bertha W. Judkins, Brunswick; Mabel T. Kalloch, Rockland; Katherine L. Lawlis, Houlton; Celia B. Leland, Sangerville; Ethel W. Lewis, Wiscasset; Sena M. Madan, Berlin, N. H.; Millie W. Mann, Casco; Kate A. Manter, Sidney; Edith A. Maxwell, Canaan; Elizabeth L. Moore, Dexter; Clara C. Patterson, Everett, Mass.; Vera M. Snow, Skowhegan; Mabelle A. Spear, Warren; Winthrop H. Stanley, Eden; Ella A. Starrett, Warren; Harold W. Stilson, Augusta; Vernie B. Taylor, Sanford; Helen A. Thomas, W. Eden; Grace M. Thompson, N. Livermore; Gertrude B. Thyng, Shapleigh; Grace M. Tibbetts, Boothbay; Aurelia G. Venner, Brunswick; Angie E. Wadleigh, Belgrade; Clarissa L. Weymouth, Saco; Ellen G. Witham, Starks; Addie E. Whittier, Vienna; Grace M.

Will, Avon; Enoch A. Williamson, New Sharon; Martha H. Wilson, Cherryfield.

The class has been faithful to its opportunities, loyal to the school and goes out to its work with a strong professional spirit, giving promise of great usefulness in the public schools of the State. Already quite a large number of them have accepted positions for the coming year and I am able to say, as I did last year, that the demand for trained teachers is steadily increasing and largely exceeds the supply.

The work of the year has been pleasant and would have been too hard if it had not been for the gratuitous services of the two ladies mentioned above. To get the best results it is absolutely necessary to have another teacher in this school and it would be real economy to have a clerk who should have charge of the records, correspondence, text-books and library, thereby allowing the teachers to devote their whole time to the distinctively pedagogical work of the school.

The appropriation made by the last legislature has enabled us to finish off, in the attic of the ell, a very fine chemical laboratory.

When it is completely furnished with tables of modern style, it will be as good as any school needs and ought to be adequate for many years to come. The old laboratory has been made into a lecture room which supplies a long-felt need of a room so arranged that every member of a large class can see the experiments in physics. It will also afford an opportunity to do a large amount of illustrative work with the stereopticon.

The appropriation for furniture has enabled us to equip several of the rooms so that we are saved the trouble and time of moving chairs and settees. The appropriation for grading the grounds will be expended this summer and will be, we think, sufficient to give our beautiful building the proper landscape setting.

We need a large appropriation for books and apparatus. The larger part of our text-books have been in constant use three terms a year for more than ten years, many of them for fourteen and fifteen years. With that fact in mind it is needless to say that many of them are utterly unfit for use and nearly all of them, especially in the sciences, because of the great progress made in scientific research in the last ten years, are out of date.

There ought also to be large additions made to our general library, especially in the line of sociology.

Our supply of physical apparatus has never been anywhere adequate to our wants and we should be badly off were it not for the generosity of Mr. Mallett in supply some of our most important needs. I hope the matter will be so presented to the coming legislature that our needs in these respects will be supplied by a generous appropriation.

Respectfully yours,

GEO. C. PURINGTON.

CASTINE, MAINE, June 14, 1904.

To the Trustees of the State Normal Schools:

GENTLEMEN: I respectfully submit my sixteenth annual report of the Eastern State Normal School.

ATTENDANCE.

Number entering the school.....	102
Number attending the fall term.....	133
Number attending the winter term.....	140
Number attending the spring term.....	150
Total enrollment for the year.....	423
Number graduating.....	53
Number graduating, advanced course.....	1
Number of different pupils.....	254

TEACHERS.

The teachers for the year have been Albert F. Richardson, A. M., principal; assistants, Edward E. Philbrook, M. D., Nellie F. Harvey, Kate S. Russell, Mabel P. Ridley, Mary L. Mudgett, Caroline S. Hoffman, A. B., in the normal school; Mabel F. Simmons, critic teacher; Mary B. Bills, in the model school, and Bert N. Allen in the grammar school. I recommend the re-election of all these assistant teachers. I think Miss Hoffman and Miss

Bills ought to have more pay. Miss Hoffman is a college graduate as well as a graduate of a normal school and though she has a salary of \$500, yet after paying her board and necessary expenses for travel she would have a net salary of not far from \$280. The net salary received by Miss Bills is but little more.

THE YEAR'S WORK.

Notwithstanding the establishment of another normal school in eastern Maine our numbers have been nearly the same as last year, the total enrollment being seventeen less, while ten more have entered the school than last year.

We have never been able to supply the call for teachers and, during the past year, the demand has far exceeded the supply. With a modern system of heating and ventilating the building, a sewer extending to the sea and one of the best janitors to be found in any school, our sanitary conditions are very nearly perfect and as a result we very seldom have a case of sickness among teachers or pupils.

NEEDS.

The needs of a school like this are constantly increasing. If the Maine normal schools are to try to keep in the front ranks in these times more money must be appropriated for them. We need a stenographer and type-writer and a special teacher of vocal music. We need an annual appropriation of at least \$300 for text books. We ought to have a much better supply of reference books. We need more room. There is no separate room for the principal and no suitable room for a laboratory. If we can have a dormitory erected near the school, on the land recently purchased for this purpose, many of these difficulties will be remedied.

DIPLOMAS.

I recommend that diplomas be granted the 53 persons named below.

Advanced Course—Eleanor I. Stover, Castine.

Regular Course—Lottie M. Andrews, Carmel; Winnie B. Andrews, Carmel; Beulah C. Bates, Islesboro; Harriet M. Blaisdell, Franklin; Isie M. Bowden, Orrington; Kate C. Brown,

Detroit; Francis A. Chamberlain, Castine; Elizabeth E. Chase, Baring; Mary H. Coombs, Lincolnville; Louise Cox, Castine; Elnora A. Drinkwater, Lincolnville; Annie L. Farnsworth, Islesboro; Gertrude B. French, Eastbrook; Hazel N. Friend, Sedgwick; Jessie M. Gilkey, Islesboro; George W. Goodrich, Newburg; Effie P. Hatch, Islesboro; Freda L. Head, Detroit; Angie N. Hinckley, Bluehill; Willis N. Hooper, St. George; Mary W. Knight, Deer Isle; Mattie G. Knight, Deer Isle; Lou M. Knowlton, Eddington; Etta L. Lawry, Searsmont; Dora M. Leach, Penobscot; Lena E. Leavitt, Belfast; Mary J. Leonard, Frankfort; Clara E. Mudgett, Stockton Springs; Martha A. Nash, Harrington; Bernice Patten, Ellsworth; Lila A. Perkins, Brooksville; Josephine E. Phinney, Camden; Alice E. Pike, Princeton; Pearle Porter, Detroit; Mattie M. Quimby, Bucksport; Thirza F. Raynes, Detroit; Ada H. Robinson, Dover; Jessie Sargent, Alton; Claude L. Sidelinger, Washington; Guy V. Sinclair, Columbia Falls; Louise A. Smith, Winterport; Agnes M. Stevens, Warren; Kate M. Tapley, Brooksville; Ellen W. Tobey, Jefferson; Agnes L. Ward, Prospect; Alice M. Wescott, Bluehill; Fannie B. Willey, Clinton; Chestina R. Williams, Islesboro; Mollie G. Williams, Islesboro; Edith C. Wilson, Searsmont; Marian W. Woy, Castine; Lola A. Murch, Ellsworth.

Respectfully submitted.

ALBERT F. RICHARDSON.

GORHAM, MAINE, June 17, 1904.

To the Trustees of the State Normal Schools:

GENTLEMEN: I have the honor to submit the report of the Western Normal School for the year ending June 17, 1904.

Whole number of pupils during the year.	126
Number entered.	59
Graduates in First class.	17
Graduates in Second class.	33
Whole number of graduates during year.	50

First Class—Ruth O. Anderson, R. F. D. 4, Gorham; Mary W. Berry, Bar Mills; Jessie E. Brown, South Windham; Bessie A. Chadbourne, East Baldwin; Mary E. DeShon, South Limington; Frances M. Hamilton, Waterboro; Florence C. Hodsdon, R. F. D. 1, East N. Yarmouth; Beryl M. Johnson, Biddeford; Edna M. Littlefield, Ogunquit; Belle McKenzie, West Jonesport; S. Cushing Prince, Lewiston; Katherine Silsby, Lunenburg, Vt.; Ella H. Smith, Waterboro; Maude B. Smith, Waterboro; Mabel E. Stone, Brownfield; Susan R. Thombs, East Baldwin; M. Alice Tibbetts, Waterboro.

Second Class—Annie M. Bacon, R. F. D. 3, Woodfords; Marion L. Barker, Fryeburg Center; Etta E. Burbank, Fryeburg; Herbert L. Chaplin, Sebago Lake; Lucie P. Cole, East Raymond; Eleanor L. Connellan, 121 Franklin St., Portland; Alice E. Crabtree, Hancock; Elvira E. Gardiner, Thomaston; Alice C. Glendenning, 115 Woodford St., Portland; Laura B. Hall, Yarmouth; Hattie M. Jeffers, 63 Ocean St., Knightville; Mary E. Jewell, 836 Sawyer St., S. Portland; Villa M. Knight, North Whitefield; Josephine L. Labbè, Wallagrass; Winnifred S. Larrabee, 26 Walton St., Portland; Ella M. La Rochelle, 28 Waterville St., Portland; Emma A. Leighton, Pride's Corner; Ora E. McKenney, 12 New St., Portland; Ella G. Mealy, Box 347, Machias; Margarette J. Murphy, Friendship; Alice M. Oram, Gorham; Ida P. Payne, East N. Yarmouth; Roma L. Phelps, Robbinston; Mary K. Prince, Lewiston; Annie Maria Roberts, Coös, N. H.; Annie May Roberts, Milton, N. H.; Ada B. Seabury, Box 112, Yarmouth; Orrie M. Sibley, Freedom; Ethel A. Small, R. F. D. 14, Gardiner; Mildred A. Ward, 63 Church St., Westbrook; Ulee M. Webster, R. F. D. 1, Goffs-

town, N. H.; Bessie M. Weston, Augusta; S. Ethel Yeaton, Berwick.

BOARD OF INSTRUCTION.

Principal, W. J. Corthell, L. L. D. Pedagogics—Associates. Walter E. Russell, A. B.; natural science and civics, Viola M. White; geography, botany, drawing, Katherine Halliday; literature, rhetoric, history, Gertrude L. Stone, A. M.; mathematics, physical culture, M. Grace Fickett, A. B.; English grammar, composition, writing, Gertrude H. Nourse, to date, Maud S. Andrews to 1902; music and reading critic teachers, Cora B. Dillingham to date, Grace Walker to 1902; first grammar, practice schools, Ella F. Johnson 2nd Grammar; Practice Schools, Isabel T. Reed to date, Nellie L. Cloudman to 1901; primary and kindergarten practise schools, Peter S. Fogg, janitor.

Teachers have worked in harmony and with a common ideal and with devotion to the interests of the pupils and the school.

BOOKS.

Few books have been added during the year. Some fifty volumes of reference books and two hundred of texts. The school must have more books. Text books in many classes are completely worn out and can no longer be used. They must be provided for the next year. If they are not the work will be greatly hindered. The amount from the incidental fees just pays postage and a few other current expenses. There is none for books. The school needs and must have three hundred dollars for books at the beginning and ought to have five hundred each year for books and appliances.

ROOMS.

The practice rooms in the addition to the building are completed and one of them is now occupied. Two more will be occupied at the beginning of the coming year. They are fine rooms and add much to the efficiency of the school. The town should furnish another teacher, thus giving four grades in the practise schools instead of three as now. This can probably be obtained at the next annual town meeting.

More equitable appropriations should be made by the State for the normal schools. The schools to have a fair maintenance need at least twelve thousand dollars each from the State for current expenses each year. It is not wisdom, but folly, which by insufficient provision makes these schools live at "a poor dying rate." The State for its own welfare should make a change in the amount for these schools and give them, not lavish, but an absolutely needful support.

It is hoped that next year will see the completion of this building as planned. By this more recitation rooms, so greatly needed, will be supplied, also a gymnasium and ample rooms for manual training. Then, with appropriation sufficient to supply enough well paid teachers and all necessary appliances, there would be in the State a normal school prepared to do the work that any normal school should do for the State.

Respectfully,

W. J. CORTHELL.

PRESQUE ISLE, MAINE, June 30, 1904.

To the Trustees of the State Normal Schools:

GENTLEMEN:—I have the honor to submit herewith the first annual report of the Aroostook State Normal School for the year ending June 16, 1904.

ORGANIZATION.

The Aroostook State Normal School was established by act of legislature approved March 20, 1903. The buildings and five-acre lot, formerly occupied by the St. John's Parochial School, were purchased by the town of Presque Isle and presented to the State for the use of the new normal school. The exercises of dedication were held in the assembly room August 18 and the school was first opened to students September 15, 1903.

ATTENDANCE.

Owing to the late decision to open the school in the fall of 1903, it had been insufficiently advertised and many who would have entered were not able to do so because of other plans, or

because they did not learn of the opening of the school until too late to enter in the fall. However, a class of twenty-five presented themselves for examination the first term and seventeen gave evidence of ability to take the course profitably. The scarcity of efficient teachers for the common schools has also had much to do in limiting the attendance this year, which has been as follows:

Number entering.....	39
Number attending fall term.....	17
Number attending winter term.....	27
Number attending spring term.....	35
High school graduates holding State certificates.....	12
Number who had taught before entering.....	25
Largest number of weeks taught.....	300
Average number of weeks taught.....	56.1
Average age of students.....	21

It will be seen at once from the above statistics that the school is strictly for teachers. It has been the purpose of the faculty to start and maintain a course fully equivalent to that offered by any normal school in the State. If there had not been this careful discrimination, it is safe to say that the school would have numbered 75 pupils in the spring term; but the standard had to be set first or last and it seemed best to have it placed where it belonged, even at some sacrifice in numbers.

TEACHERS.

During the fall and winter terms the teachers were: Irving O. Bragg, A. B., principal; assistants, Alonzo J. Knowlton and Ardelle M. Tozier. In the spring term Miss Mary E. Gould, of Sprague's Mills, was elected to teach music and drawing.

The faculty has been actively represented in the local conventions and in the State convention at Augusta.

SALARIES.

I recommend that the teachers receive salaries for the ensuing year as follows: Alonzo J. Knowlton, \$800; Ardelle M. Tozier, \$625; Mary E. Gould, \$600. This may be a larger advance than is usually made, but I recommend it for three reasons, viz.;

(1) They are all teachers of long and successful experience, especially Mr. Knowlton and Miss Tozier, who have taught six and five years respectively in standard Normal schools; (2) Because of the excellent character of the work done during the past year; (3) Because of the exceptionally low salaries at which they started, it being mutually understood that it was because the appropriation was not then available.

LIBRARY.

A small working library of the most essential works of reference has been secured by gift and purchase. Our students are at a great disadvantage in this respect owing to the fact that no library of any account is available and there is no one feature of school work more broadening in its influence than a well equipped, well ordered library. The complete works of the leading English and American authors should be placed in the school at once, with additional works on art, science, etc., as soon as possible.

GROUNDS.

The grounds have been seeded and twenty-nine shade trees planted, besides shrubs and vines. An excellent plan has been secured, drawn by a New York architect. This has been followed, as far as practicable, in the improvement of the grounds. Many more trees will be planted as rapidly as possible.

SOCIETIES.

The "Students Christian Association" has been organized, also a literary society known as the "Polymathean Literary Society." The object of the former is to cultivate in its members higher Christian ideals. The literary society aims to cultivate the power of independent thought and of oral expression. Both societies are well organized and well supported.

NEEDS.

A new school in process of organization has many needs. Our most pressing needs now are as follows: A training school organized and equipped as outlined elsewhere; chemical and physical laboratories with necessary apparatus. The training

school should be ready to open at the beginning of the fall term, as a class of fifteen students will be ready to begin their practice teaching at that time.

It will be necessary for the State to purchase some text-books during the year, as the incidental fund is wholly inadequate to meet the incidental expenses of a new school.

JANITOR.

Mr. Donnelly, after trying the work for about three months, withdrew his application and Mr. James Smith of Fort Fairfield was engaged to fill the place. The rooms he now occupies should be heated and lighted in order that he may live in the building.

CONCLUSION.

The year has been a successful one in all respects. The number entering, while not fulfilling the prophecies of some of our more enthusiastic friends, compares not unfavorably with that of other schools with established reputations. The school has enjoyed the enthusiastic support of its students and of the community. The relations between students and teachers have been of the pleasantest and the year has been one of earnest effort on the part of all.

Very respectfully,

IRVING O. BRAGG, Principal.

FORT KENT, MAINE, July 8, 1904.

To the Trustees of the State Normal Schools:

GENTLEMEN: The following is a report of the Madawaska Training School for the year ending June 2, 1904.

ATTENDANCE.

Number entering the school.....	71
Number attending the autumn term.....	90
Number attending the winter term.....	118
Number attending the spring term.....	72

The teachers for the year have been Mary P. Nowland, Prin., Rose A. Conry, May Brown, J. C. Morin.

The average attendance of the school while smaller than that of last year has been much larger than that of any preceding year, while in the boarding house connected with the school all but three of the rooms have been occupied. Previous to, and during the autumn of 1897, the largest number the boarding house could and did accommodate was thirty-three, but on the opening of the addition in that year the number began steadily to increase, seventy-three pupils having had rooms in the boarding-house during the past year.

Several chambers in the boarding-house have been finished, painted and furnished and the laundry finished so that it may be better used for a kitchen.

Necessary repairs have been made which include a new ceiling and floor in the dining-room used by the pupils and the painting of their kitchens.

In the schoolroom several needs have been supplied, a chandelier for the hall, a globe, some fine physical maps, fifty dollars' worth of books for the library and a piano.

THE GRADUATING CLASS OF 1904.

H. Ervin Bradbury, Fort Kent; Félix T. Chassé, St. Agatha; Alfred T. Cyr, Madawaska; Denise M. Guimond, Frenchville; Mary A. Henderson, Allagash Plantation; Jeannette M. Nadeau, Fort Kent; Béloni P. Roy, Fort Kent; Melissa Savage, Fort Kent; Joseph A. Tardif, St. Agatha.

Very respectfully,

MARY P. NOWLAND.

FISCAL STATEMENT.

The resources and expenditures for the normal and training schools for the fiscal year 1904 consist of the regular annual and special appropriations and expenditures.

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

FISCAL SUMMARIES.

RESOURCES, 1904.

Annual appropriation for normal schools.....	\$40,000 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	5,000 00
Special appropriation for Madawaska Training School	1,250 00
	\$60,250 00
Total resources.....	\$60,250 00

EXPENDITURES, 1904.

For salaries	\$31,329 64
fuel	4,143 38
water	721 09
light	615 80
books	664 35
diplomas	86 75
repairs	1,777 40
miscellaneous (appliances, etc).....	661 59
Farmington (special appropriation).....	2,000 00
Castine " "	2,000 00
Gorham " "	10,000 00
Presque Isle " "	5,000 00
Fort Kent " "	1,250 00
	\$60,250 00
Total expenditures.....	\$60,250 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, 1904.

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.*

	1903.	1904.
Whole number of persons between ages of five and twenty-one in State in 1904 and between 4 and 21 in 1903.....	214,725	206,214
Decrease	8,511	
Whole number of different scholars attending school during the year....	132,415	131,176
Decrease	1,239	
Average registered attendance per term for year.....	111,734	116,357
Increase	4,623	
Average daily attendance per term for year	97,424	98,257
Increase	833	

II. *Length of Schools.*

Average length for year.....	28w 3d	27w 4d
Decrease	4d	
Aggregate number of weeks per year....	131,699	130,892
Decrease	807	

III. *Teachers.*

	1903.	1904.
Number of male teachers in spring terms	382	405
Increase	23	
Number of male teachers in fall and winter terms.....	596	630
Increase	34	
Number of female teachers in spring terms	4,364	4,383
Increase	19	
Number of female teachers in fall and winter terms.....	4,175	4,702
Increase	527	
Number of different teachers employed during year.....	6,664	6,693
Increase	29	
Number continued in same school during year.....	2,580	2,483
Decrease	97	
Number who had had previous experience	5,662	5,673
Increase	11	
Number who were graduates of normal schools	1,587	1,476
Decrease	111	
Average wages of male teachers per month	\$37.37	\$38.51
Increase	\$0.94	
Average wages of female teachers per week	\$6.90	\$7.10
Increase	\$0.20	
Amount paid for teachers' services and board and janitors' service.....	\$1,229,979	\$1,275,471
Increase	\$45,492	

IV. *Text-books and School Appliances.*

Amount expended for free text-books..	\$92,407	\$99,434
Increase	\$7,027	
Amount expended for fuel.....	93,292	109,551
Increase	\$16,259	

	1903.	1904.
Amount expended for new buildings, repairs, insurance and school appli- ances	399,051	438,268
Increase	\$39,217	
Value of all schoolroom and schoolyard improvements not paid for by town..	5,341	81,340
Increase	\$75,999	
<i>V. Number and Character of Schools.</i>		
Whole number of schools in State.....	4,581	4,686
Increase	105	
Number of graded schools.....	1,780	1,838
Increase	58	
Number of ungraded schools.....	2,801	2,848
Increase	47	
Number of schools located in rural communities	2,786	2,850
Increase	64	
Number of different pupils registered in rural schools	57,750	56,324
Decrease	1,426	
Number of schools located in villages..	1,043	1,069
Increase	26	
Number of different pupils registered in village schools.....	41,603	41,531
Decrease	72	
Number of schools located in cities.....	752	767
Increase	15	
Number of different pupils registered in city schools.....	33,062	33,641
Increase	579	
Number of rural schools using a pre- scribed course of study.....	724	763
Increase	39	
Number of village schools not using a course of study.....	242	236
Decrease	6	
Number of schools having libraries....	589	784
Increase	195	
Number of volumes in school libraries..	32,892	33,427
Increase	535	

VI. *Number and Condition of Schoolhouses.*

	1903.	1904.
Number of schoolhouses in State.....	3,949	3,924
Decrease	25	
Number reported in good condition....	3,275	3,268
Decrease	7	
Number supplied with flags.....	2,059	2,094
Increase	35	
Number built during year.....	62	55
Decrease	7	
Cost of same.....	305,711	\$250,266
Decrease	\$55,445	
Estimated value of all school property..	\$4,698,390	\$5,435,916
Increase	\$737,526	

VII. *School Superintendence.*

Number of terms of school reported as not visited as law requires.....	299	313
Increase	14	
Number of teachers who failed to return registers	9	10
Increase	1	
Amount paid by towns for superintend- ence	\$60,100	\$64,110
Increase	\$4,010	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries,	\$901,106	\$983,151
Increase	\$82,045	
Amounts available from State treasury,	\$583,738	\$603,898
Increase	\$20,160	
Amounts derived from local funds....	\$35,304	\$33,975
Decrease	\$1,329	
Total current resources (school fund proper)	\$1,520,148	\$1,621,024
Increase	\$100,876	

	1903.	1904.
Total current expenditures (school fund proper)	\$1,394,462	\$1,522,480
Increase	\$128,018	
Net balance unexpended (school fund proper)	\$125,686	\$98,544
Decrease	\$27,142	
Amounts expended for new school-houses	\$305,711	\$250,266
Decrease	\$55,445	
Amounts expended for free text-books, Increase	\$92,407	\$99,434
Increase	\$7,027	
Amounts expended for local superintendence	\$60,100	\$64,110
Increase	\$4,010	
Amounts expended for repairs, insurance, apparatus, etc.....	\$93,340	\$188,002
Increase	\$94,662	
Total expenditure for common schools..	\$1,952,083	
Amount of common school fund voted by towns	\$798,858	\$869,470
Increase	\$70,612	
Excess above amount required by law (net)	\$279,198	
Amounts raised by towns less than required by law.....	\$1,718	\$1,108
Decrease	\$610	
Average amount raised by town per scholar	\$3.72	\$4.21
Increase	\$0.49	
Average percentage of valuation assessed by towns.....	.002 2-10	.002 4-10
Increase .....	.000 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, 1904.

The returns show a decrease of nineteen in the total number of schools, of 417 in the number of pupils enrolled and of 126 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.*

	1903.	1904.
Number of free high schools receiving aid from the State.....	237	218
Decrease	19	
Number established by towns.....	235	217
Decrease	18	
Number established by precincts.....	2	1
Decrease	1	
Total number of weeks.....	6,358	6,501
Increase	143	
Average number of weeks to each school,	26w 3d	29w 4d
Increase	3w 1d	

II. *Attendance.*

	1903.	1904.
Number of pupils registered.....	13,450	13,033
Decrease	417	
Average attendance	11,463	11,337
Decrease	126	
Per cent of average attendance.....	.85	.87
Increase .....	.02	
Number of common school teachers who were pupils	565	501
Increase	64	
Number attending from rural commu- nities	4,634	4,467
Decrease	167	
Number attending from villages.....	5,178	4,888
Decrease	290	
Number attending from cities.....	3,638	3,686
Increase	48	

III. *Scope of Instruction.*

Number pursuing academic studies exclusively	10,281	10,137
Decrease	144	
Number of resident pupils pursuing academic studies exclusively.....	9,089	9,351
Increase	262	
Number of non-resident pupils pursuing academic studies exclusively.....	1,192	1,106
Decrease	86	
Number pursuing common school studies	2,299	1,905
Decrease	394	
Number pursuing English academic course	6,758	5,643
Decrease	1,115	
Number pursuing college preparatory course	2,752	3,146
Increase	394	

SUPERINTENDENT'S REPORT.

