1920

One Hundred Years of Statehood: Centennial Studies Celebrations in the Public Schools of Maine, 1920

State Superintendent of Schools

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ONE HUNDRED YEARS OF STATEHOOD

Centennial Studies
Celebrations in the Public Schools of Maine
1920

ONE HUNDRED LEADING FACTS

By the Superintendent of Schools
Augusta, Maine
MAINE STATE CAPITOL—(INSET, GOVERNOR CARL E. MILLIKEN)
INTRODUCTION

During the centennial year the children of the public schools should become familiar with the history of Maine from the struggle to subdue the wilderness and plant a civilization to these days of comfort, education and culture.

Struggling against adversity our forefathers toiled to make the sea yield its substance, uproot the forest, plant farms, build homes and to rear their young in the paths of industry and virtue. The task they undertook was of such tremendous proportions that we, who are accustomed to the comfortable homes of today, all the conveniences of travel and facilities for communication, can scarcely comprehend what life in those early days meant.

To follow the trail of the pioneer as he journeyed from the primitive past to the wonderful present should make any son or daughter love the State.

No state in the union is richer in legend and in history of interesting and stirring character, and no field of research will yield to the student a richer comprehension and a finer appreciation of the duties and privileges of the citizen in a republic. School children should be led to discover the “sources” of history which lie about them, to appreciate their meaning and to record their facts in simple and direct language. The source book of history from which we can gather an intimate knowledge and acquaintance with many of the important events of the past lies open before us.
THE AUTHENTICITY OF HISTORY

If history is a record of what man has done, the most authentic history to study is the record itself; too often we trust to narratives which read like fiction, but do not question the source of information the author uses. A history is valuable only as it conserves the integrity of the event. Herodotus, the father of history, in order to authenticate his story traveled over almost all the countries about which he wrote; he examined with scrupulous care their geographical situations, their productions in all the kingdoms of nature, the manners and religions of the people; he consulted their monuments and inscriptions, their historical chronicles and carefully collected their traditions; he examined carefully the ancient monuments of Egypt in order to describe them as an eye witness and for those he was not able to see personally he consulted the best informed natives of the country he visited. Cautious about adopting traditions and statements without sufficient authority, he spared no pains to obtain all possible evidence to warrant a correct inference.

On the plains of the west near what is supposed to be the northern limit of the trail of Coronado was found a stirrup of the style and type used by the Spaniards in Corona-
do’s time. Such a trophy is regarded as a “source” of evidence bearing upon the extent of Coronado’s explorations in the great plains. In the halls of the State House at Augusta hang a number of old battle flags that have been borne in the thick of the fight, have been carried to the death of the standard bearer; their silken folds are riddled by bullets, torn by shot and shell. These flags have actually led the men of Maine to victory. They are “sources” of information of the deeds of the Civil War. It is one thing to hear they are displayed but quite another to see them. Across the river from the Capitol stand the old barracks in which Benedict Arnold quartered his men while making his journey through the wilderness to Quebec. Near the old barracks is a marker recording the fact of Arnold’s stopping at this place. The barracks are “sources” or first-hand evidence of the journey. At Wiscasset, in the old court-house, is a deed conveying a tract of land fifteen miles square on the east of the Kennebec River near its mouth. This deed was given by the Indian Chieftain Matahonoda to William Bradford in 1674. This deed recites the fact that for a consideration of two hogsheads of bread, a hogshead of peas, two coats of cloth, five gallons of wine and one gallon of strong waters this land was transferred. This deed is a prima facie evidence of the fact of the transfer; it is a “source” of historic information upon which the historian may rely.
Letters, reports, documents and newspapers contemporaneous with the event are "sources" of first value. Diaries written at the time and notes made on the event at the time and place of the event or circumstance have substantial historical value.

MAINE HISTORY FROM THE SOURCES

Almost every town in the State of Maine offers an opportunity for pupils to gather from the sources many facts of history. In South Berwick stands the old Hamilton house which figured in the life and interests of John Paul Jones. In the town of Kittery is the Sir William Pepperell mansion, the Sparhawk mansion, now occupied by Hon. Horace Mitchell and also the residence of the author, Sarah Orne Jewett, still occupied by her. In Winslow is old Fort Halifax; at Fort Kent the old block house still stands. There are battle fields, old buildings, Indian trails, war trails and trails of the pioneers in all sections of the state, the home of Longfellow, the Oaks about which he wrote. Trophies of Peary's Arctic explorations are to be found in the museum at Bowdoin College. There is endless variety of interesting materials for study first-hand.

HOW TO CONDUCT THE STUDY

The work should be well planned by the teacher before it is undertaken. Pupils
should be instructed to make a map of the town, to find out from whatever means possible where the first settlement was made and when. Find the names of the early settlers; are there any descendants of the earliest inhabitants now living in the town? Children should get from the oldest settlers the stories of the early days—tradition handed down from the preceding generation; photographs and descriptions of old buildings and historic places should be made.

The children in the history classes may be detailed to specific features of the local history; some may gather data and information relative to the town of the present day. Children should be instructed in collecting data to reject unreliable information, to distinguish between first-class evidences and unreliable data. When the data are gathered the pupil should make a brief carefully written narrative covering his project.

PRESERVING THE RECORDS

The teacher should assist pupils who are undertaking history projects to make a book in which to record their work. This book may be simple and inexpensive. It may be made of wrapping paper, or out of ordinary brown paper, even the rough wrapping paper from the store, cut into even sheets and pasted or tied together at the margin. Make sure the booklet contains a sufficient number of leaves to accommodate the project. Kodak pictures, pictures clipped from newspaper-
OLD FORT HALIFAX, WINSLOW