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	1903.	1904.
Number pursuing training course for teachers	193	217
Increase	24	
Number studying higher mathematics..	11,151	11,120
Decrease	31	
Number studying English literature, rhetoric, etc.....	11,817	11,708
Decrease	109	
Number studying ancient and modern history	8,158	6,895
Decrease	1,263	
Number studying the natural sciences..	6,328	6,018
Decrease	310	
Number studying modern languages...	3,022	3,471
Increase	449	
Number studying ancient languages...	5,275	5,518
Increase	243	
Number who were graduated the present year	1,428	1,593
Increase	165	
Number who intend to enter a Maine college	483	341
Decrease	142	
Number who intend to enter other colleges	141	86
Decrease	55	
Number who intend to enter technical schools	128	95
Decrease	33	
Number who intend to study in institutions not named above.....	453	301
Decrease	152	
Number rural residents intending to enter college	294	354
Increase	60	
Number village residents intending to enter college	392	626
Increase	234	

	1903.	1904.
Number city residents intending to enter college	281	405
Increase	124	

APPENDIX—I.

COMMON SCHOOL STATISTICS.

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Compiled from Annual Returns of School Superintendents and Fiscal Returns of Municipal Officers, for the
Year Ending April 1, 1904.

ANDROSCOGGIN COUNTY.

TOWNS.	Number of children belong- ing in town between the ages of 5 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.	Number of teachers holding State certificates.	Number of teachers who attended summer schools.	
								w.	d.	w.	d.																
Auburn.....	3,584	1,680	1,572	1,709	1,567	.43	1,983	12		11	4	1,036	33	31	30	-	-	-	\$104,000	3	3	67	77	22			18
Durham.....	385	180	149	194	152	.39	214	10		21		476	11	10	9	-	-	-	5,000	1	2	8	17	5			2
East Livermore.....	598	435	398	470	389	.65	518	12		12		476	8	8	8	-	-	-	26,200	2	3	15	15	2			2
Greene.....	181	111	88	108	86	.48	121	9		10		165	8	6	1	-	-	-	2,500	1	1	5	5	5			3
Leeds.....	301	191	164	168	142	.50	217	9		9		243	10	10	9	-	-	-	3,000	1	1	8	8	2			3
Lewiston.....	7,876	2,397	2,027	2,695	2,135	.26	2,927	10		13	3	2,590	24	24	19	-	-	-	300,000	5	5	89	82	60			13
Lisbon.....	1,219	703	606	739	599	.49	827	12		11		852	14	17	17	-	-	-	35,000	3	4	24	24	12			12
Livermore.....	271	151	94	163	98	.35	182	10		9	4	217	9	7	2	-	-	-	2,000	-	-	6	7	1			1
Mechanic Falls.....	418	248	220	269	243	.55	278	12		11	5	140	4	3	2	-	-	-	12,000	-	-	8	8	1			1
Minot.....	327	127	119	118	97	.47	148	10		19		208	7	6	6	-	-	-	2,000	-	-	7	14	1			1
Poland.....	381	294	251	282	224	.62	309	10		10		420	16	16	14	-	-	-	16,000	-	-	42	42	12			3
Turner.....	485	230	201	230	201	.41	241	10		9		382	16	13	5	-	-	-	9,000	-	1	12	13	3			1
Wales.....	116	82	69	81	72	.59	85	8		3		90	7	4	3	-	-	-	1,600	-	1	3	3	-			1
Webster.....	333	180	158	179	159	.50	211	11		9		272	9	4	3	-	-	-	7,000	1	1	9	9	7			1
Total.....	16,375	7,009	6,116	7,425	6,184	.37	8,261	10	2	11	5	7,402	180	159	128	-	-	-	\$525,300	17	24	303	324	138	27	30	

PUBLIC SCHOOLS.

ANDROSCOGGIN 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 1903.		Not less than 80 cents for each inhabitant.		Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
	Male	Female	Male	Female	Male	Female	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.											
Anburn	68	\$79	82	66	\$1,500	\$23,000	\$12,639	-	\$6	.003	2-10	\$23,000	\$10,886	\$91	\$33,977	\$30,959	\$3,018	-		
Durham	9	32	6	75	100	1,000	16	-	2	.59	.003	4-10	1,580	-	2,667	2,168	499	-		
East Livermore	1	35	9	00	165	2,200	297	-	3	.34	.002	1-10	2,000	701	4,480	6,099	-	\$1,619		
Greene	5	30	7	00	65	1,000	340	-	5	.52	.005	4-10	1,042	54	1,624	1,645	-	21		
Leeds	14	26	6	40	82	900	48	-	2	.99	.002	9-10	996	-	1,910	1,881	29	-		
Lewiston	69	115	10	00	1,900	22,400	3,391	-	2	.84	.001	5-10	22,451	309	45,594	37,851	7,743	-		
Lisbon	27	67	2	00	300	3,600	718	-	2	.95	.001	7-10	6,957	152	10,539	10,753	-	214		
Livermore	1	60	6	15	70	1,300	400	-	4	.79	.002	9-10	1,382	55	2,214	1,839	375	-		
Mechanic Falls	8	-	8	12	100	2,200	850	-	5	.26	.002	5-10	2,375	-	3,610	3,504	106	-		
Minot	-	-	5	37	75	780	134	-	3	.43	.002	3-10	862	21	1,531	1,599	-	68		
Poland	12	-	4	73	172	2,250	932	-	5	.90	.002	8-10	2,325	130	3,477	3,560	-	83		
Turner	2	30	6	51	167	2,000	526	-	4	.12	.002	9-10	2,676	-	4,050	3,654	396	-		
Wales	5	26	6	25	25	600	251	-	5	.17	.003	-	589	39	977	973	4	-		
Webster	-	32	8	27	78	1,650	745	-	4	.95	.003	1-10	1,746	15	2,716	3,464	-	748		
Total	252	\$48	52	\$7	\$4,799	\$64,680	\$21,287	-	\$3	.95	.002	2-10	\$69,981	\$47,818	\$1,567	\$119,366	\$109,949	\$12,170	\$2,753	

APPENDIX.

Ludlow	101	60	49	62	46	.47	75	10	10	80	5	5	2	-	-	1,200	-	4	4	2	3	2
Madawaska	745	475	364	353	282	.43	480	12	10	468	16	14	8	1	279	3,850	-	15	16	8	5	12
Mapleton	304	157	124	181	136	.42	191	7	2	221	7	7	2	1	755	5,280	-	8	8	-	6	-
Mars Hill	481	327	252	345	241	.51	384	10	9	336	11	10	-	-	-	5,000	-	3	12	10	4	6
Masardis	177	110	104	130	120	.95	135	10	10	30	3	3	-	1	800	3,400	1	2	3	5	1	2
Monticello	430	260	198	226	174	.43	320	10	11	281	10	9	4	-	-	3,300	1	2	8	7	-	-
New Limerick	209	126	99	134	102	.48	170	8	8	144	6	6	4	-	-	2,800	-	1	6	5	1	3
New Sweden	352	182	132	181	124	.36	220	12	14	208	8	8	4	-	-	3,500	1	1	7	7	1	3
Oakfield	342	228	155	207	146	.44	280	9	13	210	8	6	-	-	-	4,000	1	2	9	7	3	6
Orient	64	52	45	51	43	.68	52	8	8	72	3	3	3	-	-	400	-	-	3	3	5	1
Perham	240	133	112	132	97	.43	163	10	12	170	5	5	3	-	-	3,000	-	-	5	5	1	-
Presque Isle	1,493	908	675	805	648	.48	842	8	4	864	24	21	16	-	-	32,800	1	-	30	31	21	4
Sherman	329	213	202	230	215	.63	246	10	9	208	7	7	7	-	-	4,000	-	4	8	12	4	4
Smyrna	130	73	58	77	57	.44	84	12	13	100	4	4	1	-	-	2,000	-	1	4	3	-	2
St. Agatha	661	293	225	318	258	.36	319	11	1	359	11	8	3	1	-	1,800	4	4	7	7	5	10
Van Buren	787	432	306	544	341	.41	622	11	18	490	14	9	4	1	250	4,000	2	3	14	13	-	8
Washburn	483	232	188	318	222	.42	347	10	10	300	12	10	1	-	-	4,400	1	1	9	9	1	4
Weston	131	82	64	78	59	.46	98	10	3	108	4	4	3	-	-	931	-	2	4	6	-	-
Woodland	386	275	258	236	225	.62	295	13	8	309	11	9	1	-	-	3,700	-	2	11	9	2	-

APPENDIX.

St. John	188	111	73	71	55	.35	111	8	1	8	95	3	3	3	-	-	800	1	-	2	2	4	1	5	
Stockholm.....	143	92	63	66	55	.41	68	11	12	56	2	2	-	-	-	-	1,200	-	-	3	2	-	-	-	
Wade	111	76	51	24	21	.32	84	14	10	90	5	5	-	-	-	-	1,200	1	1	6	-	-	1	-	
Wallagrass.	392	207	147	183	128	.35	211	16	3	166	5	5	-	-	-	-	1,700	1	1	4	4	-	-	6	
Westfield.....	131	84	64	79	66	.49	93	9	9	108	4	3	3	-	-	-	1,500	-	1	4	7	-	2	-	
Westmanland.....	50	26	19	26	16	.37	26	12	15	27	1	1	-	-	-	-	446	-	-	1	1	-	-	-	
Total.. .. .	23,837	13,024	10,210	13,426	10,347	.34	15,586	10	3	11	2	14,171	481	385	199	16	\$20,189	\$319,527	46	64	455	462	147	148	224

* No returns.

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 1905.	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, 1903, to April 1, 1903.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1903.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Amity	-	\$33 33	\$6 60	\$30	\$350	\$27	-	\$2 55	.005 9-10	\$380		\$362	\$1,183	\$1,094	\$89	
Ashland	34	00	7 50	185	1,250	40	-	2 41	.003 1-10	1,328		1,528	3,277	3,146	131	
Bancroft	2		6 17	25	300	46	-	1 30	.005 4-10	354		416	152	922	917	5
Benedicta	2	44 55	6 00	24	253	-	-	1 66	.004 3-10	287		455	50	792	809	-
Blaine	5	36 00	7 41	50	763	-	-	1 93	.004 8-10	801		1,073	18	1,892	1,801	91
Bridgewater	1	28 71	7 30	100	943	-	-	2 41	.002 9-10	915		1,173	122	2,210	2,195	15
Caribou	35	34 00	7 28	400	3,807	1	-	2 11	.002 7-10	7,032		5,268	132	12,432	9,180	3,252
Castle Hill	1	30 00	7 00	42	430	-	-	2 11	.004	596		528	47	1,171	1,157	14
Crystal	5	-	6 90	45	422	126	-	2 55	.004 9-10	602		377	79	1,058	1,004	54
Dyer Brook	6	-	6 46	41	300	76	-	3 44	.003 4-10	426		296	198	920	801	119
Easton	-	-	7 27	250	1,000	28	-	2 34	.003 7-10	1,361		1,168	144	2,673	2,304	369
Fort Fairfield	22	24 00	7 75	400	5,000	1,655	-	3 03	.003 8-10	9,458		4,836	101	14,395	9,228	5,167
Fort Kent	26	29 75	6 00	100	350	-	-	2 6	.001 3-10	1,199		3,718	126	5,043	4,680	363
Frenchville	5	22 00	6 02	278	375	-	-	5 4	.003	418		1,891	48	2,357	2,325	32
Grand Isle	-	25 00	5 02	25	250	-	-	5 6	.002	289		1,271	15	1,575	1,660	-
Haynesville	4	-	7 00	15	350	97	-	3 36	.005 2-10	354		293	140	787	761	26
Hersey	-	-	6 50	22	250	91	-	3 57	.004 2-10	350		218	50	648	621	27
Hodgdon	6	26 00	6 83	125	1,200	296	-	2 00	.004 5-10	1,390		1,148	58	2,596	2,219	377
Houlton	21	30 00	8 57	300	5,000	1,251	-	3 36	.002 1-10	5,397		4,053	49	9,499	9,219	280
Island Falls	10	-	9 16	75	950	100	-	1 99	.003 7-10	1,455		1,338	162	2,955	2,789	166
Limestone	9	28 00	8 25	100	1,400	495	-	3 19	.004 1-10	1,390		1,316	132	2,838	2,785	53
Linneus	8	24 00	6 80	75	800	133	-	3 25	.003 2-10	1,076		788	211	2,076	1,900	175

PUBLIC SCHOOLS.

\$17

85

Littleton	1	-	7 00	75	1,400	635	-	4 48	.004 3-10	1,391	891	-	2,282	2,195	87
Ludlow	3	-	6 75	25	396	81	-	3 89	.003 2-10	544	268	46	858	647	211
Madawaska	14	24 00	5 50	50	325	-	-	43	.001 6-10	342	2,137	76	2,555	2,544	11
Mapleton	6	-	7 50	77	682	-	-	2 24	.003 1-10	1,066	948	49	2,063	1,817	246
Mars Hill	-	34 00	7 00	90	1,000	54	-	2 07	.003 7-10	1,167	1,377	65	2,609	2,479	130
Masardis	8	42 00	7 50	-	500	150	-	4 27	.004 5-10	633	419	159	1,211	1,290	-
Monticello	2	42 25	7 28	75	1,066	-	-	2 47	.003 1-10	1,066	1,461	62	2,589	2,539	50
New Limerick	3	40 00	6 50	75	480	-	-	2 30	.002 6-10	573	595	50	1,218	1,110	108
New Sweden	-	29 00	7 25	45	700	-	6	1 96	.004 4-10	799	997	66	1,862	1,755	107
Oakfield	5	35 00	7 76	70	688	-	-	2 01	.006 6-10	1,387	992	450	2,829	1,894	935
Orient	3	-	7 00	20	200	34	-	3 12	.004 2-10	269	198	218	685	516	169
Perham	5	-	7 65	35	465	1	-	1 93	.003 8-10	1,002	715	236	1,953	1,516	437
Presque Isle	20	48 00	8 01	496	5,000	1,957	-	3 34	.003 4-10	5,319	4,506	142	9,967	9,908	59
Sherman	7	44 25	8 43	79	784	-	-	2 38	.004 1-10	1,223	967	269	2,459	2,378	81
Smyrna	6	30 33	7 29	25	370	41	-	2 84	.003 2-10	422	363	30	815	800	15
St. Agatha	8	34 50	5 37	40	375	-	-	57	.003 8-10	409	1,971	5	2,385	2,325	60
Van Buren	-	34 00	6 41	43	1,502	-	-	1 99	.005 8-10	2,479	2,281	45	4,805	3,838	967
Washburn	11	35 00	6 75	100	980	-	-	2 02	.003 8-10	2,506	1,302	171	3,979	2,722	1,257
Weston	11	24 00	6 19	29	320	26	-	2 44	.005 2-10	428	352	56	836	753	83
Woodland	9	28 00	7 80	90	900	23	-	2 33	.004 6-10	1,244	1,154	277	2,675	2,646	29

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APPENDIX.

9

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 1903.	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, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Allagash	5	\$21 00	\$5 31	\$15	\$100	-	\$52	\$1 13	.002	\$321	\$462	-	\$783	\$491	\$292	
Cary	*	*	*	*	320	-	-	-	.001	502	313	\$90	905	813	92	
Caswell	4	32 00	7 00	15	294	-	-	1 55	.006 1-10	728	589	-	1,317	771	546	
Chapman	3	26 00	6 50	43	250	-	\$22	1 20	.002 6-10	281	438	51	770	639	71	
Connor	2	25 00	6 00	25	200	-	-	78	.003 6-10	391	617	-	1,008	844	164	
Cyr	4	-	4 79	24	75	-	-	32	.001 4-10	185	841	-	1,026	871	155	
E Plantation	-	-	6 00	1	150	115	-	3 48	.003 3-10	239	86	-	325	242	83	
Eagle Lake	5	26 00	8 00	18	100	-	-	34	.002 1-10	205	706	-	911	791	120	
Garfield	2	40 00	10 00	5	90	1	-	2 30	.001 1-10	216	247	4	467	413	54	
Glenwood	-	-	7 00	12	150	8	-	2 72	.003 4-10	169	310	24	503	503	-	
Hamlin	-	-	5 25	25	210	-	-	94	.002 7-10	316	656	19	991	837	154	
Hammond	1	-	7 00	5	315	222	-	9 84	.003 5-10	503	95	59	657	249	408	
Hill	2	-	6 00	7	60	-	-	84	.001	75	218	-	293	263	30	
Macwahoc	2	-	8 17	5	100	-	22	2 04	.002 3-10	193	112	-	305	346	-	\$41
Merrill	2	-	6 33	20	250	12	-	2 25	.005 7-10	250	268	176	694	583	111	
Moro	2	-	7 00	12	165	-	8	1 84	.003 3-10	154	254	226	634	547	87	
Nashville	-	-	6 50	3	70	44	-	7 77	.001	345	85	65	495	154	341	
New Canada	3	25 00	15 75	20	100	-	-	49	.002 3-10	244	720	-	964	980	-	16
Oxbow	1	32 00	7 63	21	150	28	-	3 06	.003	312	128	194	634	553	81	
Portage Lake	-	40 00	5 23	25	600	407	-	3 74	.001 2-10	735	363	23	1,121	845	276	
Reed	5	35 50	6 25	23	320	1	-	3 00	.002 5-10	429	380	-	809	1,114	-	305
Silver Ridge	2	-	7 75	5	133	-	1	2 25	.003 3-10	195	102	165	462	349	113	

PUBLIC SCHOOLS.

St. Francis	3	45 00	6 00	22	150	-	-	50	.003	462	824	24	1,310	967	343	
St. John	5	22 00	6 00	12	100	-	-	53	.002 3-10	140	461	-	601	602	-	1
Stockholm	-	-	7 20	13	160	7	-	1 11	.001 9-16	480	358	-	838	457	381	
Wade	1	33 00	6 60	50	500	283	-	4 50	.008 5-10	474	444	-	918	606	312	
Wallagrass	5	24 00	6 00	25	100	-	-	25	.002	210	986	22	1,218	1,089	129	
Westfield	-	36 00	7 00	35	266	59	-	2 03	.002 9-10	348	388	154	890	836	54	
Westmanland	-	-	7 55	6	97	17	-	1 94	.001 4-10	115	142	-	257	219	38	
Total... ..	344	\$31 98	\$7 02	\$5,744	\$49,451	\$8,696	\$295	\$2 08	.003 3-10	\$70,374	\$69,080	\$6,585	\$146,039	\$126,301	\$20,282	\$544

* No returns.

Sebago.....	154	104	88	95	74	.52	108	8	13	1	178	8	8	-	-	-	1,600	1	-	7	9				
South Portland....	1,788	1,129	1,022	1,164	1,069	.56	1,318	12	12	1,050	12	12	10	-	-	-	40,000	33	32	33	32	12	6		
Standish.....	408	236	209	228	198	.49	263	10	10	340	13	7	9	-	-	-	5,600	1	2	11	12	3	7		
Westbrook.....	2,751	1,170	1,065	1,204	1,082	.35	1,406	12	13	1,152	10	10	9	-	-	-	100,000	5	5	31	32	25	9	8	
Windham.....	486	300	254	276	238	.50	331	11	21	448	15	15	10	-	-	-	8,500	2	2	14	14	2	-	3	
Yarmouth.....	640	372	332	383	348	.53	414	11	11	263	8	8	4	-	-	-	26,090	-	-	12	14	7	3		
Total ..	29,539	15,215	13,157	16,031	13,466	.45	18,740	10	11	16,439	308	270	209	-	-	-	\$1,073,590	63	75	492	527	222	66	48	

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 1903.	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, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Baldwin	2	\$36 00	\$7 25	\$51	\$800	\$143	-	\$4 44	.002 2-10	\$1,356	\$613	\$72	\$2,041	\$1,520	\$521	
Bridgton	14	-	8 92	400	4,000	1,706	-	5 39	.002 9-10	4,418	2,299	1,125	7,842	7,785	57	
Brunswick	36	30 00	8 15	575	5,729	284	-	8 92	.001 4-10	5,729	5,855	52	11,636	12,287	-	\$651
Cape Elizabeth	4	-	8 25	50	1,050	341	-	4 75	.001 5-10	1,146	704	-	1,850	1,550	300	
Casco	12	26 40	6 30	70	920	294	-	4 08	.003 3-10	978	617	-	1,595	1,595		
Cumberland	5	40 00	8 28	148	1,123	-	-	8 90	.001 4-10	1,353	1,154	145	2,682	2,393	319	
Falmouth	13	36 00	7 86	100	2,000	791	-	4 54	.001 8-10	2,249	1,159	-	3,408	3,400	8	
Freeport	12	60 00	6 65	175	4,160	2,289	-	6 50	.003 5-10	4,160	1,698	10	5,868	5,112	730	
Gorham	19	56 34	7 82	200	3,000	968	-	4 10	.002	3,473	2,041	43	5,557	6,334	-	797
Gray	6	-	6 38	75	1,150	40	-	3 15	.002	1,159	1,081	50	2,290	2,181	109	
Harpwell	10	35 00	6 38	190	2,000	600	-	4 57	.002 7-10	2,144	1,450	-	3,594	3,554	40	
Harrison	-	28 00	7 06	100	1,200	425	-	5 06	.002 9-10	1,340	696	123	2,159	2,075	84	
Naples	1	35 00	6 00	75	750	100	-	3 45	.002 9-10	1,048	634	-	1,682	1,619	63	
New Gloucester	-	28 00	7 55	75	1,800	871	-	3 45	.001 7-10	2,946	919	163	4,028	2,883	1,645	
North Yarmouth	3	-	8 25	65	1,000	486	-	5 58	.003	992	508	176	1,676	1,585	91	
Otisfield	3	-	5 96	58	1,000	418	-	5 77	.004 2-10	1,240	467	90	1,797	1,718	79	
Portland	190	154 73	12 72	2,250	135,005	94,888	-	9 02	.002 7-10	135,005	44,175	-	179,180	179,180		
Pownall	3	26 00	6 00	40	600	127	-	4 76	.002 3-10	1,175	399	34	1,608	1,277	331	
Raymond	6	36 00	6 95	75	658	-	-	2 42	.003 2-10	757	701	131	1,589	1,568	21	
Scarboro	10	-	7 86	110	2,000	508	-	3 74	.002	2,000	1,506	-	3,506	3,303	203	

Sebago.....	-	28 60	5 15	75	600	139	-	3 89	.003 7-10	676	407	-	1,083	1,044	39	
South Portland	33	-	9 50	700	8,000	2,971	-	4 47	.003	8,515	5,137	620	14,272	13,952	320	
Standish	14	32 50	7 59	126	1,700	497	-	4 16	.002 8-10	1,884	1,148	94	3,126	2,806	320	
Westbrook.....	42	114 66	10 16	700	6,698	872	-	2 43	.001 6-10	6,698	7,276	39	14,013	14,013		
Windham.....	12	48 33	7 08	162	2,750	1,207	-	5 66	.002 8-10	3,191	1,436	146	4,773	4,374	399	
Yarmouth.....	18	-	8 55	100	2,000	181	-	3 12	.001 4-10	2,900	1,891	117	4,908	4,317	591	
Total.....	476	\$47 86	\$7 62	\$6,745	\$191,693	\$111,147	-	\$6 49	.002 5-10	\$198,562	\$85,971	\$3,230	\$287,763	\$282,921	\$6,290	\$1,448

PLANTATIONS.

Coplin	25	16	14	15	13	.54	18	9	11	20	1	1	1	-	-	300	-	-	1	1	2	2		
Dallas	57	49	46	36	26	.63	49	8	9	40	2	2	1	-	-	500	-	3	2	1	2			
Greenvale	20	14	12	13	7	.47	16	10	10	20	1	1	1	-	-	75	-	-	1	1	1			
Lang	46	38	34	42	34	.73	38	8	12	40	2	1	1	-	-	4,500	-	-	1	1	1			
Rangeley	19	20	16	20	15	.81	20	10	15	51	2	1	1	-	-	700	-	-	2	3	2	2		
Total	4,843	3,090	2,763	3,403	2,942	.58	2,514	9	12	3	3,946	151	113	73	3	\$12,200	\$122,592	14	30	141	167	50	14	17

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1903.	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, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Avon	-	\$5 85	\$35	\$500	\$142	-	-	\$4 42	.003 7-10	\$692	\$318	-	\$1,010	\$530	\$180	
Carthage	1	6 14	33	269	269	-	-	2 56	.002 1-10	512	265	-	777	762	15	
Chesterville	6	6 93	49	750	183	-	-	.003	-	1,228	556	\$42	1,826	1,343	483	
Eustis	-	\$51 00	7 31	40	450	101	-	3 06	.002 9-10	450	421	167	1,038	1,093	-	\$60
Farmington	-	34 30	7 50	250	2,700	70	-	3 38	.001 4-10	2,743	2,481	635	5,859	5,762	97	
Freeman	-	-	5 98	35	422	105	-	4 22	.004 3-10	510	307	-	817	674	143	
Industry	-	-	5 00	36	500	58	-	3 92	.004 8-10	500	444	-	944	823	61	
Jay	10	37 33	7 50	150	2,300	94	-	3 28	.001 4-10	1,931	2,620	33	4,584	4,475	109	
Kingfield	2	62 50	8 33	18	555	1	-	3 27	.001 5-10	1,258	589	89	1,936	1,942	-	6
Madrid	26	26 00	6 07	35	260	-	-	3 73	.003 2-10	298	296	35	629	580	49	
New Sharon	-	30 96	5 45	100	1,000	241	-	4 01	.002 7-10	1,282	743	39	2,064	1,825	239	
New Vineyard	3	-	5 91	50	550	83	-	3 84	.003 4-10	662	439	-	1,101	977	124	
Phillips	12	60 00	6 70	200	1,670	551	-	3 88	.003	1,865	1,048	157	3,076	2,938	132	
Rangeley	-	30 00	8 25	100	900	131	-	3 47	.002 4-10	994	771	54	1,819	1,762	57	
Salem	2	35 00	7 25	7	166	10	-	3 45	.003 6-10	364	120	7	491	319	172	
Strong	3	-	8 23	65	800	290	-	4 70	.003 1-10	595	567	85	1,247	1,244	3	
Temple	2	19 00	5 75	13	316	1	-	2 84	.002 5-10	427	288	-	715	645	70	
Weld	5	47 25	4 91	73	800	210	-	3 63	.003 9-10	701	645	-	1,346	1,346	-	
Wilton	14	29 55	7 50	145	1,446	121	-	3 24	.001 9-10	2,033	1,399	135	3,567	3,581	-	14

PUBLIC SCHOOLS.

PLANTATIONS.

Coplin	-	-	7 00	4	100	44	-	4 00	.001 5-10	212	53	59	324	171	153
Dallas	-	29 40	7 28	5	122	-	\$14	2 14	.001 5-10	485	128	72	685	293	392
Greenville	1	-	5 00	2	70	24	-	3 50	.002 9-10	95	50	-	145	105	40
Lang	2	-	3 50	21	70	-	-	1 52	.001 2-10	252	125	215	592	242	350
Rangeley	3	-	8 00	32	50	-	28	2 63	.006 2-10	565	58	446	1,069	418	651
Total	66	\$37 86	\$6 56	\$1,498	\$16,766	\$2,462	\$42	\$3 46	.002	\$20,654	\$14,731	\$2,270	\$37,655	\$34,215	\$3,520
															\$80

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 1903.	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, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Amherst	1	-	\$6 19	\$24	\$291	-	-	\$2 78	.003 6-10	\$291	\$291	\$75	\$657	\$665	-	\$
Aurora	-	\$36 00	6 25	10	140	\$19	-	3 04	.003 5-10	207	131	59	397	269	\$128	
Bluehill	19	26 28	6 42	235	1,800	338	-	3 19	.003 2-10	2,145	1,735	175	4,055	3,738	317	
Brooklin	8	35 00	7 73	75	1,000	251	-	3 75	.005 3-10	1,082	810	26	1,924	1,924	-	
Brooksville	5	39 00	8 00	80	939	2	-	2 42	.004 1-10	1,024	1,123	-	2,147	2,020	127	
Bucksport	-	-	8 37	300	3,000	1,129	-	5 80	.003	3,084	1,643	140	4,867	5,009	-	
Castine	6	84 84	8 00	80	1,200	460	-	4 80	.002 4-10	1,422	701	50	2,173	2,321	-	
Cranberry Isles	2	-	6 90	48	600	301	-	6 45	.004 7-10	633	277	-	910	809	101	
Debham	2	32 00	6 45	35	350	89	-	2 76	.004 2-10	422	335	91	848	789	59	
Deer Isle	34	30 00	7 75	425	2,400	754	-	3 21	.006 3-10	2,692	2,162	27	4,860	4,468	392	
Eastbrook	4	32 50	6 22	27	275	77	-	3 39	.005 4-10	364	226	27	617	532	85	
Eden	20	23 00	10 00	1,200	8,775	5,272	-	7 86	.001 8-10	8,330	3,064	129	11,124	12,078	-	554
Ellsworth	20	33 60	8 20	550	3,500	62	-	2 48	.001 8-10	6,667	4,048	-	10,715	8,932	1,783	
Franklin	-	46 00	8 00	80	961	-	-	2 48	.002 9-10	1,074	1,369	-	2,443	2,389	54	
Gouldsboro	4	34 00	7 50	88	1,007	-	-	2 99	.003 2-10	1,205	1,022	14	2,241	2,219	22	
Hancock	13	35 00	7 61	63	900	180	-	3 30	.003	903	788	-	1,691	1,685	6	
Isle au Haut	-	-	8 10	100	550	405	-	9 48	.007 7-10	625	176	-	801	669	132	
Lamoine	13	-	7 40	61	581	106	-	3 48	.003 5-10	566	494	-	1,060	1,063	-	3
Mariaville	-	-	5 19	8	250	76	-	3 47	.004 8-10	263	165	50	478	439	39	
Mt. Desert	-	46 80	8 25	277	2,800	1,000	-	6 06	.001 8-10	4,012	1,433	-	5,445	4,543	902	
Orland	-	39 00	7 84	140	1,100	100	-	3 44	.004 1-10	1,100	986	135	2,221	2,562	-	341
Otis	-	-	5 75	4	250	129	-	6 15	.001	465	106	34	605	164	441	
Penobscot	5	-	6 85	100	1,000	75	-	3 01	.003 4-10	1,071	972	42	2,085	2,026	49	
Sedgwick	10	-	7 26	103	1,000	279	-	3 78	.004 7-10	1,041	815	54	1,910	1,882	28	

Sorrento.....	3	-	7 50	15	340	247	-	12 59	.001 8-10	367	95	-	462	408	54	
Stonington.....	18	34 00	8 50	300	1,650	332	-	2 98	.006 6-10	1,642	1,509	-	3,151	3,125	26	
Sullivan.....	10	40 00	8 79	80	1,150	323	-	3 36	.003 4-10	1,150	969	62	2,181	2,254	-	
Surry.....	9	-	6 82	77	720	-	-	2 86	.004 2-10	722	771	96	1,589	1,569	20	
Swan's Island.....	2	40 00	8 25	65	605	-	1	2 64	.004 3-10	553	662	-	1,215	1,189	26	
Tremont.....	11	37 50	8 05	250	3,015	1,407	-	4 35	.005 6-10	3,157	1,953	-	5,110	3,915	1,195	
Trenton.....	3	-	7 25	33	400	33	-	3 63	.002 8-10	461	313	1	774	747	27	
Verona.....	2	-	5 50	12	187	-	-	2 63	.002 8-10	246	237	-	484	447	37	
Waltham.....	-	-	7 81	11	250	96	-	-	.003 4-10	340	149	57	546	450	96	
Winter Harbor.....	2	41 00	6 00	79	480	23	-	2 85	.001 3-10	651	483	18	1,152	1,152	-	
PLANTATIONS.																
Long Island.....	2	42 00	7 00	10	300	161	-	4 41	.001 5-10	874	187	-	1,061	404	657	
No. 8.....	-	-	6 00	5	50	37	-	6 25	.003 4-10	150	22	-	172	124	48	
No. 21.....	-	-	6 50	1	75	29	-	5 76	.003 4-10	212	52	34	298	165	133	
No. 33.....	-	-	6 50	5	68	3	-	2 00	.001 5-10	114	95	-	209	162	47	
Total.....	228	\$38 45	\$7 25	\$5,056	\$43,959	\$13,795	\$1	\$3 98	.002 8-10	\$51,339	\$32,370	\$1,369	\$85,078	\$79,316	\$7,031	\$1,269

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APPENDIX.

Vassalboro.....	613	272	231	280	245	.39	821	10	10	270	11	11	6	-	-	7,000	2	2	10	10	2	4	4		
Vienna.....	90	46	39	59	50	.49	60	8	15	91	4	4	2	1	350	1,200	-	1	5	5					
Waterville.....	2,972	1,190	1,057	1,232	1,071	.35	1,295	11	12	3	1,332	10	8	7	1	15,000	90,000	-	39	39	11	30	30		
Wayne.....	168	104	90	91	77	.49	116	9	4	10	149	8	4	5	-	3,500	-	3	5	7	3				
West Gardiner.....	182	96	79	81	76	.42	105	10	10	140	8	7	4	1	860	3,000	-	-	5	-	-	4	3		
Windsor.....	211	149	126	156	115	.57	164	8	8	190	9	7	4	-	-	3,615	-	2	8	14	2	1	8		
Winslow.....	739	310	254	316	207	.31	320	9	13	456	16	14	8	-	-	9,700	-	1	13	13	2	3	4		
Winthrop.....	581	320	274	295	236	.43	355	10	11	3	330	7	6	6	-	10,000	-	2	9	8	6				
Unity Pl.....	16	12	10	12	10	.62	12	8	12		20	1	1	-	-	200	-	-	-	2					
Total.....	15,466	7,787	6,818	8,355	7,000	.44	9,017	9	3	8	5	9,622	278	224	179	5	37,235	\$426,130	16	25	317	364	102	81	119

Vassalboro.....	12	40 00'	6 60'	150	2,500	850	-	4 07'	.002 6-10	2,792	1,890	-	4,622	4,615	7
Vienna	-	28 00'	5 65'	30	325	-	-	3 61'	.002 6-10	497	299	-	796	575	221
Waterville	39	-	11 07'	1,500	16,800	9,218	-	5 65'	.002 8-10	17,881	10,177	5	28,066	21,629	6,437
Wayne	7	30 00'	6 50'	48	600	-	\$125	3 57'	.002 7-10	707	503	37	1,247	1,147	100
West Gardiner.....	-	-	6 12'	60	800	246	-	4 39'	.002 7-10	800	500	-	1,300	1,320	-
Windsor.....	-	8 40 00'	6 12'	65	850	224	-	4 02'	.003 6-10	1,186	606	-	1,792	1,690	102
Winslow	-	20 00'	8 00'	146	2,300	679	-	3 38'	.001 1-10	4,558	2,179	-	6,737	4,882	1,855
Winthrop	10	50 00'	8 56'	200	2,000	330	-	3 44'	.001 6-10	2,500	1,615	199	4,314	4,293	21
Unity Pl	1	19 50'	4 87'	5	75	35	-	4 68'	.004 3-10	101	42	-	143	103	40
Total	294	\$38 34	\$6 98	\$4,883	\$68,639	\$22,889	\$125	\$4 43	.002 2-10	\$77,963	\$46,676	\$1,332	\$125,971	\$114,011	\$16,541 \$4,581

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APPENDIX.

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 1903.	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, 1903, to April 1, 1903.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1903.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Appleton.....	-	\$25 00	\$5 25	\$62	\$900	\$120	-	\$3 27	.003 6-10	\$1,129	\$785	\$40	\$1,954	\$1,968	-	\$14
Camden.....	17	75 00	7 63	300	3,000	740	-	3 18	.001 3-10	3,752	2,718	-	6,470	5,215	1,255	-
Cushing.....	33	29 50	5 78	36	555	72	-	5 58	.004 5-10	584	483	-	1,067	1,044	23	-
Friendship.....	5	43 00	6 09	75	652	1	-	2 91	.002 9-10	704	704	-	1,408	1,451	-	43
Hope.....	3	-	5 90	32	512	291	-	3 39	.002 5-10	512	413	20	945	919	26	-
Hurricane Isle.....	-	-	9 25	12	450	245	-	5 55	.008 2-10	1,215	265	-	1,480	806	674	-
North Haven.....	-	37 61	7 56	67	1,000	559	-	6 49	.004 1-10	1,000	478	-	1,478	1,434	44	-
Rockland.....	2	-	11 11	1,000	10,750	4,230	-	5 39	.001 9-10	10,750	6,285	54	17,089	16,994	95	-
Rockport.....	15	60 00	7 00	206	2,700	849	-	4 58	.002 3-10	3,431	1,827	-	5,258	4,361	897	-
South Thomaston.....	12	28 50	7 50	100	1,500	360	-	3 77	.004	1,735	1,296	117	3,148	2,802	346	-
St. George.....	20	35 55	7 52	125	1,765	-	-	3 19	.004 3-10	1,924	2,229	-	4,153	4,163	-	10
Thomaston.....	1	81 50	8 60	250	2,840	690	-	4 17	.002 1-10	3,029	2,017	37	5,083	5,004	79	-
Union.....	7	28 00	7 00	105	1,186	188	-	4 10	.002	1,342	826	-	2,235	2,072	163	-
Vinalhaven.....	20	36 00	8 75	425	2,800	914	-	3 88	.004 2-10	2,862	2,173	-	5,035	5,029	6	-
Warren.....	10	30 00	6 36	146	2,955	400	-	4 19	.002 4-10	2,116	1,455	359	3,930	3,849	81	-
Washington.....	6	34 50	6 42	95	815	-	-	3 54	.003	936	749	66	1,751	1,608	143	-
Criehaven Pl.....	2	-	5 00	-	75	29	-	6 25	.007	106	31	-	133	112	21	-
Matineus Isle Pl.....	2	40 00	10 00	10	225	78	-	5 00	.005 9-10	533	159	-	692	371	321	-
Total.....	151	\$41 72	\$7 37	\$3,046	\$33,750	\$9,766	-	\$4 15	.002 3-10	\$37,656	\$24,953	\$700	\$63,309	\$59,202	\$4,174	\$67

APPENDIX.

LINCOLN COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1903.	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, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Alna ..	7	\$24 00	\$6 60	\$40	\$500	\$145	-	\$4 54	.003	\$658	\$327	\$23	\$1,002	\$892	\$116	
Boothbay ..	6	46 25	7 39	440	2,200	787	-	4 10	.003 9-10	2,200	1,475	- 1	3,676	3,723	-	
Boothbay Harbor ..	16	-	8 88	220	1,600	59	-	2 47	.001 5-10	1,683	1,907	-	3,590	4,151	-	561
Bremen ..	5	27 00	7 20	35	526	-	-	4 31	.003 7-10	672	478	- 14	1,164	1,112	52	
Bristol ..	2	41 00	9 00	200	3,300	1,242	-	4 73	.004 1-10	3,890	2,011	-	5,901	5,802	99	
Damariscotta ..	5	-	8 09	60	700	-	-	3 97	.001 5-10	1,096	514	- 11	1,621	1,692	-	71
Dresden ..	6	-	7 00	48	770	4	-	3 25	.001 8-10	775	665	-	1,440	1,333	107	
Edgecomb ..	10	32 00	6 29	50	800	314	-	4 51	.004 4-10	855	495	-	1,350	1,333	17	
Jefferson ..	2	29 00	6 40	100	1,100	176	-	3 40	.002 5-10	1,168	966	-	2,134	2,102	32	
Newcastle ..	7	32 00	7 21	75	1,500	640	-	5 63	.002 1 10	1,556	735	- 2	2,299	2,259	40	
Nobleboro ..	10	30 00	6 50	75	1,450	802	-	7 21	.005 8-10	1,450	586	-	2,036	2,085	-	49
Somerville ..	3	25 00	6 87	25	300	1	-	2 57	.005 9-10	586	349	- 20	955	621	334	
Southport ..	3	42 00	8 50	60	422	-	-	3 02	.001 3-10	543	427	-	970	926	44	
Waldoboro ..	11	25 45	6 60	250	3,000	2,352	-	3 48	.003 2-10	3,357	2,472	- 50	5,879	5,676	203	
Westport ..	-	-	7 55	20	350	86	-	3 27	.003 1-10	378	304	-	682	620	62	
Whitefield ..	2	26 00	6 00	75	1,050	125	-	3 47	.002 3-10	1,476	849	-	2,325	1,771	554	
Wiscasset ..	12	-	7 62	90	1,300	282	-	3 50	.002 7-10	1,592	1,098	-	2,690	2,441	249	
Monhegan Pl ..	1	-	8 39	12	150	75	-	4 16	.004 3-10	233	98	-	330	277	53	
Total	120	\$31 64	\$7 33	\$1,875	\$20,958	\$7,090	-	\$3 88	.002 8-10	\$24,168	\$15,755	\$127	\$40,050	\$38,816	\$1,962	\$728

APPENDIX.

Porter.....	257	187	140	215	158	.57	230	8	8	1	230	8	7	2	-	-	5,500	3	4	7	6	-	-		
Roxbury.....	94	61	46	63	44	.47	69	10	15		94	4	4	1	-	-	1,500	-	-	4	5	1	-	-	
Ramford.....	1,713	835	708	998	784	.43	1,160	12	11		982	19	19	13	1	3,565	33,000	-	-	30	30	10	15	7	
Stoneham.....	73	53	45	49	40	.59	60	10	8		79	3	3	1	-	-	1,000	-	-	3	3	1	-	-	
Stowe.....	59	44	35	47	39	.71	49	8	9		26	5	4	1	-	-	1,800	-	-	4	4	3	-	-	
Sumner.....	227	145	129	151	99	.50	164	9	8	3	208	9	5	2	-	-	4,000	-	1	8	10	-	-	-	
Sweden.....	60	37	33	41	32	.54	43	9	9		81	7	7	1	-	-	2,900	-	-	3	4	-	-	-	
Upton.....	70	47	40	54	45	.60	58	10	8		51	1	1	1	-	-	1,500	2	1	1	2	1	2		
Waterford.....	246	169	131	183	168	.60	200	9	2	9	255	10	8	1	2	1,020	7,000	1	-	8	13	1	1		
Woodstock.....	221	132	112	123	102	.48	141	8	8		200	7	7	6	-	-	5,000	1	3	7	5	-	1	3	
PLANTATIONS.																									
Lincoln.....	20	20	16	18	12	.70	22	7	8		30	1	1	1	-	-	700	-	1	1	-	-	-	-	
Magalloway.....	27	25	20	21	17	.68	27	12	12		24	1	-	1	-	-	500	1	2	-	-	-	-	1	
Milton.....	74	29	26	63	54	.54	40	9	9		56	1	-	-	-	-	250	-	1	1	1	2	1		
Total...	9,211	5,548	4,631	6,037	5,710	.56	6,724	9	2	9	3	7,541	278	233	122	6	14,687	\$196,435	18	37	270	285	74	69	27

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 1903.	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, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Albany	-	-	\$5 37	\$55	\$550	\$120	-	\$4 19	.008 9-10	\$611	\$402	\$38	\$1,051	\$1,085	-	\$34
Andover	4	-	6 50	70	800	218	-	4 39	.003 8-10	890	570	21	1,481	1,525	-	44
Bethel	14	\$30 00	6 75	125	2,200	732	-	4 76	.002 5-10	2,402	1,386	133	3,921	3,982	-	61
Brownfield	3	34 00	6 36	90	1,315	500	-	5 32	.004 2-10	1,324	729	122	2,175	2,175	-	-
Buckfield	-	22 56	6 62	75	1,250	339	-	4 73	.003 1-10	1,440	869	165	2,474	2,328	-	-
Byron	-	-	6 17	44	250	87	-	4 54	.002 8-10	415	162	22	605	535	-	70
Canton	-	32 00	6 80	100	1,050	293	-	3 67	.003	1,261	925	61	2,247	2,060	-	187
Denmark	4	-	7 50	95	900	393	-	6 03	.003 1-16	1,166	402	44	1,618	1,334	-	282
Dixfield	-	36 00	5 10	100	841	-	-	3 08	.002 4-10	842	313	313	1,996	1,877	-	119
Fryeburg	11	-	8 00	125	2,000	900	-	6 77	.002 4-10	2,160	824	36	3,020	3,276	-	256
Gilead	2	-	6 67	25	272	-	-	5 55	.002	358	168	15	541	510	-	31
Grafton	-	-	6 25	6	115	50	-	6 05	.001 9-10	115	45	89	249	224	-	25
Greenwood	-	-	5 70	68	850	257	-	4 35	.005	860	673	55	1,588	1,583	-	5
Hanover	-	-	7 33	8	200	29	-	4 54	.002 4-10	200	126	12	338	341	-	3
Hartford	-	30 00	6 16	70	700	172	-	3 58	.002 6-10	814	525	72	1,411	1,352	-	59
Hebron	-	26 00	5 57	50	500	165	-	5 20	.002 2-10	816	366	302	1,484	1,118	-	366
Hiram	2	-	7 35	85	1,000	188	-	3 23	.002 8-10	1,107	733	-	1,840	1,704	-	136
Lovell	3	28 00	7 00	50	700	146	-	4 93	.001 8-10	706	458	179	1,343	1,299	-	44
Mason	-	-	6 50	5	100	46	-	3 33	.002 2-10	115	76	-	191	173	-	18
Mexico	8	-	9 50	200	1,300	647	-	2 51	.003 7-10	2,024	1,578	-	3,602	3,406	-	196
Newry	1	-	6 50	17	500	271	-	5 95	.004 2-10	500	251	90	841	774	-	67
Norway	-	24 00	6 91	318	3,850	1,528	-	5 70	.002 9-10	4,369	2,173	-	6,542	5,762	-	780
Oxford	2	-	7 20	106	1,200	135	-	3 58	.002 6-10	1,700	944	500	3,144	2,998	-	146
Paris	-	24 00	7 42	300	3,445	865	-	3 94	.002 5-10	3,487	2,380	784	6,651	6,816	-	165
Peru	20	-	6 87	86	900	282	-	4 24	.003 7-10	907	617	34	1,558	1,542	-	16

Porter	-	28 00	5 30	75	850	141	-	3 30	.003 6-10	850	841	108	1,799	1,802	-	3
Roxbury	5	-	6 00	32	400	210	-	4 25	.006 2-10	409	249	-	658	603	55	
Rumford	30	-	9 25	1,100	4,900	1,884	-	2 86	.001 7-10	7,772	4,983	176	12,931	\$11,862	1,069	
Stoneham	2	-	5 50	24	300	73	-	4 10	.003 4-10	311	251	-	562	469	93	
Stowe	1	-	6 00	20	500	284	-	8 47	.004	540	221	-	761	703	58	
Sumner	2	40 00	5 65	84	800	158	-	3 52	.003 3-10	908	676	108	1,692	1,561	131	
Sweden	-	-	5 14	30	250	25	-	4 16	.001 6-10	350	179	50	579	587	-	8
Upton	2	33 00	6 75	11	250	56	-	3 57	.002 4-10	341	212	150	703	661	42	
Waterford	-	26 00	6 33	115	1,200	466	-	4 87	.004 1-10	1,368	737	39	2,144	1,817	327	
Woodstock	7	27 60	5 47	52	1,000	347	-	4 52	.004 5-10	1,085	610	12	1,707	1,586	112	
PLANTATIONS.																
Lincoln	2	52 50	7 00	-	66	8	-	3 33	.600 7-10	1,552	465	-	2,017	379	1,638	
Magalloway	-	55 37	-	11	65	3	-	2 40	.000 5-10	1,188	-	77	1,265	350	915	
Milton	1	32 00	7 00	7	175	14	-	2 36	.003 1-10	246	164	-	410	403	7	
Total	132	\$32 27	\$6 54	\$3,834	\$37,544	\$11,972	-	\$4 07	.002 7-10	\$47,509	\$27,823	\$3,807	\$79,139	\$72,573	\$7,140	\$574

APPENDIX.

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 1903.	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, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Alton...	-	-	\$5 75	\$25	\$400	\$149	-	\$4 25	.005 1-10	\$586	\$299	-	\$885	\$810	\$75	-
Argyle...	-	-	7 00	20	479	223	-	7 04	.008 1-10	497	204	-	701	685	-	-
Bangor...	26	166 66	11 25	1,500	52,000	34,520	-	9 06	.003 1-10	52,000	16,803	910	69,713	73,443	\$3,730	-
Bradford...	23	26 00	5 98	75	1,000	237	-	3 91	.003 9-10	1,013	858	105	1,976	2,033	57	-
Bradley...	-	-	8 00	27	660	115	-	3 35	.004 3-10	760	561	50	1,371	1,372	7	-
Brewer...	25	-	2 00	300	3,868	-	-	2 97	.002 1-10	4,151	4,028	98	8,277	8,079	180	-
Burlington...	22	34 00	5 75	-	315	-	-	2 73	.002 2-10	364	352	109	825	873	-	-
Carmel...	29	31 00	6 00	75	850	140	-	3 41	.002 8-10	955	715	64	1,734	1,544	190	48
Carroll...	-	-	6 00	44	500	135	-	2 60	.004 5-10	517	479	72	1,066	1,051	17	-
Charleston...	10	31 00	4 18	70	900	226	-	4 78	.003	984	760	79	1,823	1,820	3	-
Chester...	3	-	7 00	37	300	10	-	2 45	.004 3-10	438	377	123	938	820	58	-
Clifton...	-	-	6 10	25	189	-	-	4 02	.003 3-10	327	159	104	590	520	70	-
Corinna...	7	24 00	6 94	100	1,400	464	-	4 86	.003 4-10	1,509	844	98	2,451	2,454	-	3
Corinth...	3	-	6 50	100	1,650	216	-	4 79	.002 4-10	1,162	704	63	1,929	1,715	214	-
Dexter...	19	28 00	10 72	250	3,000	647	-	4 02	.000 5-10	3,000	2,257	140	5,397	5,504	-	107
Dixmont...	3	30 00	4 68	76	674	-	-	3 20	.002 2-10	827	640	95	1,562	1,484	78	-
Eddington...	2	-	6 80	30	600	70	-	4 02	.003 7-10	515	472	-	987	966	21	-
Edinburg...	1	-	6 00	8	100	48	-	7 69	.004 1-10	215	42	99	356	126	230	-
Enfield...	5	41 55	9 08	50	1,100	250	-	3 54	.001 7-10	1,117	1,039	68	2,224	2,207	17	-
Etna...	5	22 00	4 75	53	422	-	-	3 73	.003 2-10	422	472	33	927	951	-	24
Exeter...	10	22 00	5 90	65	866	163	-	3 83	.002 5-10	1,083	629	-	1,712	1,653	59	-
Garland...	8	-	5 75	100	825	139	-	4 40	.002 6-10	985	531	134	1,650	1,700	-	50
Glenburn...	-	-	6 50	40	500	131	-	4 76	.003 7-10	502	338	180	1,020	1,042	-	22
Greenbush...	9	30 00	7 52	36	500	1	-	2 67	.005 9-10	504	522	30	1,056	1,042	14	-

Greenfield	2	-	6 00	15	400	272	-	7 40	.009 5-10	493	183	-	676	481	195	
Hampden	15	-	7 50	200	2,800	1,055	-	4 77	.004	4,448	1,564	-	6,012	3,738	2,274	
Herkon	12	33 75	5 76	113	1,100	154	-	2 96	.003	1,305	1,059	12	2,376	2,292	84	
Holden	1	-	6 62	50	600	118	-	3 20	.003 9-10	607	539	47	1,196	1,198	-	
Holland	-	-	8 31	45	600	185	-	3 70	.001 9-10	600	475	-	1,075	1,131	-	
Hudson	2	-	6 50	25	350	6	-	3 39	.003 2-10	756	316	111	1,183	981	202	
Kenduskeag	2	48 00	9 00	25	500	162	-	4 20	.002 9-10	541	338	84	963	952	11	
Kingman	6	44 16	8 00	65	750	1	-	2 16	.004 4-10	972	1,087	116	2,175	1,047	128	
Lagrange	-	-	6 39	43	514	55	-	3 02	.002 6-10	553	508	-	1,061	1,069	-	
Lee	11	-	6 93	60	791	150	-	3 01	.006 4-10	791	707	60	1,558	1,476	82	
Levant	-	42 33	6 96	69	704	73	-	3 28	.002 8-10	982	841	85	1,908	1,452	456	
Lincoln	13	44 00	6 66	195	2,500	1,115	-	4 29	.005 1-10	2,500	1,684	231	4,415	4,415	-	
Lowell	-	-	6 50	16	240	-	-	2 58	.003 3-10	321	268	66	655	674	-	
Mattamiscontis	-	-	6 00	-	100	-	78	10 00	.005 2-10	126	17	17	160	123	37	
Mattawamkeag	-	-	7 20	43	422	-	-	2 49	.003 1-10	552	547	287	1,386	1,185	201	
Maxfield	-	-	5 00	17	185	93	-	5 60	.007 1-10	238	98	7	343	308	35	
Medway	1	26 00	6 00	25	240	2	-	1 53	.003 8-10	437	419	112	968	715	253	
Millford	4	62 50	8 00	56	700	30	-	2 15	.002 2-10	747	902	189	1,838	1,746	92	
Millinocket	12	-	10 00	200	1,800	885	-	2 26	.002 6-10	4,059	2,252	7	6,318	4,570	1,748	
Mt. Chase	5	30 00	6 75	35	250	11	-	2 01	.004 1-10	586	372	141	1,099	867	232	
Newbury	7	-	6 00	60	900	313	-	5 38	.003 4-10	942	466	-	1,408	1,359	49	
Newport	6	-	7 50	116	1,700	474	-	3 83	.002 8-10	1,712	955	155	2,822	2,666	154	
Oldtown	35	56 00	9 40	700	6,700	2,090	-	3 99	.003 6-10	6,884	4,665	26	11,575	11,489	86	
Orono	19	-	8 67	116	4,110	1,404	-	3 90	.004 1-10	4,302	3,037	-	7,339	8,060	-	
Orrington	7	35 00	7 35	158	1,300	287	-	3 80	.003 1-10	1,370	983	70	2,423	2,412	11	
Passadumkeag	6	40 00	7 67	30	700	373	-	4 72	.001 5-10	709	436	-	1,145	1,139	6	
Patten	11	37 33	8 75	125	1,425	487	-	3 14	.002 8-10	1,642	1,307	176	3,125	2,962	163	
Plymouth	3	18 00	6 00	60	700	174	-	4 19	.004 1-10	737	514	8	1,259	1,258	1	
Prentiss	10	30 00	6 50	25	402	-	-	2 13	.005 3-10	498	532	119	1,149	1,078	71	
Springfield	2	28 00	5 50	28	450	24	-	3 00	.003 9-10	539	464	72	1,075	910	165	
Stetson	10	33 00	6 40	60	500	98	-	3 93	.002 3-10	688	377	162	1,227	965	262	
Veazie	-	-	7 50	25	700	256	-	5 67	.002 6-10	950	461	-	1,411	1,056	355	
Winn	5	50 00	6 90	93	800	250	-	2 98	.005	844	754	80	1,678	1,548	130	
Woodville	4	-	6 91	30	200	72	-	1 25	.003 9-10	266	195	87	548	467	81	
PLANTATIONS.																
Drew	8	-	6 39	26	500	404	-	6 66	.008 4-10	561	167	-	668	643	34	
Lakeville	3	24 00	6 00	22	89	-	\$14	1 78	.000 9-10	85	373	-	458	446	12	
No. 2, Grand Falls	-	32 00	7 00	10	48	6	-	1 92	.000 8-10	48	118	4	170	199	-	
Seboeis	-	-	7 65	6	125	48	-	4 62	.001 3-10	150	84	-	234	215	19	
Stacyville	1	28 00	6 50	45	300	22	-	1 70	.004 7-10	736	547	174	1,457	920	537	
Webster	1	-	6 75	5	100	1	-	2 15	.003 1-10	305	189	-	494	200	294	
Total	464	\$53.34	\$6.93	\$6,137	\$109,793	\$49,076	\$14	\$4.98	.003 2-10	\$119,955	\$64,885	\$5,359	\$190,199	\$185,383	\$9,702	\$4,886

PLANTATIONS.																									
Barnard	30	18	16	24	21	.61	25	9	9	27	1	1	-	-	-	400	-	1	1	1	2	3			
Bowerbank	17	18	16	13	12	.82	13	10	10	30	2	1	1	-	-	550	-	-	1	1	1				
Elliotsville	16	6	6	6	6	.37	6	10	10	20	1	1	-	-	-	400	-	-	1	1	1				
Kingsbury	54	37	27	36	30	.52	46	10	10	60	3	3	-	-	-	800	-	-	3	3	1				
Lake View	46	26	23	29	25	.53	35	10	10	30	1	1	1	-	-	700	-	-	1	2	1				
Total	4,715	3,125	2,698	3,119	2,620	.56	3,458	9	2	10	3	3,272	131	106	53	5	\$3,852	\$113,300	9	14	129	123	43	45	51

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 1903.	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, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Total amount expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Abbot.....	7	-	\$6 75	\$175	\$800	\$227	-	\$ 94	.004 6-10	\$1,002	\$539	\$60	\$1,601	\$1,629	-	\$2
Atkinson.....	-	-	6 00	50	450	54	-	3 23	.002 9-10	593	394	80	1,067	1,039	-	28
Blanchard.....	2	538 00	6 00	10	250	52	-	3 27	.003 6-10	250	240	140	630	596	96	34
Brownville.....	20	20 00	7 24	100	1,500	244	-	3 27	.003 3-10	1,500	1,159	119	2,778	2,782	-	4
Dover.....	12	-	7 43	389	2,000	489	-	4 90	.002 1-10	2,255	1,254	123	3,632	3,621	-	11
Foxcroft.....	10	-	6 52	389	2,000	697	-	4 64	.003	2,022	1,363	79	3,464	3,464	-	-
Greenville.....	3	-	6 00	200	1,000	106	-	2 80	.002 1-10	3,255	964	59	4,278	2,718	1,560	-
Guilford.....	11	-	6 40	322	2,200	965	-	4 37	.003 6-10	2,269	1,249	63	3,581	3,456	-	125
Medford.....	-	-	6 92	21	300	74	-	4 41	.004 3-10	392	198	5	595	600	-	5
Milo.....	22	24 00	6 85	100	1,600	680	-	3 25	.003 4-10	1,534	1,313	111	2,958	2,647	-	311
Monson.....	6	37 33	6 62	85	893	-	-	2 13	.003 6-10	893	1,229	34	2,156	2,058	-	98
Orneville.....	4	27 00	5 34	34	397	137	-	3 60	.003 7-10	419	330	90	839	672	-	167
Parkman.....	4	-	6 50	45	700	126	-	3 39	.002 9-10	842	561	56	1,459	1,237	-	222
Sangerville.....	2	33 00	7 00	120	1,900	865	-	6 10	.003 5-10	1,961	986	76	3,023	2,778	-	245
Sebec.....	1	39 00	7 00	65	900	429	-	5 20	.005 4-10	1,069	528	103	1,700	1,529	-	171
Shirley.....	1	33 00	6 00	25	232	34	-	3 13	.002 8-10	308	233	144	685	645	-	40
Wellington.....	-	20 10	5 92	30	330	-	-	3 14	.003 4-10	330	366	-	696	662	-	34
Williamsburg.....	2	-	5 20	11	160	66	-	4 44	.004 1-10	160	89	31	280	344	-	64
Willimantic.....	3	37 00	5 92	20	340	5	-	4 14	.003 2-10	349	291	90	730	709	-	21

PUBLIC SCHOOLS.

PLANTATIONS.

Barnard	2	44 00	5 87	5	100	22	-	3 33	.002 3-10	254	83	-	337	207	130	
Bowerbank.....	-	-	6 13	10	100	47	-	5 88	.000	155	64	20	239	194	45	
Elliottsville.....	-	-	5 50	6	200	131	-	12 50	.002 1-10	338	22	-	360	152	208	
Kingsbury.....	1	-	5 38	15	200	115	-	3 70	.002 3-10	200	126	-	326	328	-	
Lake View.....	3	-	8 75	5	150	12	-	3 25	.003	151	140	-	291	289	2	
Total	116	\$32 49	\$6 84	\$2,232	\$18,702	\$5,574	-	\$3 97	.003 1-10	\$22,501	\$13,721	\$1,483	\$37,705	\$34,356	\$3,452	\$103

SAGADAHOC COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 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.		Number of teachers holding State certificates.		Number of teachers who attended summer schools.	
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.				
Arrowsic	47	29	26	25	22	.51	29	10	10	60	2	2	1	-	\$ -	\$500	-	-	2	2	-	-	5	5	48	48	11	11	10	10	1	1	9	9	6	6	4	4	1	1	3	3				
Bath	3,125	1,865	1,669	1,963	1,696	.53	2,143	11	13	1,672	16	16	16	-	75,000	175,000	5	-	5	5	48	48	11	11	10	10	1	1	9	9	6	6	4	4	1	1	3	3	3	3						
Bowdoin	277	179	156	176	140	.53	197	10	8	286	13	13	11	-	-	2,900	-	2	2	11	11	9	9	15	15	15	15	1	1	9	9	1	1	4	4	1	1	4	4	2	2					
Bowdoinham	303	209	163	216	188	.57	242	10	10	244	12	10	3	-	-	6,400	-	3	3	10	10	9	9	10,000	10,000	1	1	9	9	1	1	9	9	1	1	4	4	1	1	2	2					
Georgetown	219	118	86	122	103	.43	129	11	12	168	7	7	-	-	-	2,305	-	3	3	4	4	4	4	15	15	15	15	4	4	4	4	4	4	2	2	4	4	1	1	2	2					
Perkins	9	8	8	8	7	.77	8	10	10	20	1	1	1	-	-	750	-	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1					
Phippsburg	353	223	175	220	164	.42	257	12	15	270	12	10	10	-	-	3,000	-	1	1	9	9	9	9	10,000	10,000	1	1	9	9	1	1	9	9	1	1	4	4	1	1	4	4	2	2			
Richmond.....	466	251	216	248	211	.45	251	11	11	330	10	10	9	-	-	16,800	-	-	-	10	10	7	7	16,800	16,800	-	-	15	15	4	4	4	4	2	2	4	4	1	1	1	1	2	2			
Topsham	593	318	268	331	275	.45	342	11	2	442	11	10	7	-	-	2,000	-	-	-	4	4	4	4	2,000	2,000	-	-	8	8	8	8	4	4	2	2	4	4	1	1	5	5					
West Bath	79	48	40	48	37	.48	51	11	8	112	4	4	4	-	-	3,500	-	-	-	8	8	8	8	3,500	3,500	-	-	8	8	8	8	4	4	2	2	4	4	1	1	5	5					
Woolwich	233	135	118	137	116	.50	149	8	8	192	8	8	8	-	-	-	-	-	-	8	8	8	8	-	-	8	8	8	8	8	8	4	4	2	2	4	4	1	1	5	5					
Total	5,704	3,383	2,924	3,494	2,959	.51	3,798	10	2	3,796	96	91	70	1	75,000	\$223,155	12	14	116	116	26	17	13	13	116	116	26	17	13	13	17	13	17	13	17	13	17	13	17	13	17	13	17	13		

PUBLIC SCHOOLS.

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1903.		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, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
					Excess above amount required by law.	Less than the amount required by law.											
Arrowsic	-	-	\$7 00	\$10	\$225	\$81	-	\$4 78	.003 3-10	\$312	\$142	-	\$454	\$432	\$22		
Bath	44	\$65 78	10 21	1,600	21,200	12,818	-	6 78	.003 2-10	21,414	8,757	\$403	30,574	29,711	863		
Bowdoin	11	24 00	5 95	78	1,100	350	-	3 96	.003 6-10	1,294	802	-	2,096	2,014	82		
Bowdoinham	9	23 00	6 75	80	1,300	256	-	4 29	.002 3-10	1,729	919	-	2,648	2,363	285		
Georgetown	-	32 00	7 50	60	800	161	-	3 65	.003 5-10	901	651	-	1,552	1,438	114		
Perkins	-	-	5 00	5	70	21	-	7 77	.001 5-10	79	28	-	107	107	-		
Phippsburg	-	30 00	7 58	75	1,100	97	-	3 11	.002 6-10	1,241	972	-	2,213	2,257	-	\$ 44	
Richmond	3	48 48	7 22	250	2,500	861	-	5 36	.002 3-10	2,684	1,441	-	4,125	4,125	-		
Topsham	14	-	6 61	198	2,400	722	-	4 04	.002 3-10	3,778	1,841	36	5,655	4,318	1,337		
West Bath	-	28 50	7 00	30	600	367	-	7 58	.004 2-10	763	233	-	996	835	161		
Woolwich	12	-	7 50	68	900	196	-	3 86	.002 7-10	934	656	-	1,590	1,541	49		
Total	93	\$36 82	\$7 12	\$2,454	\$32,195	\$15,930	-	\$5 64	.002 9-10	\$35,129	\$16,442	\$439	\$52,010	\$49,141	\$2,913	\$44	

APPENDIX.

PLANTATIONS.																														
Bigelow	26	17	16	16	14	.57	17	9	2	10	3	20	1	1	-	-	-	750	-	-	1	1								
Brighton	148	92	63	103	74	.46	108	10	10	10		164	9	3	2	1	165	750	1	2	7	7								
Caratunk	78	56	47	54	44	.59	60	10	12	12		66	3	2	1	-	-	2,500	-	-	3	3			2		2			
Dead River	35	23	21	23	18	.55	25	10	12	12		44	2	-	2	-	-	300	-	-	2	2			1					
Dennistown	43	29	25	29	23	.55	29	10	9	9		39	2	2	1	-	-	300	-	-	2	2			1					
Flagstaff	38	83	28	17	16	.56	33	10	8	26		1	1	1	1	-	-	1,800	-	-	2	1			1					
Highland	25	15	13	16	14	.54	15	10	14	24		1	1	1	-	-	-	500	-	-	1	1								
Jackman	96	51	47	32	23	.36	58	10	9	57		1	1	1	1	-	-	2,500	-	-	-	-			3					
Lexington	71	44	39	52	42	.57	52	8	12	60		3	3	3	-	-	-	600	-	-	3	4								
Mayfield	24	20	18	18	15	.72	18	12	10	44		2	2	1	-	-	-	500	-	-	2	2								
Moose River	92	43	36	68	55	.49	69	9	4	71		2	2	2	2	-	-	800	1	1	3	2			2		4		2	
Pleasant Ridge	29	14	12	16	10	.37	16	7	13	20		3	-	1	1	-	-	75	1	1										
The Forks	61	37	33	46	38	.58	48	12	12	72		3	-	2	-	-	-	400	-	-	3	3								
West Forks	60	42	36	43	35	.59	44	10	10	40		2	1	-	-	-	-	1,100	-	-	2	2			2		1			
Total	3,361	5,423	4,613	6,075	4,890	.50	6,354	9	2	10	1	6,399	270	221	104	3	\$1,036	\$219,488	17	32	241	271			61	38	34			

SOMERSET COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1903.	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, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Anson	-	-	\$6 81	\$125	\$1,844	\$3 30	-	\$3 45	.002 8-10	\$2,329	\$1,497	-	\$3,726	\$2,952	\$774	-
Athens	-	\$28 00	6 50	50	800	3 36	.002 5-10	3 36	.002 5-10	952	662	-	1,614	1,527	87	-
Bingham	2	-	6 70	123	1,000	4 32	.003 3-10	4 32	.003 3-10	1,030	667	\$71	1,768	1,739	29	-
Cambridge	-	28 00	6 33	25	364	3 87	.003 1-10	3 87	.003 1-10	399	243	37	679	647	32	-
Canaan	5	27 00	6 00	100	824	3 14	.002 3-10	3 14	.002 3-10	932	788	56	1,776	1,647	129	-
Concord	-	-	6 00	30	233	3 92	.003 2-10	3 92	.003 2-10	248	240	-	488	465	23	-
Cornville	-	30 00	5 82	50	600	3 15	.001 9-10	3 15	.001 9-10	625	606	-	1,231	1,309	-	\$5
Detroit	6	24 00	7 00	45	475	4 43	.003 3-10	4 43	.003 3-10	534	343	50	927	783	144	-
Emden	2	31 90	6 75	50	453	2 76	.001 7-10	2 76	.001 7-10	499	430	-	929	967	-	38
Fairfield	12	30 00	7 25	400	5,000	4 37	.003 1-10	4 37	.003 1-10	5,106	3,342	10	8,458	6,982	2,370	-
Harmony	-	-	5 92	38	457	3 00	.002 2-10	3 00	.002 2-10	436	472	104	1,012	962	50	-
Hartland	3	-	7 38	100	960	2 92	.002	2 92	.002	1,376	891	223	2,490	2,445	45	-
Madison	18	28 00	7 60	400	4,000	5 30	.002 2-10	5 30	.002 2-10	5,420	2,196	144	7,760	7,159	601	-
Mercer	1	28 80	6 14	40	600	4 65	.003 1-10	4 65	.003 1-10	603	374	7	981	944	37	-
Moscow	1	36 00	6 33	45	300	2 11	.002 8-10	2 11	.002 8-10	300	402	37	739	812	-	73
New Portland	-	-	6 50	100	1,000	4 04	.003 6-10	4 04	.003 6-10	1,034	670	30	1,734	1,719	15	-
Norridgewock	10	65 00	6 50	150	1,850	4 36	.003 1-10	4 36	.003 1-10	2,302	1,182	-	3,484	2,986	498	-
Palmyra	1	-	7 14	80	1,000	4 02	.002 9-10	4 02	.002 9-10	1,064	676	85	1,825	1,751	74	-
Pittsfield	5	25 00	9 88	275	3,700	4 93	.002 7-10	4 93	.002 7-10	3,457	2,285	-	5,742	5,891	-	149
Ripley	3	32 00	5 92	35	400	3 63	.002 9-10	3 63	.002 9-10	400	349	33	782	734	48	-
Skowhegan	-	-	9 00	1,200	7,000	5 19	.002	5 19	.002	8,670	4,056	80	12,806	12,502	304	-
Smithfield	5	-	5 79	30	500	4 20	.003 6-10	4 20	.003 6-10	499	360	-	859	837	22	-
Solon	-	24 00	6 50	70	1,200	4 21	.003 1-10	4 21	.003 1-10	1,274	765	59	2,098	2,126	-	28
St. Albans	13	28 10	6 05	80	1,200	3 94	.003	3 94	.003	1,261	782	61	2,104	2,232	-	128
Starks	5	35 00	6 10	48	800	4 57	.003 7-10	4 57	.003 7-10	861	486	-	1,347	1,330	17	-

PUBLIC SCHOOLS.

PLANTATIONS.

Bigelow	-	-	7 25	5	100	54	-	3 84	.001 7-10	132	169	-	301	211	90	
Brighton	4	40 00	4 00	25	350	56	-	2 36	.005 2-10	363	422	-	785	739	46	
Caratunk	-	-	9 15	15	175	1	-	2 30	.001 4-10	429	369	5	803	788	15	
Dead River	-	-	5 63	6	85	12	-	2 42	.001 9-10	115	196	-	311	265	46	
Dennistown	-	-	6 31	6	140	63	-	3 25	.002 2-10	140	123	7	270	266	4	
Flagstaff	-	-	7 50	12	100	8	-	2 63	.001 6-10	108	125	136	369	307	62	
Highland	-	-	7 50	6	54	-	-	2 16	.001 2-10	72	75	80	227	190	37	
Jackman	-	44 00	9 00	-	400	118	-	4 16	.003 6-10	290	304	65	658	514	145	
Lexington	-	-	6 19	27	200	15	-	2 81	.003 6-10	228	193	21	442	399	43	
Mayfield	-	-	4 75	5	150	79	-	6 25	.002 3-10	150	75	-	225	215	10	
Moose River	4	44 67	7 10	24	200	9	-	2 16	.002 1-10	275	212	260	747	631	116	
Pleasant Ridge	-	33 00	-	-	125	34	-	4 31	.003 1-10	234	78	-	312	285	27	
The Forks	2	-	6 75	15	350	224	-	5 73	.005 2-10	573	206	6	785	490	295	
West Forks	2	-	8 68	11	150	22	-	2 50	.002 1-10	532	252	14	798	473	325	
Total	104	\$33 12	\$6 63	\$3,846	\$39,139	\$12,348	\$2	\$4 17	.002 6-10	\$45,149	\$27,563	\$1,681	\$74,393	\$68,227	\$6,560	\$394

Swanville	158	97	82	107	90	.54	117	10	10	180	6	5	4	-	-	3,000	1	3	4	1					
Thorndike	141	84	70	136	109	.63	96	9	14	155	6	6	-	-	-	3,000	-	3	6	9					
Troy	192	101	92	121	98	.49	128	8	15	178	11	5	4	-	-	1,500	-	1	7	7	2		1		
Unity	230	122	93	116	81	.37	135	8	18	184	7	6	7	-	-	5,000	-	3	8	5	3	1	1		
Waldo	125	93	81	85	75	.62	95	8	8	120	7	5	2	-	-	650	1	-	4	5	2				
Winterport	436	272	237	267	212	.51	293	10	9	370	12	10	11	-	-	1,500	1	-	11	11	4	-	3		
Total	6,282	3,925	3,342	4,164	3,256	.52	4,470	8	4	10	4	5,094	210	151	88	-	-	\$86,974	15	50	183	188	51	36	20

WALDO COUNTY—INCLUDED.

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 1903.	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, 1903, to April 1, 1903.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1903.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Belfast	25	\$65 70	\$6 41	\$1,000	\$7,500	\$3,808	-	\$7 10	.002 7-10	\$7,500	\$3,207	\$78	\$10,785	\$10,190	\$595	
Belmont	4	-	60	15	500	218	-	6 85	.005 2-10	597	245	-	842	819	23	
Brooks	4	40 00	33	48	535	-	-	2 68	.002 1-10	641	546	-	1,187	1,142	45	
Burnham	2	-	15	56	684	71	-	2 83	.003 1-10	747	690	13	1,450	1,364	86	
Frankfort	11	55 00	72	75	1,000	31	-	2 63	.004	970	1,070	-	2,040	2,016	24	
Freedom	3	26 00	06	41	600	81	-	4 91	.003 6-10	794	327	300	1,421	1,163	258	
Islesboro	4	43 00	58	98	1,000	262	-	3 81	.001 3-10	1,202	724	-	1,926	1,883	43	
Jackson	2	-	25	37	500	149	-	4 06	.003 4-10	491	338	80	909	797	112	
Knox	-	28 00	60	39	646	200	-	4 75	.003 4-10	696	391	-	1,087	1,057	30	
Liberty	14	21 33	36	61	590	-	-	3 17	.002 2-10	579	659	146	1,384	1,335	49	
Lincolnton	10	31 75	54	74	1,100	122	-	3 04	.003 4-10	1,255	1,056	-	2,311	2,105	209	
Monroe	6	28 00	73	50	1,000	234	-	4 58	.003 4-10	1,082	609	-	1,691	1,666	25	
Montville	3	30 00	88	69	786	-	-	3 34	.002 5-10	516	628	8	1,452	1,376	76	
Morrill	5	50	25	421	421	85	-	3 34	.003 3-10	426	336	-	762	690	72	
Northport	6	24 00	00	32	700	264	-	6 25	.002 2-10	700	316	-	1,016	1,019	-	
Palermo	2	25 62	63	60	757	152	-	3 85	.004	861	578	-	1,439	1,428	11	
Prospect	6	30 00	58	73	650	132	-	3 57	.003 7-10	673	531	-	1,203	1,185	98	
Searsmont	2	37 66	60	68	949	190	-	3 75	.002 8-10	1,205	746	-	2,044	1,787	257	
Searsport	2	32 00	00	150	1,100	21	-	3 19	.001 6-10	1,162	948	-	2,116	2,100	16	
Stockton Springs	10	38 00	00	90	800	102	-	4 02	.003	1,039	620	-	1,659	1,520	139	\$8

Swanville	3	35 00	6 00	40	550	148	-	3 47	.003 5-10	559	450	-	1	1,010	911	99	
Thorndike	-	30 00	4 20	45	430	32	-	3 04	.001 9-10	576	436	-	-	1,012	967	45	
Troy	1	30 00	5 38	77	713	100	-	3 71	.002 6-10	734	542	49	-	1,325	1,315	10	
Unity	4	34 16	5 25	69	702	-	-	3 05	.002	877	665	-	-	1,542	1,607	-	65
Waldo	6	25 00	6 00	25	500	126	-	4 00	.003 2-10	680	335	-	-	1,015	845	170	
Winterport	12	32 00	7 33	180	1,800	502	-	4 12	.003 2-10	1,763	1,305	-	-	3,068	3,047	21	
Total	159	\$33 42	\$6 15	\$2,603	\$26,513	\$7,166	-	\$4 22	.002 7-10	\$28,640	\$18,298	\$841	\$47,779	\$45,334	\$2,513	\$68	

Jonesboro.....	217	119	107	107	88	.44	134	10	10	140	6	4	2	-	-	3,600	1	1	4	4	2	2		
Jonesport.....	851	538	477	474	412	.52	629	10	1	515	15	13	7	-	-	17,100	2	4	17	15	8	6	4	5
Lubec ..	1,150	743	571	696	556	.48	810	11	24	735	12	7	2	-	-	15,000	1	1	20	20	16	1		
Machias.....	572	368	328	358	323	.57	376	12	13	350	9	9	3	-	-	12,000	-	-	10	10	2	1		
Machiasport.....	427	230	188	257	180	.43	257	10	9	280	7	7	4	-	-	4,500	-	3	10	10	7	2		
Marion.....	24	12	9	13	12	.43	13	12	12	24	1	1	1	-	-	400	-	-	1	1	1	2		
Marshfield.....	55	35	31	26	20	.46	35	12	11	47	2	2	2	-	-	500	-	-	2	2	-	1	1	
Meddybemps.....	51	35	30	20	20	.49	36	10	20	30	1	1	1	-	-	3,000	-	-	1	1	1	-		
Milbridge ..	567	312	268	322	284	.48	359	10	10	377	11	11	9	-	-	10,000	4	4	8	8	8	-		
Northfield.....	31	26	20	26	21	.66	26	16	12	28	2	1	1	-	-	550	2	2	1	1	-	-		
Pembroke.....	509	353	295	362	283	.56	397	10	11	396	12	8	8	-	-	15,500	1	2	12	11	-	3		
Perry.....	327	206	170	190	145	.48	226	8	20	252	9	7	7	-	-	4,000	-	1	9	13	1	6		
Princeton.....	329	216	179	223	188	.55	286	10	2	204	6	4	2	-	-	5,900	2	2	5	5	1	3		
Robbinston.....	258	138	88	161	153	.46	173	12	24	216	6	6	3	-	-	4,800	1	1	5	5	5	2		
Roque Bluffs.....	40	27	21	28	25	.47	29	10	11	42	2	2	-	-	-	750	-	-	1	2	1	3	2	
Steuben ..	244	170	155	187	154	.63	206	8	16	251	11	11	5	-	-	4,500	2	1	9	10	-	-		
Talmadge.....	32	21	18	22	19	.57	22	12	10	22	1	1	-	-	-	500	1	1	-	-	1	-	1	
Topsfield.....	93	61	53	67	51	.55	67	8	14	92	3	3	3	-	-	500	9	-	9	-	-	1		
Trescott.....	167	105	81	110	77	.47	125	10	14	124	5	5	5	-	-	2,800	-	-	5	5	5	1		
Vanceboro ..	185	84	65	80	66	.35	106	12	12	144	2	2	2	-	-	2,000	-	-	3	3	2	1		
Waite.....	38	28	19	23	18	.46	35	11	12	46	2	2	1	-	-	1,200	-	-	2	2	-	-		
Wesley.....	69	60	49	53	44	.67	64	9	10	80	4	4	4	-	-	2,500	-	-	4	4	4	3		
Whiting.....	144	115	95	110	89	.63	128	10	13	117	5	2	3	-	-	1,700	1	2	4	3	1	2		
Whitneyville.....	119	63	55	54	42	.40	69	10	10	60	2	1	1	-	-	1,200	-	2	2	2	-	-		
Plantations.																								
Codyville.....	25	22	20	21	17	.74	22	12	11	23	1	1	1	-	-	175	-	-	1	1	1	2		
Grand Lake Stream.	96	64	50	58	42	.47	73	10	10	60	2	1	1	-	-	1,000	1	1	2	2	-	-		
No. 14.....	30	28	21	17	15	.60	28	10	10	40	2	2	-	-	-	500	-	-	2	-	-	1		
No. 21.....	35	20	10	22	17	.38	27	7	8	23	1	1	-	-	-	1,500	1	1	-	-	-	-	1	
Total.....	14,665	8,735	7,284	8,844	7,165	.48	9,875	10	1	9,278	257	218	154	-	-	\$263,211	50	58	295	301	93	102	67	

APPENDIX.

WASHINGTON COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1903.	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, 1903, to April 1, 1904.	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, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1903.
						Excess above amount required by law.	Less than the amount required by law.									
Addison	2	\$29 50	\$6 75	\$100	\$1,000	\$153	-	\$3 15	.004 2-10	\$1,084	\$941	-	\$2,025	\$1,964	\$61	-
Alexander	2	31 00	4 93	20	266	-	-	2 01	.004 5-10	334	338	97	769	688	-	-
Baileyville	2	25 76	5 00	25	350	172	-	2 60	.004 5-10	350	190	7	547	602	-	-
Baring	1	27 00	6 19	23	320	35	-	2 53	.002 9-10	268	235	65	545	545	-	\$55
Beddington	1	37 00	6 75	2	100	31	-	2 53	.003 9-10	143	34	71	242	232	-	-
Brookton	1	30 25	7 34	15	277	47	-	2 08	.005 2-10	432	432	102	735	652	-	-
Calais	39	7 50	7 50	300	6,124	-	-	2 24	.002 1-10	6,144	7,556	-	13,700	13,704	-	4
Centerville	1	32 00	7 56	3	100	-	-	2 70	.002 9-10	164	98	62	324	334	-	-
Charlottesville	1	32 00	7 36	20	275	22	-	2 03	.003 3-10	291	243	48	566	566	-	90
Cherryfield	1	36 00	7 00	160	1,500	13	-	2 66	.002 9-10	1,926	1,769	-	3,695	3,477	-	218
Columbia	2	40 50	8 50	42	600	187	-	2 22	.006 5-10	653	479	42	1,165	1,691	-	74
Columbia Falls	2	21 50	7 00	50	456	1	-	2 36	.003 7-10	478	573	30	1,081	1,059	-	22
Cooper	1	6 00	6 00	13	170	5	-	2 50	.003 6-10	175	173	116	464	452	-	12
Crawford	1	6 00	6 00	10	100	10	-	2 94	.002 8-10	122	106	34	262	289	-	27
Cutler	1	32 64	6 00	35	530	72	-	2 76	.006 2-10	618	587	56	1,261	859	-	402
Danforth	1	34 00	8 20	75	1,000	126	-	2 40	.004 9-10	1,070	1,055	78	2,198	2,101	-	97
Deblois	3	9 00	7 00	4	75	17	-	4 17	.003 5-10	93	53	27	173	150	-	23
Dennysville	3	53 00	9 00	35	385	-	-	2 22	.002 7-10	453	491	76	1,020	941	-	79
East Machias	10	7 22	7 22	100	1,310	93	-	2 98	.003 1-10	1,390	1,299	-	2,689	2,636	-	53
Eastport	2	60 00	5 00	500	6,750	2,501	-	3 85	.003 2-10	6,750	5,320	-	12,070	12,386	-	316
Edmunds	1	6 00	6 00	25	394	-	-	1 89	.005 9-10	457	584	80	1,121	1,075	-	46
Forest City	1	6 50	6 50	-	121	-	-	2 27	.008 2-10	875	101	-	976	256	-	720

PUBLIC SCHOOLS.

Harrington.....	14	42 00	7 00	60	935	3	-	3 22	.003 8-10	1,314	866	-	2,180	2,278	-	98
Jonesboro.....	-	40 00	6 66	27	575	50	-	2 64	.005 4-10	583	643	24	1,250	1,174	-	76
Jonesport	13	38 00	7 00	228	1,800	101	-	2 11	.003 9-10	2,745	2,330	56	5,131	5,323	-	192
Lubec	20	-	8 50	500	2,404	-	-	2 09	.002 8-10	2,797	3,252	75	6,124	5,669	-	255
Machias	10	-	7 10	100	1,800	134	-	3 14	.002 1-10	2,222	1,601	9	3,532	3,360	-	472
Machiasport	-	50 00	6 83	75	1,200	226	-	2 81	.005 9-10	1,243	1,129	4	2,376	2,366	-	10
Marion	1	-	6 00	8	100	24	-	4 16	.003 6-10	119	58	13	190	190	-	-
Marshfield.....	-	-	7 00	12	200	18	-	3 63	.003 6-10	262	209	-	471	386	-	85
Meddybemps	1	-	7 00	-	125	2	-	2 45	.004 4 10	139	128	-	267	267	-	-
Milbridge	5	42 00	6 42	100	1,600	63	-	2 82	.003 5-10	1,968	1,646	-	3,614	3,310	-	304
Northfield.....	-	45 64	-	9	175	74	-	5 64	.004 9-10	311	83	47	441	361	-	80
Pembroke	7	29 00	7 10	75	1,322	-	-	2 59	.003 9-10	1,330	1,520	3	2,853	2,836	-	17
Perry	4	28 00	7 25	54	960	-	36	2 93	.005 2-10	1,080	896	80	2,056	1,998	-	58
Princeton	-	32 00	7 00	75	900	25	-	3 48	.003 6-10	1,077	925	69	2,071	1,931	-	140
Robbinston	10	33 50	7 46	60	700	25	-	2 71	.004 2-10	1,128	740	101	1,969	1,944	-	25
Rogue Bluffs	2	20 00	6 25	5	160	26	-	4 00	.006 4-10	164	129	-	293	258	-	35
Steuben	1	24 00	6 00	55	960	239	-	3 93	.005 4-10	981	749	3	1,733	1,733	-	-
Talmadge	1	37 00	-	7	80	6	-	2 50	.001 3-10	127	89	80	296	277	-	19
Topsfield.....	9	-	7 50	40	300	74	-	1 79	.003 8-10	395	307	120	822	725	-	97
Trescott	-	-	6 55	25	388	18	-	2 32	.007 1-10	501	444	-	945	832	-	83
Vanceboro	2	-	9 33	50	440	-	-	2 37	.002 8-10	222	531	108	1,261	1,156	-	705
Waite	-	-	5 75	8	100	-	8	2 63	.003 4-10	110	100	89	299	295	-	4
Wesley	-	-	6 00	20	200	42	-	2 89	.005 5-10	227	218	78	523	496	-	27
Whiting	2	33 33	5 90	15	320	1	-	2 22	.003 6-10	406	469	146	1,021	895	-	126
Whitneyville	4	51 00	8 12	20	320	-	19	2 68	.005 4-10	396	349	-	746	698	-	47
PLANTATIONS.																
Codyville.....	1	-	6 00	11	60	6	-	2 40	.001 2-10	141	106	-	247	151	-	96
Grand Lake Stream.....	-	40 00	4 49	12	180	3	-	1 87	.002 1-10	608	279	68	955	662	-	293
No. 14	-	-	6 50	13	65	3	-	2 16	.001 6-10	144	75	157	376	312	-	64
No. 21.....	2	34 00	-	6	75	6	-	2 14	.002 2-10	70	98	70	238	238	-	-
Total.....	223	\$37 60	\$8 68	\$3,250	\$40,545	\$4,674	\$63	\$2 77	.003 2-10	\$48,080	\$42,431	\$2,391	\$92,902	\$58,290	\$5,304	\$692

Sanford	2,629	910	839	939	873	.36	1,048	12	12		972	15	12	5	-	-	60,000	1	1	28	29	21	15	4	
Shapleigh	235	143	121	126	103	.46	152	8	8		154	8	6	7	-	-	3,500	1	2	6	8	1	2		
South Berwick	958	562	443	560	435	.44	650	11	1	10	2	539	14	14	4	-	21,000	-	-	17	17	3	6		
Waterboro	254	150	17	139	10	.55	165	11		15		260	13	10	3	-	6,500	-	-	9	9	-	1		
Wells	625	347	288	321	256	.43	450	10		10	10	460	18	17	12	-	11,500	-	1	17	16	8	-	7	
York	678	465	404	480	416	.75	482	14		12		722	14	12	12	-	15,000	2	2	16	16	6	12	1	
Total	19,575	8,517	7,295	9,530	8,163	.33	16,079	10	3	12	3	10,916	295	258	146	3	\$4,267	\$490,600	27	40	339	338	90	81	128

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 1903.	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, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended April 1, 1904.	Balance over-expended April 1, 1904.
						Excess above amount required by law.	Less than the amount required by law.									
Acton	-	-	\$6 50	\$55	\$1,000	\$378	-	\$6 66	.003 6-10	\$1,358	\$517	\$47	\$1,922	\$1,580	\$342	
Alfred	5	\$18 00	8 00	60	1,200	450	-	4 89	.003 4-10	1,361	776	-	2,137	2,042	95	
Berwick	12	72 00	7 00	125	3,600	1,176	-	5 26	.003	3,526	1,779	-	5,305	4,630	675	
Biddeford	45	100 00	11 75	1,600	12,350	-	\$566	2 16	.00 1-10	12,350	16,255	26	28,634	28,634		
Buxton	14	-	6 74	130	2,000	530	-	4 59	.002 8-10	2,370	1,235	54	3,662	3,152	510	
Cornish	5	26 00	7 30	45	1,000	213	-	4 01	.002 6-10	1,000	701	14	1,715	1,712	3	
Dayton	33	29 00	6 50	60	500	122	-	4 54	.002 3-10	642	333	-	977	846	131	
Elliot	13	-	8 66	125	2,000	834	-	5 24	.004 3-10	2,010	1,073	-	3,083	2,890	193	
Hollis	9	-	6 23	85	1,050	31	-	3 48	.002 5-10	1,111	877	48	2,036	1,798	238	
Kennebunk	13	55 00	10 00	250	4,000	1,415	-	5 42	.001 8-10	5,199	2,199	17	7,398	6,349	1,049	
Kennebunkport	15	40 00	7 43	160	3,000	1,302	-	5 00	.002 2-10	3,319	1,645	17	4,981	4,486	495	
Kittery	13	45 00	9 50	168	3,400	1,102	-	4 94	.004 2-10	4,041	1,899	12	5,940	5,699	241	
Lebanon	12	26 00	7 30	110	1,800	732	-	5 60	.004 5-10	2,347	927	35	3,236	2,800	436	
Limerick	-	22 00	6 12	77	1,000	301	-	5 71	.002 3-10	1,022	542	-	1,599	1,588	11	
Limington	11	26 50	6 40	100	875	74	-	3 97	.002 7-10	1,134	643	-	1,777	1,672	105	
Lyman	9	26 00	6 70	58	1,200	650	-	6 31	.003 3-10	1,251	536	-	1,787	1,849	-60	\$ 62
Newfield	1	2	7 00	33	541	-	-	4 12	.002 3-10	572	358	-	930	870	60	408
North Berwick	-	60 00	7 00	150	2,000	602	-	4 06	.002 6-10	2,032	1,302	47	3,387	3,795	-60	
Old Orchard	5	-	9 00	35	1,050	279	-	5 12	.001 5-10	1,121	629	-	1,750	1,526	224	
Parsonsfield	4	27 20	6 55	64	1,400	495	-	6 22	.003 1-10	1,400	553	60	2,013	1,887	126	
Saco	31	90 00	11 87	626	11,000	6,102	-	5 32	.002 7-10	11,000	6,375	47	17,422	18,414	-	992

PUBLIC SCHOOLS.

Sanford.....	34	48 00	10 08	1,000	8,000	3,138	-	3 04	.002 7-10	10,870	6,406	64	17,340	15,825	1,515	
Shapleigh.....	9	29 75	7 07	50	678	-	-	2 88	.002 7-10	678	642	82	1,402	1,464	-	62
South Berwick.....	12	-	9 35	250	3,200	650	-	3 34	.002 5-10	5,542	2,796	143	8,481	5,773	2,708	
Waterboro.....	-	-	6 50	75	1,169	234	-	4 60	.003 1-10	1,240	723	19	1,982	1,916	66	
Wells.....	17	30 00	7 53	279	2,700	1,094	-	4 31	.003 1-10	2,855	1,676	79	4,610	3,952	658	
York.....	4	44 00	8 50	350	4,000	1,866	-	5 89	.001 8-10	4,134	1,976	-	6,110	7,296	-	1,186
Total	300	\$42 33	\$7 87	\$6,120	\$75,113	\$23,773	\$566	\$3 83	.002 3-10	\$85,491	\$55,381	\$794	\$141,666	\$134,445	\$9,931	\$2,710

SUMMARY—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 1903.		Not less than 80 cents for each inhabitant.		Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1903, to April 1, 1904.	Amount available from State treasury from April 1, 1903, to April 1, 1904.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1903, to April 1, 1904.	Balance unexpended, April 1, 1904.	Balance over-expended April 1, 1904.
	Male	Female	Per month	Per week	Per month	Per week	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.											
Androscoggin.....	252	52	\$4.52	\$7.10	\$4,799	\$64,680	\$21,287	-	\$3.95	.002	2-10	\$69,981	\$47,818	\$1,567	\$119,366	\$109,949	\$2,170	\$2,753		
Aroostook.....	344	98	\$3.31	7.02	5,744	49,451	8,696	-	2.98	.003	3-10	70,374	69,086	6,585	146,039	126,301	20,232	544		
Cumberland.....	476	86	\$4.47	7.02	6,745	191,693	111,147	-	3.49	.002	5-10	198,562	85,971	3,230	287,763	282,921	6,290	1,448		
Franklin.....	66	86	\$3.57	6.56	1,498	16,766	2,462	42	3.95	.002	-	20,654	14,731	2,270	37,655	34,215	3,520	80		
Hancock.....	228	45	\$3.38	7.25	5,056	43,939	15,785	1	4.43	.002	2-10	51,339	32,370	1,369	85,078	79,316	7,031	1,269		
Kennebec.....	294	34	\$3.38	6.98	4,883	68,639	22,889	125	4.15	.002	3-10	77,963	46,676	1,332	125,971	114,011	16,541	4,581		
Knox.....	151	41	\$3.77	7.37	3,046	33,780	5,766	-	4.15	.002	3-10	37,656	24,953	700	63,309	59,202	4,174	67		
Lincoln.....	120	64	\$3.33	7.33	1,875	20,988	7,090	-	3.82	.002	2-10	24,168	15,755	127	40,050	38,816	1,962	728		
Oxford.....	132	27	\$3.64	6.54	3,834	37,544	11,972	-	4.07	.003	2-10	47,509	27,223	3,807	79,139	72,573	7,140	374		
Penobscot.....	464	34	\$3.63	6.93	6,137	109,793	49,076	14	5.64	.002	1-10	119,955	64,885	5,359	190,199	185,363	9,702	4,886		
Piscataquis.....	116	49	\$3.64	6.84	2,232	18,702	5,374	-	3.38	.003	1-10	22,501	13,721	1,483	37,705	34,356	3,452	103		
Sagadahoc.....	93	82	\$3.36	7.12	2,454	32,135	15,930	-	5.64	.002	9-10	35,129	16,442	439	52,010	49,141	2,913	44		
Somerset.....	104	12	\$3.35	6.63	3,846	39,139	12,348	2	4.17	.002	6-10	45,149	27,563	1,681	74,393	68,227	6,560	394		
Waldo.....	223	60	\$3.37	6.68	2,603	26,513	7,166	-	4.22	.002	7-10	28,640	18,298	841	47,779	45,334	2,513	68		
Washington.....	159	42	\$3.36	6.15	3,250	40,545	4,674	63	2.71	.003	2-10	48,080	42,431	2,391	92,902	88,290	5,304	692		
York.....	223	37	\$3.60	6.68	3,250	40,545	4,674	63	2.71	.003	2-10	48,080	42,431	2,391	92,902	88,290	5,304	692		
York.....	300	33	\$3.42	7.87	6,120	75,113	23,773	566	3.83	.002	3-10	85,491	55,381	794	141,666	134,445	9,331	2,710		
Total.....	3,522	61	\$3.88	\$6.70	\$64,122	\$869,470	\$327,645	\$1,108	\$4.21	.002	4-10	\$983,151	\$603,898	\$33,975	\$1,621,024	\$1,522,460	\$119,485	\$20,941		

APPENDIX.

SPECIAL PUBLIC SCHOOL STATISTICS—CONCLUDED.

COUNTIES.	Number schools having libraries.	Number volumes in these libraries.	Value of 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 1903-4.	Amount expended for fuel.	Amount expended for new buildings, repairs and insurance, school year 1903-4.	Amount expended for textbooks.	Amount expended for transportation of scholars.	Amount expended for board and tuition.
Androscoggin	49	2,541	\$125	16	369	155	335	34	.89	1	1	\$74,604	\$8,004	\$26,460	\$5,736	\$3,808	\$996
Aroostook	41	1,109	502	25	741	241	617	124	.83	1	91	110,072	9,010	54,120	9,930	5,050	1,225
Cumberland	193	8,191	333	13	651	342	573	78	.86	-	7	245,402	10,538	74,810	15,179	8,140	989
Franklin	15	675	155	12	245	69	210	35	.85	-	2	29,496	2,029	27,016	2,546	2,173	561
Hancock	55	1,477	710	60	479	116	403	76	.84	1	24	67,818	6,504	19,769	6,195	2,486	419
Kennebec	70	4,289	804	67	478	174	383	95	.80	1	8	92,821	10,499	50,339	5,935	9,513	596
Knox	18	865	90	13	289	102	239	50	.82	-	19	49,387	7,302	7,970	4,398	1,646	110
Lincoln	23	1,123	130	33	327	58	199	32	.83	1	1	33,181	2,687	3,401	1,783	2,673	271
Oxford	47	2,291	683	59	407	135	340	67	.83	-	38	58,356	6,616	13,257	5,577	6,620	900
Penobscot	76	2,830	1,338	110	780	316	639	141	.81	4	34	153,859	14,316	50,419	13,307	8,701	7,379
Piscataquis.....	28	772	199	27	269	60	174	35	.83	-	1	31,361	2,195	9,192	2,908	3,189	359
Sagadahoc	64	1,455	75,010	8	157	94	187	19	.87	-	4	43,706	3,443	60,146	3,467	1,323	548
Somerset	25	1,277	295	26	399	128	345	54	.86	1	25	52,070	4,464	9,186	6,199	8,544	3,065
Waldo	20	631	227	25	321	64	277	44	.86	-	7	36,338	2,654	3,316	2,497	5,916	241
Washington	22	1,682	414	14	481	172	396	85	.82	1	40	78,645	6,990	12,275	5,583	1,729	332
York	38	2,216	325	11	457	257	410	47	.89	-	5	118,335	12,300	16,592	8,184	3,469	292
Total	784	33,427	\$81,340	519	6,700	2,483	5,678	1,022	.84	11	313	\$1,275,471	\$109,551	\$438,268	\$99,434	\$74,980	\$18,283

COMPARATIVE STATEMENT—I.

Items.	1904.	1903.	Increase.	Decrease.
Whole number of scholars between five and twenty-one	206,214	*214,725		8,511
Number registered in spring terms ..	113,664	114,492		828
Average attendance in spring terms .	97,171	98,024		853
Number registered in fall and winter terms	119,173	108,977	10,196	
Average attendance in fall and winter terms	99,435	96,824	2,611	
Per cent of average attendance of whole number .....	.50	.45	.05	
Whole number of different scholars registered during the year	131,249	132,415		1,166
Number of schoolhouses in State	3,926	3,949		23
Number reported in good condition ..	3,269	3,275		6
Number having flags	2,055	2,059	36	
Number of schoolhouses built during the year	55	62		7
Cost of same	\$250,266	\$305,711		\$55,445
Estimated value of all school property in State	\$5,436,816	\$4,698,390	\$738,426	
Number of male teachers employed in spring terms	406	382	24	
Number of male teachers employed in winter terms	631	596	35	
Number of female teachers employed in spring terms	4,355	4,364		9
Number of female teachers employed in winter terms	4,701	4,175	526	
Number of teachers graduates of normal schools	1,478	1,587		109
Average wages of male teachers per month	\$38 61	\$37 37	\$1 24	
Average wages of female teachers per week	\$6 70	\$6 90		.20
Amount of school money raised by towns	\$869,470	\$798,858	\$70,612	
Excess above amount required by law ..	\$327,645	\$280,916	\$46,729	
Average amount per scholar	\$1 21	\$3 72	.49	
Average per cent of valuation assessed by towns for common schools ..	.002 4-10	.002 2-10	2-10	
Amount available from town treasuries for school year	\$983,151	\$901,106	\$82,045	
Amount available from State treasury ..	\$603,898	\$583,738	\$20,160	
Amount derived from local funds	\$33,975	\$35,304		\$1,329
** Total school resources, school fund proper	\$1,621,024	\$1,520,148	\$100,876	
** Amount expended for common schools, meaning amount allowed to be taken from school fund proper ..	\$1,522,480	\$1,394,462	\$128,018	
Total amount expended for common schools	\$2,080,109	\$1,952,083	\$128,026	
Net balance of school fund proper unexpended	\$98,544	\$125,686		\$27,142
Amount paid by towns for school superintendence	\$64,122	\$60,100	\$4,022	

* In 1903 the enumeration included all persons between *four* and twenty-one. The Legislature of 1903 amended the law so as to include, as scholars, all persons between *five* and twenty-one.

** 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.	1904.	1894.
Whole number of scholars between five and twenty-one.....	206,214	206,504
Number registered in spring terms.....	113,664	109,606
Average attendance in spring terms.....	97,171	90,626
Number registered in fall and winter terms.....	119,173	108,916
Average attendance in fall and winter terms.....	99,435	89,589
Per cent of average attendance to whole number.....	.50	.48
Whole number of different scholars registered for the year...	131,249	135,815
Number of schoolhouses in State.....	3,926	4,320
Number reported in good condition ..	3,269	2,940
Number supplied with flags.....	2,095	
Number built during the year.....	55	44
Cost of same.....	\$250,268	\$62,680
Estimated value of all school property.....	\$5,436,816	\$3,917,120
Number of male teachers employed in spring terms.....	406	358
Number of male teachers employed in fall and winter terms ..	631	1,115
Number of female teachers employed in spring terms.....	4,355	4,419
Number of female teachers employed in fall and winter terms ..	4,701	3,524
Number of teachers graduates of normal schools.....	1,478	
Wages of male teachers per month.....	\$38 61	\$36 39
Wages of female teachers per week.....	\$6 70	\$4 81
Amount of school fund proper raised by towns.....	\$869,470	\$761,621
Excess above amount required by law.....	\$327,645	\$190,726
Average amount per scholar.....	\$4 21	\$3 31
Average percentage of valuation.....	.002 A	
Amount of common school fund received from State ..	\$603,898	\$506,003
Amount of common school fund received from local funds....	\$33,975	\$76,911
Amount paid for superintendence.....	\$64,122	\$45,325

HIGH SCHOOL STATISTICS.

Returns for the Year Ending July 1, 1904.

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.	
Abbot	\$450 00	\$150 00	\$150 00	30	32	25	9	23	-	-	12	11	12	11	-	-	-	-	-	-	1	1	
Addison	432 50	217 50	216 25	30	17	11	7	10	-	-	12	10	12	-	-	-	-	-	-	-	-	-	-
Albion	150 00	150 00	75 00	30	28	21	18	10	-	-	24	24	24	-	-	-	-	-	-	-	-	-	-
Alfred	518 00	250 00	250 00	33	16	14	5	7	2	2	16	15	15	-	-	-	-	-	-	-	-	-	-
Andover	430 00	400 00	215 00	31	31	28	11	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Anson (2 schools)	1,010 00	700 00	250 00	67	61	50	30	30	7	7	35	35	26	26	14	14	16	16	2	2	8	8	
Ashland	511 00	250 00	250 00	35	34	27	25	11	3	3	30	30	30	21	21	2	2	16	16	18	18	5	5
Athens	300 00	300 00	150 00	26	30	21	12	12	3	3	21	21	21	-	-	-	-	-	-	-	-	-	-
Atkinson	150 00	75 00	75 00	20	40	32	28	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Autburn	8,262 56	9,750 00	250 00	38	345	331	136	189	22	39	345	331	267	244	66	53	112	88	56	49	56	49	
Augusta	5,200 00	7,300 00	250 00	38	195	191	79	116	11	22	185	185	174	174	21	21	112	99	90	99	16	16	
Bangor	12,231 25	12,000 00	250 00	36	454	430	178	275	19	41	434	420	388	388	20	16	40	35	60	58	58	58	
Baring	200 00	100 00	100 00	34	10	8	5	5	-	-	9	9	9	-	-	-	-	-	-	-	-	-	-
Bath	4,925 00	4,000 00	250 00	38	237	208	103	135	12	14	238	218	213	202	16	15	116	104	34	33	39	39	
Belfast	2,106 87	1,000 00	250 00	35	115	110	34	31	1	1	115	110	108	103	7	7	31	31	31	25	25	25	
Berwick	1,210 00	1,000 00	250 00	36	56	53	25	31	2	2	56	56	55	55	-	-	4	4	71	67	13	13	
Biddford	4,100 00	4,750 00	250 00	36	149	144	58	91	6	21	149	144	145	140	4	4	30	21	30	21	-	-	
Bingham	420 00	450 00	210 00	35	30	21	12	12	1	1	30	21	27	18	-	3	-	-	-	-	-	-	-
Blaine	300 00	150 00	150 00	26	59	35	22	37	-	-	59	35	59	35	-	-	-	-	-	-	-	-	-
Bluehill	500 00	500 00	250 00	36	92	84	40	52	1	4	81	81	76	60	21	17	59	55	50	48	14	13	
Boothbay	589 00	500 00	250 00	39	55	47	31	24	5	7	38	38	38	38	-	-	17	17	38	38	-	-	

Boothbay Harbor	1,190 00	900 00	250 00	33	35	33	12	23	3	6	35	35	33	33	2	2	-	-	12	12	23	23
Bowdoinham	650 00	600 00	250 00	36	38	34	16	22	1	10	38	34	36	32	2	2	-	-	10	8	26	26
Brewer	2,400 00	1,777 77	250 00	36	122	115	56	66	9	7	122	115	110	103	12	10	-	-	66	60	58	50
Bridgton	1,669 90	1,500 00	250 00	36	80	77	29	51	7	9	80	77	68	65	12	11	-	-	48	46	27	26
Bridgewater	483 00	350 00	239 12	32	37	29	16	21	-	-	7	7	7	7	-	-	-	-	9	9	3	3
Brighton	100 00	100 00	50 00	10	20	20	13	7	-	-	-	-	-	-	-	-	-	-	-	-	2	2
Brooks	250 00	125 00	125 00	20	73	40	35	38	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Brownville	550 00	300 00	250 00	30	35	28	15	20	-	-	35	35	31	31	4	4	-	-	-	-	15	15
Brunswick	3,310 00	3,600 00	250 00	36	86	82	31	55	4	8	86	82	77	77	5	5	-	-	26	26	15	15
Buckfield	450 00	250 00	225 00	30	36	26	14	22	-	-	36	29	36	23	-	-	-	-	36	34	5	5
Bucksport	942 75	700 00	250 00	36	37	30	16	21	1	2	37	30	37	30	-	-	-	-	14	23	3	3
Buxton	954 00	750 00	250 00	36	35	29	15	20	3	6	24	24	24	24	-	-	-	-	24	23	3	3
Calais	3,618 00	3,000 00	250 00	36	145	124	53	92	9	8	145	145	134	124	11	11	-	-	71	65	74	70
Camden	1,950 00	1,700 00	250 00	34	58	53	18	40	1	1	58	53	53	49	5	4	-	-	30	28	28	25
Canaan	405 00	200 00	200 00	30	43	40	17	26	3	5	-	-	-	-	-	-	-	-	30	30	30	30
Canton	598 00	425 00	250 00	30	28	24	12	16	3	5	6	-	-	-	-	-	-	-	28	28	26	26
Cape Elizabeth	195 00	350 00	97 50	13	26	24	13	13	-	-	-	-	-	-	-	-	-	-	26	26	-	-
Caratunk	125 00	65 00	62 50	10	30	26	11	19	1	4	-	-	-	-	-	-	-	-	23	23	-	-
Caribou	1,805 00	1,200 00	250 00	35	100	88	24	76	3	10	100	88	79	69	21	18	-	-	17	15	56	50
Casco	366 25	400 00	183 12	28	35	19	10	25	-	-	35	35	35	35	-	-	-	-	35	35	-	-
Castine	650 00	300 00	128 03	33	22	16	10	12	-	-	22	17	22	17	-	-	-	-	-	-	-	-
Cherryfield	1,441 00	900 00	250 00	36	64	62	24	40	5	3	64	62	60	58	4	4	-	-	44	42	20	19
Chester	175 00	100 00	87 50	14	19	13	13	6	-	-	-	-	-	-	-	-	-	-	15	13	-	-
Chesterville	100 00	100 00	50 00	10	15	13	8	7	-	-	-	-	15	13	-	-	-	-	15	13	13	12
China (village preinct)	125 00	125 00	62 50	10	20	16	5	15	-	-	20	16	16	16	-	-	-	-	3	3	17	17
China (13, 14, 17)	342 00	171 00	171 00	30	31	24	16	15	2	1	25	21	25	21	-	-	-	-	6	3	21	21
Clinton	400 00	250 00	200 00	32	25	22	8	17	-	-	25	25	22	22	3	3	-	-	7	7	18	18
Columbia Falls	280 00	100 00	100 00	20	25	22	16	9	-	-	15	13	14	13	1	10	-	-	8	-	-	-
Corinna	550 00	350 00	250 00	33	45	43	21	24	6	5	45	43	23	23	18	18	-	-	31	31	14	14
Corinth	500 00	500 00	250 00	33	62	54	33	29	1	5	55	50	30	28	25	22	-	-	30	27	5	5
Cornish	850 00	500 00	250 00	33	37	36	17	20	4	4	-	-	28	28	5	5	-	-	4	4	10	26
Cranberry Isles	272 50	140 00	136 25	20	32	29	19	13	-	-	-	-	-	-	-	-	-	-	32	29	-	-
Cumberland	1,780 00	600 00	250 00	36	84	72	37	47	-	4	81	72	70	66	11	11	-	-	65	60	23	23
Danforth	920 00	650 00	250 00	32	42	38	14	28	2	3	42	39	28	26	14	13	-	-	28	26	14	13
Deer Isle	662 50	600 00	250 00	30	44	40	18	26	-	-	44	40	44	40	-	-	-	-	31	27	13	13
Denmark	420 00	400 00	210 00	28	30	22	22	8	1	5	15	11	15	11	15	15	-	-	15	11	-	-
Dennysville	364 00	152 89	152 89	26	45	34	25	20	5	5	10	10	5	5	5	5	-	-	35	35	5	5
Dexter	1,526 00	1,300 00	250 00	33	87	81	37	50	3	13	87	87	86	86	5	5	-	-	30	30	57	57
Dixfield	500 00	500 00	250 00	32	27	25	14	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dover	1,016 00	1,050 00	250 00	36	45	39	27	18	1	1	45	39	45	39	-	-	-	-	33	30	12	9
East Livermore	1,710 00	1,250 00	250 00	36	90	80	30	60	4	4	85	80	80	80	10	10	-	-	60	60	20	20
East Machias	599 50	250 00	250 00	39	45	38	11	34	1	5	45	38	45	38	-	-	-	-	28	25	17	15
Easton	556 71	400 00	250 00	27	29	23	12	17	-	-	29	23	29	23	-	-	-	-	29	23	-	-
Eastport	2,712 00	2,000 00	250 00	38	115	95	44	71	6	10	115	95	109	90	6	5	-	-	52	41	63	54
Eddington	269 00	150 00	134 50	22	29	22	16	13	-	-	8	7	7	7	-	-	-	-	21	18	12	9

Returns for the Year Ending July 1, 1904—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.	No. pursuing English academic course.	Average No. pursuing English academic course.	No. in college preparatory course.	Average No. in college preparatory course.
Eden.....	\$2,900 02	\$2,600 00	\$250 00	34	74	72	34	40	2	4	74	70	70	70	4	4	24	24	50	50	
Eliot.....	537 00	250 00	250 00	33	38	35	17	21	1	3	13	13	13	13	1	1	12	12	1	1	
Ellsworth.....	2,104 00	2,200 00	250 00	36	102	97	41	61	6	17	97	97	97	97	5	5	37	37	6	6	
Etna.....	170 00	112 00	85 00	10	26	24	13	13	1	1	18	18	18	18	1	1	9	9	4	4	
Eustis.....	405 00	250 00	195 00	30	35	24	22	13	1	3	9	8	8	8	1	1	17	15	6	6	
Exeter.....	300 00	150 00	150 00	24	25	16	11	14	1	1	7	6	6	6	1	1	10	10	3	3	
Fairfield.....	1,622 16	1,350 00	250 00	36	79	68	34	45	3	8	79	68	69	60	10	9	13	13	61	53	
Farmingdale.....	810 00	200 00	155 00	36	13	11	7	6	6	3	13	13	13	13	11	11	18	9	4	3	
Farmington.....	1,960 00	1,000 00	250 00	36	126	106	47	79	6	11	56	55	36	33	22	20	66	37	23	26	
Flagstaff.....	200 00	100 00	98 40	18	22	16	11	11	1	1	11	10	10	10	1	1	10	10	10	10	
Fort Fairfield.....	1,134 75	1,200 00	250 00	36	143	136	62	81	9	6	100	97	97	97	3	3	31	31	69	69	
Foxcroft.....	833 00	750 00	250 00	36	45	43	14	31	1	5	45	43	45	43	4	4	32	31	13	12	
Franklin.....	272 50	150 00	136 25	20	78	65	35	43	1	1	12	12	12	12	5	5	25	25	25	25	
Freeport.....	1,665 00	1,500 00	250 00	36	53	53	17	36	4	6	53	50	50	50	3	3	20	20	33	33	
Friendship.....	140 00	100 00	70 10	10	41	33	20	21	2	9	11	10	11	11	1	1	11	11	7	7	
Gardiner.....	3,638 00	5,238 00	250 00	36	144	130	62	82	10	10	144	144	118	106	26	23	66	61	76	70	
Garland.....	400 00	175 00	175 00	30	25	20	10	15	2	9	25	20	25	20	1	1	23	18	1	1	
Georgetown.....	175 00	75 00	75 00	14	9	8	7	2	1	1	8	7	7	7	1	1	8	7	1	1	
Gorham.....	1,600 00	1,000 00	250 00	38	70	64	34	36	4	3	67	64	64	61	3	3	30	28	6	6	
Gray.....	500 00	250 00	250 00	36	64	56	30	34	3	7	53	52	42	41	11	10	11	10	13	13	
Greenville.....	510 00	260 00	250 00	33	25	22	12	13	1	1	12	8	11	8	1	1	12	12	9	8	
Gulford.....	1,250 00	1,183 00	250 00	35	51	45	23	23	2	5	51	45	41	36	10	9	17	17	34	31	
Hallowell.....	1,900 00	2,050 00	250 00	36	63	58	38	25	3	4	63	63	56	56	7	7	42	41	22	21	
Hampden.....	1,650 00	750 00	250 00	35	92	75	45	47	1	1	64	60	37	35	26	20	19	31	32	30	

Returns for the Year Ending July 1, 1904—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 pupil 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.
Norridgewock	\$525 00	\$500 00	\$250 00	21	36	33	14	22	3	6	34	33	33	32	1	1	2	17	16	19	17	
North Berwick	1,044 00	900 00	350 00	36	37	30	11	26	-	-	11	11	10	10	1	16	16	16	16	11	11	
North Haven	300 00	150 00	150 00	20	34	31	19	15	-	-	7	7	7	-	-	27	-	-	-	-	-	
Norway	1,992 00	1,700 00	350 00	34	103	96	50	53	12	10	103	95	98	90	6	6	57	50	46	45	45	
Oakland	1,332 00	1,000 00	350 00	36	30	28	11	19	2	2	30	30	28	28	2	2	6	6	24	24	24	
Old Orchard	629 00	250 00	119 00	37	25	22	15	10	1	3	25	22	22	22	-	-	1	1	24	22	22	
Old Town	2,470 00	2,300 00	350 00	36	106	99	24	22	3	3	14	106	99	103	3	3	60	55	46	45	45	
Orono	1,264 00	1,700 00	250 00	36	62	59	22	40	3	3	62	62	62	62	-	-	27	27	19	12	12	
Oxford	800 00	500 00	250 00	34	45	40	22	23	3	3	24	24	24	21	2	2	29	29	23	23	23	
Palermo	124 00	65 00	62 00	10	29	23	15	14	-	-	-	-	-	-	-	2	2	27	27	19	12	
Paris	1,285 00	1,000 00	250 00	34	86	79	45	41	9	5	86	79	83	76	3	3	46	43	40	38	38	
Parsonsfield	2,226 00	536 00	250 00	36	67	58	39	28	6	6	52	52	30	30	22	15	15	58	38	14	12	
Patten	1,072 00	725 00	250 00	34	64	54	30	34	5	5	64	57	42	40	22	18	29	25	3	3	3	
Pembroke	521 50	342 50	250 00	32	51	45	13	38	2	2	44	44	40	40	4	4	36	33	12	12	12	
Phillips	735 00	500 00	250 00	24	45	43	27	27	2	2	36	36	32	32	4	4	17	17	19	9	9	
Pittsfield	1,192 50	720 00	250 00	37	163	132	80	33	11	10	155	124	62	60	93	74	6	58	44	67	50	
Poland	495 00	250 00	250 00	60	14	14	9	9	-	-	15	15	12	12	3	3	39	39	-	-	-	
Porter	96 00	250 00	48 00	3	39	36	16	23	3	3	63	52	52	40	40	14	14	-	-	-	-	
Portland	23,766 00	30,988 57	250 00	32	852	770	386	463	45	63	852	852	812	812	40	40	43	43	15	15	15	
Presque Isle	1,810 83	1,500 00	250 00	36	78	75	25	53	3	3	33	33	30	30	3	3	27	27	-	-	-	
Princeton	562 20	350 00	250 00	34	29	25	14	15	1	3	29	27	24	22	5	5	29	27	-	-	-	
Prospect	130 00	75 00	65 00	10	35	35	15	15	-	-	11	11	-	-	-	-	7	7	-	-	4	
Randolph	252 00	200 00	126 00	36	11	11	4	4	1	2	11	11	-	-	11	11	7	7	-	-	4	
Rangeley	516 50	250 00	250 00	33	18	17	9	9	-	-	18	17	18	17	-	-	8	8	-	-	10	

Readfield.....	428 00	250 00	210 71	32	30	25	12	18	1	1	28	28	28	28	-	-	-	-	12	10	18	18
Richmond.....	990 00	1,000 00	250 00	33	51	45	22	25	9	5	41	40	39	39	-	-	-	-	-	-	11	11
Ripley.....	120 00	80 00	80 00	10	36	31	21	15	-	-	20	30	30	30	-	-	-	-	-	-	-	-
Rockland.....	3,613 89	3,500 00	250 00	36	200	183	85	115	10	19	39	29	193	170	-	-	-	-	114	100	83	83
Rockport.....	681 50	500 00	250 00	32	35	32	16	19	-	-	35	31	35	31	-	-	-	-	35	31	20	20
Rumford.....	2,407 00	2,050 00	250 00	36	69	62	33	36	10	10	67	64	61	61	-	-	-	-	48	46	13	13
Saco.....	1,400 00	1,400 00	250 00	18	125	111	59	66	13	8	119	111	119	111	-	-	-	-	64	60	50	50
Sanford.....	3,050 00	3,200 00	250 00	36	68	63	29	39	4	7	68	59	64	56	-	-	-	-	49	41	17	16
Sangerville.....	600 00	400 00	250 00	32	21	21	11	10	-	-	21	21	21	21	-	-	-	-	6	6	15	15
Scarboro.....	660 00	500 00	250 00	33	24	20	10	14	-	1	-	-	-	-	-	-	-	6	24	4	-	
Searsport.....	720 00	500 00	250 00	30	35	33	12	23	7	10	21	21	20	20	-	-	-	14	14	4	-	
Shapleigh.....	605 00	279 27	250 00	30	17	12	10	7	2	1	12	8	8	-	-	-	-	4	10	10	1	
Sherman.....	227 50	134 00	113 75	10	45	41	18	27	-	-	19	17	19	17	-	-	-	26	25	5	-	
Skowhegan.....	2,187 00	2,000 00	250 00	36	111	110	48	63	7	10	111	107	87	94	-	-	-	14	54	51	56	
Solon.....	362 00	200 00	179 50	29	34	32	15	19	1	2	24	24	21	21	-	-	-	3	3	3	5	
South Berwick.....	944 00	750 00	250 00	39	79	74	38	41	2	6	79	74	47	44	-	-	-	32	30	28	46	
South Portland.....	2,500 00	2,000 00	250 00	36	90	84	42	48	4	5	90	84	87	82	-	-	-	3	3	80	88	
South Thomaston.....	439 50	250 00	219 75	32	23	20	5	18	-	-	-	-	-	-	-	-	-	-	14	14	8	8
Springfield.....	1,050 00	450 00	250 00	30	102	40	60	42	-	3	75	75	38	38	-	-	-	37	37	102	102	
St. Albans.....	230 00	100 00	100 00	10	62	53	38	24	-	-	20	20	20	20	-	-	-	42	42	24	10	
Standish.....	882 75	600 00	250 00	33	44	37	11	33	3	6	44	37	40	33	-	-	-	4	4	23	17	
Stetson.....	125 00	60 45	60 25	10	33	24	15	15	-	-	28	23	26	21	-	-	-	2	2	28	14	
St. George.....	450 00	300 00	225 00	30	40	25	20	20	-	-	20	20	20	20	-	-	-	12	12	6	9	
Stonington.....	562 59	300 00	250 00	30	40	36	14	26	-	1	40	36	40	36	-	-	-	-	31	27	20	23
Strong.....	466 50	200 00	125 00	30	26	24	10	16	1	-	26	24	24	22	-	-	-	2	2	6	6	
Sullivan.....	499 50	300 00	236 87	30	25	23	9	16	-	-	-	-	-	-	-	-	-	-	10	10	6	6
Swanville.....	200 00	100 00	100 00	16	36	30	18	18	-	-	-	-	-	-	-	-	-	-	30	30	2	2
Thomaston.....	1,425 00	1,160 00	250 00	32	66	59	21	45	6	12	66	59	65	58	-	-	-	1	1	21	19	
Topsham.....	1,106 88	900 00	250 00	36	49	40	19	30	2	18	49	40	49	40	-	-	-	-	34	34	15	15
Troy.....	100 00	150 00	50 00	10	5	-	-	5	-	-	5	5	5	5	-	-	-	-	5	5	5	5
Turner.....	500 00	500 00	250 00	36	96	85	44	52	9	4	88	64	50	48	-	-	-	18	18	39	37	
Union.....	414 00	250 00	154 00	27	43	34	24	19	3	3	11	10	10	9	-	-	-	1	32	28	18	
Unity.....	121 87	200 00	121 87	20	34	24	16	18	-	-	-	-	-	-	-	-	-	-	26	19	19	19
Vanceboro.....	595 00	400 00	250 00	32	17	13	9	8	-	1	17	15	15	13	-	-	-	2	2	23	9	
Vinalhaven.....	1,080 00	900 00	250 00	36	32	30	8	24	-	4	32	30	32	30	-	-	-	-	-	23	9	
Waldoboro.....	750 00	500 00	250 00	30	68	45	25	43	2	7	-	-	-	-	-	-	-	-	49	48	19	18
Warren.....	918 00	600 00	250 00	34	47	44	18	29	1	6	47	44	47	44	-	-	-	-	-	21	19	
Washburn.....	192 00	200 00	106 00	15	51	37	18	33	-	3	22	22	22	22	-	-	-	-	-	28	11	
Waterboro.....	659 50	500 00	250 00	34	30	26	15	15	4	3	42	42	42	42	-	-	-	-	6	20	20	20
Waterville.....	4,100 00	6,000 00	250 00	36	109	101	46	63	5	15	109	101	108	105	-	-	-	1	-	23	82	
Wayne.....	268 00	150 00	134 00	29	34	29	22	12	-	-	24	23	24	23	-	-	-	-	10	10	18	18
Webster.....	660 00	400 00	250 00	36	36	32	12	24	2	4	36	36	28	28	-	-	-	8	8	34	29	
Weld.....	400 00	250 00	198 75	21	48	35	26	22	1	6	26	24	25	24	-	-	-	1	15	12	18	
Wells.....	1,050 00	1,000 00	250 00	36	53	46	26	27	-	-	33	30	31	28	-	-	-	2	2	48	27	
Wellington.....	100 00	50 00	50 00	10	22	19	10	12	-	-	17	15	15	13	-	-	-	2	2	20	16	

Returns for the Year Ending July 1, 1904—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.
Westbrook.....	\$3,549 85	\$3,365 00	\$250 00	36	147	136	60	87	6	14	147	130	134	118	13	12	-	-	62	56	55	74
West Forks.....	200 00	100 00	100 00	20	16	13	7	9	1	2	16	13	16	13	-	-	-	-	16	13	-	-
Windsor.....	252 00	126 00	126 00	30	16	14	9	7	-	-	16	14	-	13	-	-	-	-	16	14	-	-
Winn.....	265 00	100 00	100 00	20	33	23	20	13	-	-	33	23	33	23	-	-	24	24	16	16	-	-
Winterport.....	648 00	500 00	250 00	36	43	44	16	32	6	10	26	26	26	26	-	-	-	-	17	17	3	3
Winslow.....	1,260 00	1,250 00	250 00	36	41	40	22	19	2	3	41	41	41	41	-	-	-	-	25	25	16	16
Whitefield.....	156 00	125 00	73 00	12	66	24	30	36	-	-	11	6	6	6	-	-	19	19	18	15	2	16
Wilton.....	1,200 00	950 00	250 00	32	55	53	26	29	1	1	55	53	53	53	-	-	-	-	34	32	21	20
Windham.....	762 00	500 00	250 00	32	27	27	15	13	-	-	28	27	28	27	-	-	-	-	16	16	12	11
Winter Harbor.....	210 00	100 00	100 00	14	37	32	18	19	-	-	-	-	-	-	-	-	37	32	-	-	-	-
Winthrop.....	1,200 00	900 00	250 00	33	43	36	8	35	1	4	-	-	39	34	4	4	-	-	26	19	17	15
Wiscasset.....	750 00	500 00	250 00	35	53	47	26	27	3	9	53	47	53	47	-	-	-	-	33	33	18	18
Yarmouth.....	1,797 93	1,895 00	250 00	36	94	87	39	55	7	11	93	87	80	74	13	12	-	-	45	42	26	23
York.....	1,832 00	1,500 00	250 00	36	62	57	21	41	4	8	62	57	62	57	-	-	-	-	14	14	4	4
Total.....	\$250,563 60	\$226,017 30	\$44,373 96	6501	13,033	11,337	5689	7344	592	1001	10,137	9,268	9,351	8,454	1,106	997	1905	1623	5643	5027	3146	2888

PUBLIC SCHOOLS.

Returns for the Year Ending July 1, 1904—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 further.	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.
Abbot	-	-	20	20	22	12	3	2	-	-	-	-	-	-	17	-	-	-	-	-	1
Addison	-	-	13	10	6	4	12	12	-	-	1	-	-	-	10	15	-	-	-	-	2
Albion	-	-	28	24	4	-	2	2	-	-	-	-	12	-	28	-	-	-	-	-	-
Alfred	-	-	16	6	9	6	9	9	3	-	1	-	-	-	9	-	-	-	-	-	-
Andover	-	-	23	23	6	6	2	2	-	-	-	-	2	-	30	-	-	-	-	-	-
Anson	15	15	34	39	23	30	22	24	14	1	1	1	-	2	31	-	-	-	-	-	-
Ashland	-	-	34	34	15	11	7	7	7	1	-	-	2	2	30	31	-	1	1	-	13
Athens	-	-	30	25	16	19	7	5	3	2	-	-	4	-	12	14	-	-	-	-	13
Atkinson	-	-	40	28	27	8	-	-	-	-	-	-	-	1	46	-	-	-	6	-	-
Auburn	-	-	345	345	279	149	152	186	61	17	8	3	-	-	31	-	-	-	-	-	-
Augusta	-	-	157	195	150	100	95	95	33	5	2	1	6	19	21	32	282	5	4	19	
Bangor	20	19	454	454	350	120	153	310	60	14	6	9	6	31	15	11	174	-	-	7	
Baring	-	-	9	9	9	9	2	9	9	-	-	-	-	-	21	428	-	-	-	16	-
Bath	-	-	213	205	30	139	66	101	26	4	1	1	-	20	19	10	219	-	-	34	
Belfast	-	-	76	110	107	56	47	39	21	4	-	-	-	17	35	-	-	-	-	1	
Berwick	-	-	46	51	39	42	7	34	7	4	-	-	-	17	35	20	1	-	-	3	
Biddeford	-	-	111	149	26	57	74	76	27	-	-	-	4	3	18	38	-	-	-	1	
Bingham	-	-	30	30	30	12	2	28	-	-	-	-	-	27	-	-	149	-	-	14	
Blaine	-	-	44	36	25	26	-	-	-	-	-	-	-	-	4	28	-	-	-	1	
Bluehill	-	-	70	64	58	30	23	27	12	1	-	1	-	1	31	-	-	-	-	2	
Boothbay	-	-	55	43	42	31	5	24	5	-	2	1	3	4	22	10	24	6	-	2	
Boothbay Harbor	-	-	35	35	15	12	16	21	9	2	-	5	1	6	3	3	-	1	2	4	
Bowdoinham	-	-	25	38	11	4	17	26	11	2	-	-	4	5	5	32	-	2	2	3	
Brewer	-	-	122	122	-	59	70	70	19	6	1	-	-	5	31	2	89	4	4	3	
Bridgton	-	-	80	80	22	46	53	47	16	2	5	1	-	9	13	63	-	-	-	1	

APPENDIX.

Returns for the Year Ending July 1, 1904—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 further.	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.
Bridgewater	-	-	30	33	24	3	1	3	-	-	-	-	-	-	12	19	-	-	-	-	4
Brighton	-	-	18	17	-	3	-	2	-	2	-	-	-	-	12	7	-	-	-	-	2
Brooks	-	-	63	38	9	14	-	11	-	-	-	-	-	-	37	36	-	-	-	-	2
Brownville	-	-	25	10	6	6	-	14	-	-	-	-	-	-	23	28	-	-	-	-	1
Brunswick	-	-	62	86	38	17	49	7	12	3	1	-	-	-	23	53	-	-	-	-	1
Buckfield	-	-	27	16	10	-	-	7	-	-	-	-	1	-	16	20	-	-	-	-	1
Bucksport	-	-	16	37	9	10	9	10	3	1	-	-	-	-	11	26	-	-	-	-	1
Buxton	-	-	22	35	13	16	11	9	1	1	-	-	-	-	35	20	-	-	-	-	1
Calais	-	-	105	145	72	56	79	103	17	7	1	-	4	2	31	52	114	-	-	-	2
Camden	-	-	58	58	53	30	14	24	9	2	2	2	-	-	6	30	-	-	-	-	2
Canaan	-	-	43	43	43	15	-	10	8	-	-	-	3	3	30	13	-	-	-	-	2
Canton	-	-	20	15	12	14	16	10	11	2	-	-	1	7	20	20	-	-	-	-	2
Cape Elizabeth	-	-	28	15	11	26	-	7	-	-	-	-	-	-	26	-	-	-	-	-	2
Caratunk	-	-	25	25	11	6	-	5	5	-	-	-	-	-	30	-	-	-	-	-	2
Caribou	-	-	100	99	13	-	37	62	13	4	-	1	-	-	30	73	-	-	-	-	3
Casco	-	-	35	35	8	35	-	1	-	-	-	-	-	-	25	10	-	-	-	-	1
Castine	-	-	16	10	8	17	1	1	1	-	-	-	1	-	5	17	-	-	-	-	3
Cherryfield	-	-	50	64	40	30	20	20	8	1	1	-	3	-	10	54	-	-	-	-	5
Chester	-	-	15	15	6	4	-	-	-	-	-	-	-	4	19	-	-	-	-	-	2
Chesterville	-	-	15	15	-	6	-	2	-	-	-	-	-	-	12	-	-	-	-	-	1
China (village precinct)	-	-	20	20	20	3	-	17	-	-	-	-	-	-	12	-	-	-	-	-	1
China (13, 14, 17)	-	-	25	25	12	25	-	-	3	1	-	-	-	-	31	-	-	-	-	-	2
Clinton	-	-	25	25	-	5	-	18	-	-	-	-	-	-	11	14	-	-	-	-	1
Columbia Falls	-	-	25	25	-	13	-	3	-	-	-	-	-	-	18	-	-	-	-	-	2
Corinna	-	-	41	45	13	27	20	14	11	1	2	2	3	3	37	-	-	-	-	-	5

PUBLIC SCHOOLS.

Corinth	10	10	39	55	42	26	5	5	6	2	-	-	-	-	4	49	13	-	7	3	-	-	4
Cornish	-	-	37	37	24	9	9	25	8	2	-	-	-	1	2	8	29	-	7	3	-	-	4
Cranberry Isles	-	-	32	28	1	4	-	-	-	-	-	-	-	-	-	21	11	-	-	3	-	-	2
Cumberland	-	-	84	84	73	69	10	41	4	2	-	-	1	-	6	84	-	-	1	-	-	-	2
Danforth	-	-	42	42	33	13	-	14	5	-	-	-	-	-	-	16	26	-	2	6	-	-	6
Deer Isle	-	-	44	17	4	22	4	13	4	-	-	-	-	-	4	11	33	-	-	-	-	-	-
Denmark	-	-	25	18	12	11	9	3	1	-	-	-	-	-	-	27	3	-	-	-	-	-	2
Dennysville	2	2	45	30	12	8	10	22	10	3	2	-	-	-	2	12	33	-	2	2	-	-	2
Dexter	-	-	87	87	87	28	29	16	4	-	-	-	-	-	-	24	63	-	1	3	-	-	10
Dixfield	-	-	25	25	14	9	-	2	-	1	-	-	-	-	-	5	22	-	1	-	-	-	-
Dover	-	-	45	45	13	14	2	21	2	-	-	-	-	-	1	12	33	-	-	12	-	-	-
East Livermore	-	-	50	80	70	25	25	45	10	2	-	-	-	-	2	6	23	67	2	4	-	-	2
East Machias	-	-	40	45	28	28	4	18	6	1	-	-	1	-	3	11	34	-	-	14	-	-	2
Easton	-	-	15	16	10	3	-	15	-	-	-	-	-	-	-	23	6	-	-	-	-	-	2
Eastport	-	-	98	115	97	27	55	49	16	4	3	-	1	1	7	6	109	-	-	1	32	-	-
Eddington	-	-	22	18	18	8	6	7	-	-	-	-	-	5	18	17	12	-	-	-	-	-	-
Eden	-	-	74	74	74	74	50	50	6	2	1	-	-	1	2	10	64	-	4	46	-	-	-
Elliot	-	-	37	38	29	18	-	12	3	-	-	-	-	1	2	38	-	-	1	-	-	-	-
Ellsworth	-	-	98	102	41	79	18	74	25	2	3	-	-	-	-	25	77	-	2	20	-	-	-
Etna	-	-	26	26	26	10	-	-	-	-	-	-	-	-	-	26	-	-	-	-	-	-	-
Eustis	-	-	35	35	20	35	-	4	-	-	-	-	-	-	-	14	21	-	-	-	-	-	2
Exeter	10	8	23	16	17	14	4	2	-	-	-	-	-	-	-	13	12	-	-	-	-	-	6
Fairfield	-	-	60	79	51	46	26	61	11	-	-	-	-	4	8	9	70	-	-	-	-	-	-
Farmingdale	-	-	13	13	13	5	5	3	3	5	-	-	-	-	-	13	12	-	2	-	-	-	-
Farmington	-	-	96	126	100	84	32	93	19	2	3	-	2	7	2	24	102	-	10	28	-	-	-
Flagstaff	-	-	22	22	11	6	-	-	-	-	-	-	-	1	-	22	-	-	-	-	-	-	-
Fort Fairfield	-	-	124	143	78	76	-	69	17	9	1	1	-	6	70	73	-	-	-	-	-	-	-
Foxcroft	-	-	45	45	24	32	12	19	5	1	-	-	-	1	3	7	38	-	2	11	-	-	1
Franklin	-	-	78	78	28	22	8	12	4	4	-	-	-	6	-	48	30	-	4	-	-	-	2
Freeport	-	-	53	53	23	9	36	31	10	-	-	-	-	6	33	20	-	6	8	-	-	-	-
Friendship	-	-	41	41	41	41	-	-	1	1	-	1	-	3	8	33	-	-	2	-	-	-	-
Gardiner	-	-	144	144	93	116	44	78	20	7	1	-	-	2	8	26	118	-	-	45	-	-	1
Garland	-	-	25	25	25	2	-	2	11	1	-	-	-	10	-	14	11	-	4	2	-	-	-
Georgetown	-	-	9	9	4	4	-	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	5
Gorham	-	-	62	67	37	33	18	31	7	5	-	-	-	2	36	34	-	1	4	-	-	-	-
Gray	-	-	63	64	28	39	7	30	10	5	-	-	-	2	60	4	-	-	-	-	-	-	-
Greenville	-	-	25	25	8	12	-	8	-	-	-	-	-	-	-	4	21	-	-	2	-	-	-
Guilford	2	2	26	37	17	51	11	34	7	2	-	-	-	2	3	15	36	-	2	10	-	-	-
Hallowell	-	-	62	63	24	41	15	21	7	2	-	-	-	1	-	12	-	51	2	19	-	-	-
Hampden	-	-	80	92	56	61	24	37	-	12	-	-	-	3	42	45	5	10	12	3	-	-	3
Hancock	-	-	15	22	16	17	-	-	-	-	1	-	-	12	22	-	-	-	1	-	-	-	-
Hartland	-	-	61	61	14	3	1	5	-	2	-	-	-	-	7	54	-	-	2	-	-	-	1
Hebron	-	-	10	11	6	6	4	7	3	1	-	-	-	-	-	14	-	-	1	-	-	-	-
Hollis	-	-	33	33	10	15	-	4	14	2	-	-	-	-	-	37	10	-	-	-	-	-	-

Returns for the Year Ending July 1, 1904—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 further.	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.
Houlton	-	-	76	76	36	34	50	56	13	4	-	2	1	6	10	66	-	-	4	-	6
Island Falls	-	-	51	21	35	29	12	29	4	1	-	1	-	17	33	-	1	-	-	-	6
Jay	-	-	35	35	23	7	12	14	-	-	-	-	-	6	29	-	-	5	2	-	3
Jonesboro	-	-	34	34	10	-	-	-	-	-	-	-	-	34	7	-	-	-	-	-	4
Jonesport	-	-	42	42	42	42	42	8	13	5	-	2	6	-	35	-	-	-	-	-	-
Kennebunk	-	-	81	81	71	53	23	24	3	-	-	-	-	6	75	6	-	11	-	4	
Kennebunkport	-	-	25	25	12	1	13	3	10	-	-	2	-	1	20	5	-	-	-	-	-
Kittery	-	-	41	65	18	41	3	10	16	2	-	1	-	14	65	-	-	2	-	-	-
Lagrange	-	-	19	19	4	10	-	-	-	-	-	-	-	-	11	-	-	-	-	-	2
Lamoine	-	-	29	21	-	23	-	1	-	-	-	-	4	-	29	-	-	-	-	-	1
Lebanon	-	-	80	55	24	16	4	-	-	-	-	4	-	-	80	-	-	-	-	-	-
Lewiston	-	9	193	276	74	53	90	104	36	14	-	4	9	9	25	260	2	-	12	9	
Liberty	-	-	66	28	12	10	12	12	-	-	-	-	-	-	20	46	-	-	-	-	-
Limerick	-	-	27	17	17	9	22	6	-	-	-	-	-	-	24	13	2	-	-	-	1
Limestone	-	-	50	50	35	16	2	-	9	-	-	-	-	-	32	12	-	-	-	-	-
Limington	-	-	57	55	20	31	6	18	9	1	1	-	2	-	47	16	-	-	-	-	7
Lincoln	-	-	41	45	24	24	26	24	13	-	-	-	-	-	10	35	-	-	-	-	-
Lisbon	-	-	102	102	102	102	31	58	14	4	-	1	-	9	15	87	5	23	-	-	-
Litchfield	-	-	22	22	12	12	10	15	15	-	-	-	-	-	21	6	-	-	-	-	2
Livermore	-	-	6	6	6	6	6	6	-	1	-	2	-	-	6	-	-	-	-	-	-
Lubec	-	-	47	47	24	31	2	16	2	-	-	-	2	-	10	37	1	6	-	-	1
Machias	-	-	49	59	16	5	25	41	5	-	1	-	-	3	65	-	-	11	-	-	1
Madison	-	-	73	80	30	82	37	48	16	4	-	-	-	12	17	75	1	4	-	-	1
Mars Hill	-	-	48	48	9	7	-	-	-	-	-	-	-	20	22	-	-	-	-	-	5
Mattawamkeag	-	-	3	3	1	1	3	3	-	-	-	-	-	4	7	-	-	-	-	-	1

PUBLIC SCHOOLS.

Mechanic Falls	42	42	28	10	12	20	10	3	1	3	3	3	42	4	4
Mexico	11	18	18	18		7	7	1		1		10	7	1	3
Millbridge	46	54	14	37	36	30	8	2		4	1	13	41	8	3
Millinocket	19	19	18	8	2	15	1				1		19	7	1
Milo	57	50	30	57	3	7	5	2			3		57	12	5
Minot	14	6	6	4	2	2						14			
Monmouth	36	36	36	32	14	6	7	2				18	18	3	
Monroe	23			23	3	6				1	6	4	17	6	3
Monson	28	34	10	25	18	14	4	2				9	27	4	10
Mount Desert	14	14	14	1		14						14			
Mount Vernon	19	19	19	10		10						18	11	2	
New Gloucester	39	41	19	22	14	22	12	5		2	3	2	45		4
Newport	13	17	17	4	3	11						7	13		
New Portland	36	15	10	18	1	15	2					15	15	5	5
New Sharon	31	31	6	8		7						17	14		6
New Vineyard	30	30	11	15	6						6	11	19	1	
Norridgewock	36	36	4	30	21	19	9	4				9	27	6	3
North Berwick	24	27	16	37	12	11						9	26	2	
North Haven	33	34	11	17		11						34			
Norway	78	103	51	56	26	46	22	3		1	1	29	74	1	2
Oakland	30	30	10	30	7	24	5	3			1	6	24	3	10
Old Orchard	20	25	17	3	8	24	4			3			25		
Old Town	100	88	17	93	40	46	17	3			14	3		103	20
Orono	60	62	49	41	44	27	11	6			1	4	10	52	16
Oxford	29	45	12	20	4	15	6	3				4	20	25	1
Palermo	29	29	21	4						3	6		29		4
Paris	69	86	67	38	15	36	14	4	1			9	25	61	25
Parsonsfield	52	52	26	31	16	16	6	3			3		52	14	1
Patten	60	53	28	23	15	36	11	4				2	37	26	4
Pembroke	49	33	29	16	10	29	10	2				2	21	30	1
Phillips	36	45	13	35	1	15	8			1	1	5	12	33	1
Pittsfield	25	20	123	60	80	42	76	21	10	3	2	4	75	33	53
Poland	1		6	3		3	3						14		
Porter	62	20	2	18									2	31	
Portland	504	852	734	260	310	652	108	2					24	1	327
Presque Isle	78	78	17	38	16	38	8	2			1	5	45	33	
Princeton	29	29	9	29		7	4				2	2	6	23	3
Prospect	35	32	4	14		2							35		2
Rangleley	17	18		6		10							6		2
Randolph	11	11	5	4	2	4	3	1	1			1	11		4
Readfield	1	13	21	13	8	12	2		1				18	12	1
Richmond	26	14	12	18	2	17	14	2	1		1	10	16	35	1
Ripley	36	30	36	36									36		
Rockland	200	200	178	84	68	86	29	1	4	1	10	14		186	36
Rockport	35	35	15	21	2	21							16		
Rumford	6	6	59	66	40	19	19	5	2	2	4	9	17	52	12

Returns for the Year Ending July 1, 1904—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.
Saco	-	-	104	119	66	56	37	70	21	4	1	1	4	6	17	-	108	16	3	40	-
Sanford	-	-	45	68	63	28	32	19	11	-	-	1	4	4	17	-	-	3	-	-	1
Sangerville	-	-	21	21	-	13	11	14	7	-	-	-	-	-	21	-	-	-	-	-	-
Scarboro	-	-	17	19	8	11	1	7	1	-	-	-	1	-	22	-	-	-	-	-	-
Searsport	-	-	35	35	14	10	21	13	11	-	2	-	7	2	13	-	-	2	-	-	-
Shapleigh	-	-	17	12	-	14	6	1	3	1	-	-	-	2	16	-	-	2	1	4	2
Sherman	-	-	44	33	23	21	14	12	3	-	-	-	-	-	19	-	-	-	-	-	-
Skowhegan	-	-	111	111	47	43	41	57	17	5	7	-	-	5	26	-	-	13	2	5	1
Solon	-	-	34	20	16	30	6	18	3	1	-	-	-	2	14	-	-	2	3	3	1
South Berwick	-	-	64	78	18	41	45	46	2	4	-	-	-	3	30	-	-	1	1	5	1
South Portland	-	-	90	90	25	14	2	25	9	-	2	-	-	7	20	-	-	4	6	-	-
South Thomaston	-	-	23	23	21	-	22	-	-	-	-	-	-	-	23	-	-	-	-	-	-
Springfield	28	28	70	102	35	70	51	9	3	3	3	2	-	-	75	-	-	3	-	12	-
St. Albans	-	-	62	62	5	10	4	4	-	-	-	-	-	-	34	-	-	3	4	5	2
Standish	-	-	40	44	27	25	20	20	9	2	-	-	3	-	35	-	-	-	-	-	3
Stetson	-	-	33	29	16	18	-	-	-	-	-	-	-	-	14	-	-	3	3	-	-
St. George	-	-	32	32	32	14	-	6	-	-	-	-	-	-	16	-	-	-	-	-	1
Stonington	-	-	40	20	9	7	-	9	1	-	-	1	-	-	8	-	-	-	2	1	-
Strong	-	-	19	26	10	16	-	19	1	-	-	-	1	-	9	-	-	-	3	-	-
Sullivan	-	-	19	23	19	37	5	20	-	-	-	-	-	-	25	-	-	-	-	-	3
Swanville	-	-	36	36	14	20	-	-	-	-	-	-	-	-	36	-	-	-	-	-	-
Thomaston	-	-	39	64	28	30	42	48	18	-	1	-	7	10	6	-	60	-	2	2	2
Topsham	-	-	41	13	13	21	27	28	20	3	1	-	6	11	29	-	-	4	2	-	1
Troy	-	-	5	5	-	5	-	-	-	-	-	-	-	5	5	-	-	-	-	-	5
Turner	11	10	50	68	32	50	14	25	13	4	-	1	2	6	84	-	-	4	1	-	5
Union	-	-	35	19	14	15	-	-	6	-	-	-	3	3	32	-	-	2	1	-	1

Unity	-	-	24	12	9	-	-	8	-	1	-	-	2	-	16	18	-	-	-	-	-	-	3
Vanceboro	-	-	17	17	7	8	9	17	1	-	-	-	-	1	2	15	-	-	-	-	-	-	-
Vinalhaven	-	-	32	12	4	5	9	12	4	-	1	-	-	3	-	32	-	-	-	1	-	-	-
Waldoboro	4	4	68	33	14	46	13	26	9	-	-	-	-	-	43	25	-	1	-	-	-	12	
Warren	-	-	45	47	15	30	7	26	7	-	-	-	-	-	23	24	-	-	-	-	-	-	
Washburn	-	-	51	51	21	33	16	23	-	-	-	-	-	-	19	32	-	5	12	-	-	9	
Waterboro	-	-	22	22	14	16	-	2	7	1	-	-	3	4	30	-	-	1	-	-	-	-	
Waterville	4	2	109	109	101	35	53	57	20	4	-	-	-	-	2	-	107	-	-	-	-	1	
Wayne	-	-	34	34	-	10	6	10	-	-	-	-	-	-	13	21	-	3	4	-	-	1	
Webster	-	-	31	36	3	27	18	18	6	2	-	-	3	1	12	24	-	-	-	-	-	-	
Weld	-	-	48	48	1	26	1	1	7	-	-	-	-	-	30	18	-	-	-	-	-	1	
Wells	-	-	51	53	10	27	16	24	-	2	-	-	-	-	21	31	1	4	3	-	-	-	
Wellington	-	-	22	20	2	8	-	-	-	2	-	-	-	-	13	9	-	-	2	-	-	-	
Westbrook	-	-	135	147	127	63	80	85	20	3	3	-	7	7	20	2	125	10	2	55	-	-	
West Forks	-	-	16	16	12	8	4	-	3	-	-	-	3	-	5	11	-	-	-	-	-	5	
Windsor	-	-	14	14	5	14	-	-	-	-	-	-	-	-	16	-	-	-	-	-	-	5	
Winn	-	-	33	33	33	33	-	-	-	-	-	-	-	3	7	33	-	-	-	-	-	-	
Winterport	-	-	48	48	44	21	3	20	16	3	-	1	5	7	17	31	-	-	3	-	-	7	
Winslow	-	-	21	33	17	35	6	16	5	1	-	-	1	2	3	22	19	-	1	-	-	2	
Whitefield	-	-	25	25	10	-	-	2	-	-	-	-	-	-	66	-	-	-	-	-	-	5	
Wilton	-	-	32	55	34	-	4	18	2	1	-	-	-	-	19	36	-	-	1	-	-	6	
Windham	-	-	28	28	28	16	-	12	-	-	-	-	-	-	26	2	-	-	-	-	-	3	
Winter Harbor	-	-	37	37	9	-	-	-	-	-	-	-	5	32	-	37	-	-	-	-	-	1	
Winthrop	-	-	43	43	17	33	12	21	5	1	-	-	-	1	8	35	-	1	-	-	-	1	
Wiscasset	-	-	53	41	34	30	23	19	12	2	2	3	-	5	9	44	-	1	15	-	-	4	
Yarmouth	-	-	81	93	59	45	44	36	18	4	-	-	2	12	20	74	-	3	8	-	-	-	
York	-	-	27	62	14	21	14	26	12	3	2	-	2	5	41	21	-	-	-	-	-	-	
Total	217	205	11,120	11,708	6,895	6,018	3,471	5,518	1,593	341	86	95	301	723	4,467	4,888	3,686	354	626	405	-	501	

APPENDIX.

STATEMENT.

Number of Scholars and Amount of School and Mill Fund Apportioned to the Several Cities, Towns and Plantations in the State, for the Year 1904 and Payable January 1, 1905.

Towns.	Scholars.	School and Mill Fund.
Abbot	203	\$564 51
Acton.....	150	417 12
Addison.....	317	881 52
Albany.....	131	364 28
Albion.....	229	636 81
Alexander.....	132	367 06
Alfred.....	245	681 20
Allagash Plantation.....	88	244 73
Aina.....	110	305 89
Alton.....	94	261 40
Amherst.....	106	294 79
Amity.....	137	380 98
Andover.....	129	506 11
Anson.....	533	1,482 19
Appleton.....	275	764 73
Argyle.....	68	189 10
Arrowsic.....	47	130 70
Ashland.....	518	1,440 48
Athens.....	238	661 85
Atkinson.....	136	386 54
Auturn.....	3,584	9,966 52
Augusta.....	3,107	8,640 05
Aurora.....	46	127 32
Avon.....	113	314 23
Baileyville.....	76	211 35
Baldwin.....	180	500 55
Bancroft.....	130	361 51
Bangor.....	5,734	15,945 31
Barling.....	85	236 37
Barnard Plantation.....	30	83 43
Bath.....	3,125	8,690 11
Beddington.....	18	50 06
Belfast.....	1,055	2,933 77
Belgrade.....	302	839 80
Belmont.....	73	203 00
Benedicta.....	152	422 68
Benton.....	288	786 98
Berwick.....	570	1,585 08
Bethel.....	462	1,284 74
Biddeford.....	5,706	15,867 45
Bigelow Plantation.....	26	72 31
Bingham.....	231	642 33
Blaine.....	394	1,096 65
Blanchard.....	74	205 78
Blue Hill.....	564	1,568 39
Boothbay.....	536	1,490 54
Boothbay Harbor.....	646	1,796 42
Bowdoin.....	277	770 29
Bowdoinham.....	303	842 59
Bowerbank Plantation.....	17	47 27
Bradford.....	251	697 99
Bradley.....	197	547 83
Bremen.....	122	339 26
Brewer.....	1,302	3,620 64
Bridgewater.....	391	1,087 31
Bridgton.....	742	2,063 37
Brighton Plantation.....	148	411 56

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Bristol	697	\$1,938 25
Brooklin	264	734 14
Brooks	199	553 39
Brooksville	387	1,076 18
Brookton	89	247 50
Brownfield	247	686 87
Brownville	458	1,273 62
Brunswick	1,987	5,442 09
Buckfield	264	734 14
Bucksport	517	1,437 69
Burlington	115	319 80
Burnham	241	670 18
Buxton	435	1,209 66
Byron	55	152 94
Calais	2,606	7,246 85
Cambridge	94	261 40
Camden	941	2,616 76
Canaan	262	728 58
Canton	286	795 33
Cape Elizabeth	221	614 57
Caribou	1,803	5,013 84
Carmel	249	692 43
Caratunk Plantation	76	211 35
Carroll	192	533 92
Carthage	105	291 98
Cary Plantation	109	303 12
Casco	225	625 69
Castine	250	695 21
Castle Hill	203	564 51
Caswell Plantation	189	525 59
Centerville	37	102 90
Chapman Plantation	164	456 05
Charleston	188	522 80
Charlotte	80	222 47
Chelsea	261	725 80
Cherryfield	562	1,562 83
Chester	122	339 26
Chesterville	168	467 18
China	348	967 73
Clifton	47	130 70
Clinton	332	923 24
Codyville Plantation	25	69 52
Columbia	157	436 59
Columbia Falls	193	536 70
Concord	78	216 91
Connor Plantation	254	706 33
Cooper	68	189 10
Coplin Plantation	25	69 52
Corinna	288	800 89
Corinth	219	609 01
Cornish	249	692 43
Cornville	190	525 36
Cranberry Isles	93	258 62
Crawford	34	94 55
Criehaven Plantation	12	33 37
Crystal	165	458 83
Cumberland	387	1,076 19
Cushing	161	447 72
Cutler	192	533 92
Cyr Plantation	230	639 60
Dallas Plantation	57	158 51
Damariscotta	176	489 43
Danforth	416	1,156 82

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Dayton	110	305 89
Dead River Plantation	35	97 33
Deblois	18	50 06
Dedham	127	353 16
Deer Isle	746	2,074 50
Denmark	149	414 34
Dennistown Plantation	43	119 57
Dennysville	173	481 08
Detroit	107	297 55
Dexter	746	2,074 50
Dixfield	273	759 17
Dixmont	210	533 98
Dover	408	1,134 58
Dresden	218	606 23
Drew Plantation	75	208 56
Durham	385	1,070 62
Dyer Brook	87	241 94
E. Plantation	43	119 57
Eagle Lake Plantation	287	798 11
Eastbrook	51	225 25
East Livermore	598	1,662 95
East Machias	441	1,226 34
Easton	427	1,187 42
Eastport	1,751	4,869 23
Eddington	149	414 34
Eden	1,114	3,097 84
Edgecomb	177	492 21
Edinburg	13	36 15
Edmunds	208	578 42
Elliot	381	1,059 50
Elliottsville Plantation	16	44 50
Ellsworth	1,411	3,923 75
Embden	164	456 05
Enfield	310	862 06
Etna	154	428 24
Eustis	147	408 78
Exeter	226	628 48
Fairfield	1,144	3,181 26
Falmouth	440	1,223 56
Farmingdale	193	536 70
Farmington	79	2,219 12
Fayette	157	436 59
Flagstaff Plantation	38	105 68
Forest City	37	102 90
Fort Fairfield	1,648	4,582 81
Fort Kent	1,301	3,617 86
Foxcroft	431	1,198 54
Frankfort	380	1,056 72
Franklin	387	1,076 18
Freedom	122	339 26
Freeman	100	278 08
Freeport	640	1,779 74
Frenchville	683	1,899 31
Friendship	224	622 91
Fryeburg	295	820 35
Gardiner	1,447	4,023 86
Garfield Plantation	39	108 46
Garland	185	514 46
Georgetown	219	609 00
Gilead	49	136 26
Glenburn	105	291 99

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Glenwood Plantation.....	55	\$152 94
Gorham.....	731	2,032 79
Gouldsboro.....	336	934 37
Grafton.....	19	52 84
Grand Falls Plantation.....	25	69 52
Grand Isle.....	448	1,245 81
Grand Lake Stream Plantation.....	90	250 28
Gray.....	365	1,015 00
Greenbush.....	174	483 87
Greene.....	181	503 33
Greenfield.....	54	150 16
Greenvale Plantation.....	20	55 62
Greenville.....	357	992 75
Greenwood.....	195	542 26
Guilford.....	408	1,137 36
Hallowell.....	699	1,943 80
Hamlin Plantation.....	222	617 35
Hammond Plantation.....	32	88 99
Hampden.....	587	1,632 36
Hancock.....	272	756 39
Hanover.....	44	122 35
Harmony.....	152	422 68
Harpeswell.....	437	1,215 23
Harrington.....	290	806 45
Harrison.....	237	659 07
Hartford.....	195	542 26
Hartland.....	332	923 24
Haynesville.....	104	289 20
Hebron.....	96	266 97
Heron.....	371	1,031 69
Hersey.....	70	194 66
Highland Plantation.....	25	69 52
Hill Plantation.....	71	197 44
Hiram.....	261	725 50
Hodgdon.....	400	1,112 33
Holden.....	187	520 02
Hollis.....	301	837 03
Hope.....	151	419 90
Houlton.....	1,482	4,121 19
Howland.....	162	450 49
Hudson.....	103	286 42
Hurricane Isle.....	81	225 25
Industry.....	128	355 95
Island Falls.....	477	1,326 46
Isle au Haut.....	58	161 29
Islesboro.....	262	728 58
Jackman Plantation.....	96	266 97
Jackson.....	123	342 04
Jay.....	703	1,954 92
Jefferson.....	323	898 20
Jonesboro.....	217	603 45
Jonesport.....	851	2,366 49
Kenduskeag.....	119	330 92
Kennebunk.....	737	2,049 48
Kennebunkport.....	600	1,668 50
Kingfield.....	244	678 52
Kingman.....	347	964 95
Kingsbury Plantation.....	54	150 16
Kittery.....	688	1,913 22
Knox.....	126	350 39

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Lagrange	170	\$472 74
Lake View Plantation	46	127 92
Lakeville Plantation	50	139 04
Lamoine	167	464 40
Lang Plantation	46	127 92
Lebanon	321	892 65
Lee	262	728 58
Leeds	301	837 03
Levant	214	595 10
Lewiston	7,876	21,901 86
Lexington Plantation	71	197 44
Liberty	186	517 24
Linnerick	175	486 64
Limestone	438	1,218 01
Limington	220	611 79
Lincoln	582	1,618 45
Lincoln Plantation	20	55 62
Lincolnton	361	1,003 88
Linneus	244	678 52
Lisbon	1,219	3,389 83
Litchfield	250	695 20
Littleton	312	867 62
Livermore	271	753 60
Long Island Plantation	68	189 10
Lovell	142	394 87
Lowell	87	241 94
Lubec	1,150	3,197 95
Ludlow	101	280 86
Lyman	190	528 36
Machias	572	1,590 64
Machiasport	427	1,187 41
Macwahoc Plantation	49	136 26
Madawaska	745	2,071 71
Madison	735	2,043 91
Madrid	95	264 19
Magalloway Plantation	27	75 09
Manchester	117	325 36
Mapleton	304	845 37
Marlville	72	200 22
Marion	24	66 74
Marshfield	55	152 94
Mars Hill	481	1,337 58
Masardis	177	492 21
Mason	30	83 43
Matinicus Isle Plantation	45	125 13
Mattamiscotis	10	27 81
Mattawamkeag	169	469 96
Maxfield	33	91 77
Mayfield Plantation	24	66 74
Mechanic Falls	418	1,162 39
Meddybemps	51	141 82
Medford	68	189 10
Medway	156	433 81
Mercer	129	358 73
Merrill Plantation	111	308 67
Mexico	516	1,434 92
Milbridge	567	1,576 73
Milford	325	903 77
Millinocket	795	2,210 76
Milo	491	1,365 39
Milton Plantation	74	205 78
Minot	227	631 26

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Monhegan Plantation	36	\$100 12
Monmouth	285	792 54
Monroe	218	606 23
Monson	417	1,159 60
Monticello	430	1,185 76
Montville	235	653 50
Moose River Plantation	92	255 84
Moro Plantation	84	233 59
Morrill	126	350 39
Moscow	142	394 87
Mt. Chase	124	344 82
Mt. Desert	462	1,284 74
Mt. Vernon	195	542 26
Naples	217	603 45
Nashville Plantation	9	25 03
Newburg	167	464 40
New Canada Plantation	202	561 73
New Castle	266	739 71
Newfield	131	364 29
New Gloucester	330	917 68
New Limerick	209	581 20
Newport	443	1,231 90
New Portland	247	686 87
Newry	84	243 59
New Sharon	249	692 43
New Sweden	352	978 85
New Vineyard	143	397 65
Nobleboro	201	558 95
Norridgewock	424	1,179 07
North Berwick	492	1,368 17
Northfield	31	86 20
North Haven	154	428 24
Northport	112	311 45
North Yarmouth	170	472 74
Norway	675	1,877 06
No. 8 Plantation	8	22 25
No. 14 Plantation	30	83 43
No. 21 Plantation, Hancock County	13	36 15
No. 21 Plantation, Washington County	35	97 33
No. 33 Plantation	34	94 55
Oakfield	342	951 04
Oakland	543	1,509 99
Old Orchard	205	570 07
Old Town	1,679	4,669 02
Orient	64	177 97
Orland	319	887 09
Orneville	110	305 89
Orono	1,052	2,925 43
Orrington	342	951 04
Otis	39	108 46
Otisfield	173	481 08
Oxbow Plantation	49	136 26
Oxford	335	931 57
Palermo	193	536 70
Palmyra	245	681 30
Paris	873	2,427 67
Parkman	206	572 86
Parsonsfield	225	625 69
Passadumkeag	148	411 56
Patten	453	1,259 71

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Pembroke.....	509	\$1,415 45
Penobscot.....	332	923 24
Perham.....	240	667 40
Perkins.....	9	25 03
Perry.....	327	909 34
Peru.....	212	589 54
Phillips.....	430	1,195 76
Phillipsburg.....	353	981 63
Pittsfield.....	750	2,085 62
Pittston.....	280	778 64
Pleasant Ridge Plantation.....	29	80 65
Plymouth.....	167	464 40
Poland.....	381	1,059 50
Portage Lake Plantation.....	160	444 93
Porter.....	257	714 68
Portland.....	14,957	41,592 96
Pownall.....	147	408 78
Prentiss.....	188	522 80
Presque Isle.....	1,493	4,151 78
Princeton.....	329	914 90
Prospect.....	182	506 11
Randolph.....	264	734 14
Rangeley.....	259	720 24
Rangeley Plantation.....	19	52 84
Raymond.....	225	625 69
Readfield.....	239	748 05
Reed Plantation.....	160	444 93
Richmond.....	466	1,295 87
Ripley.....	110	305 89
Robbinston.....	258	717 46
Rockland.....	1,994	5,544 98
Rockport.....	589	1,637 92
Rome.....	136	378 20
Roque Bluffs.....	40	111 23
Roxbury.....	94	261 40
Rumford.....	1,713	4,763 56
Saco.....	2,065	5,742 42
St. Agatha.....	661	1,838 13
St. Albans.....	304	845 37
St. Francis Plantation.....	297	825 92
St. George.....	769	2,138 46
St. John Plantation.....	188	522 50
Salem.....	48	133 48
Sanford.....	2,629	7,310 82
Sangerville.....	311	864 84
Scarborough.....	531	1,476 63
Searsport.....	253	703 55
Searsport.....	344	956 60
Sebago.....	154	428 24
Sebec.....	173	481 08
Seboeis Plantation.....	27	75 09
Sedgwick.....	264	734 14
Shadleigh.....	225	633 50
Sherman.....	329	914 90
Shirley.....	74	205 75
Sidney.....	197	547 83
Silver Ridge Plantation.....	59	164 07
Skowhegan.....	1,947	3,745 78
Smithfield.....	119	330 92
Smyna.....	150	361 51
Solon.....	285	792 54

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Somerville.....	101	\$280 85
Sorento.....	97	75 08
South Berwick.....	958	2,664 04
Southport.....	139	386 54
South Portland.....	1,788	4,972 13
South Thomaston.....	420	1,167 95
Springfield.....	150	417 12
Stacyville Plantation.....	176	489 43
Standish.....	408	1,134 58
Starks.....	175	486 64
Stetson.....	127	353 17
Steuben.....	244	678 52
Stockholm Plantation.....	143	397 65
Stockton Springs.....	199	553 39
Stoneham.....	73	203 00
Stonington.....	552	1,535 02
Stow.....	59	164 07
Strong.....	170	472 74
Sullivan.....	342	951 04
Sumner.....	227	631 25
Surry.....	252	700 77
Swan's Island.....	229	636 82
Swanville.....	158	439 37
Sweden.....	60	166 85
Talmadge.....	32	88 99
Temple.....	111	308 67
The Forks Plantation.....	61	169 63
Thomaston.....	680	1,890 97
Thorndike.....	141	392 09
Topsfield.....	93	258 62
Topsham.....	593	1,649 04
Tremont.....	694	1,929 90
Trenton.....	110	305 89
Trescott.....	167	464 40
Troy.....	192	533 92
Turner.....	485	1,348 70
Union.....	289	803 67
Unity.....	230	639 60
Unity Plantation.....	16	44 50
Upton.....	70	194 66
Van Buren.....	787	2,188 52
Vanceboro.....	185	514 45
Vassalborough.....	613	1,704 65
Veazie.....	141	392 09
Verona.....	71	197 44
Vienna.....	90	250 28
Vinalhaven.....	731	2,032 79
Wade Plantation.....	111	308 67
Waite.....	38	105 68
Waldo.....	125	347 60
Waldoboro.....	861	2,394 30
Wales.....	116	322 58
Wallgrass Plantation.....	392	1,090 09
Waltham.....	50	139 04
Warren.....	490	1,362 61
Washburn.....	483	1,343 14
Washington.....	230	639 60
Waterboro.....	254	706 33
Waterford.....	246	684 09

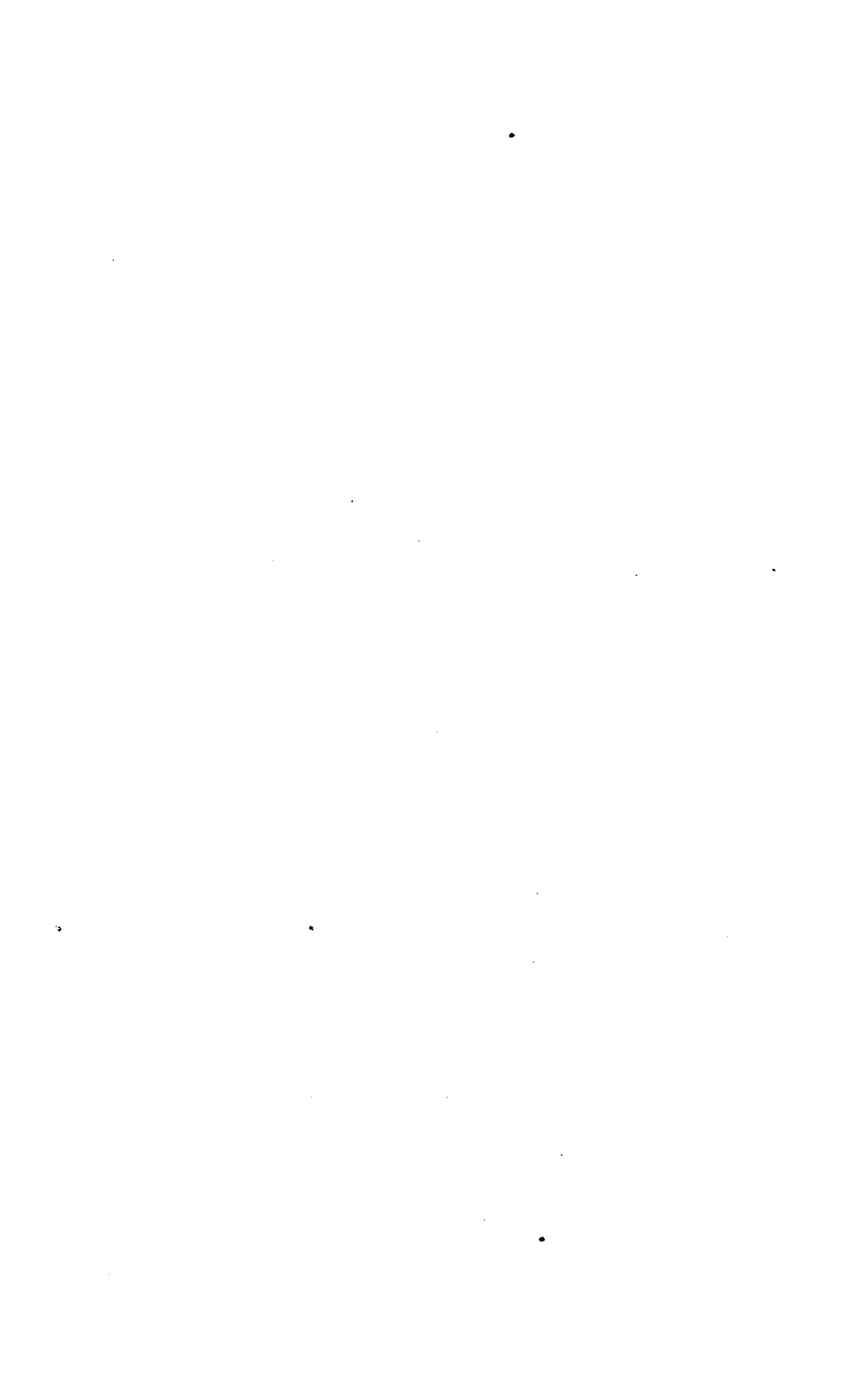
School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Waterville	2,972	\$8,264 64
Wayne	168	467 18
Webster	333	926 01
Webster Plantation	46	127 92
Weld	220	611 79
Wellington	105	291 98
Wells	625	1,738 02
Wesley	69	191 88
West Bath	79	219 68
Westbrook	2,751	7,650 07
Westfield Plantation	131	364 29
West Forks Plantation	60	166 85
West Gardiner	182	506 11
Westmanland Plantation	50	139 04
Weston	131	364 29
Westport	107	297 55
Whitefield	302	839 80
Whiting	144	400 43
Whitneyville	119	330 92
Williamsburg	36	100 12
Williamantic	82	228 03
Wilton	445	1,237 46
Windham	486	1,351 49
Windsor	211	586 76
Winn	268	745 27
Winslow	739	2,055 04
Winter Harbor	168	467 18
Winterport	436	1,212 45
Winthrop	581	1,615 67
Wiscasset	371	1,031 68
Woodland	386	1,073 41
Woodstock	221	614 57
Woodville	59	164 07
Woolwich	233	647 94
Yarmouth	640	1,779 74
York	678	1,885 41

School and Mill Fund—Concluded.

RECAPITULATION BY COUNTIES.

Counties.	Scholars.	School and Mill Fund.
Androscoggin	16,375	\$45,536 18
Aroostook	23,837	66,286 77
Cumberland	29,539	82,143 11
Franklin	4,843	13,467 58
Hancock	11,032	30,678 19
Kennebec	15,466	43,008 40
Knox	8,236	22,902 96
Lincoln	5,389	14,985 93
Oxford	9,211	25,614 28
Penobscot	21,978	61,117 21
Piscataquis	4,715	13,111 63
Sagadahoc	5,704	15,861 88
Somerset	9,361	26,031 40
Waldo	6,272	17,441 40
Washington	14,659	40,764 27
York	19,575	54,434 86
Total	206,192	\$573,336 05



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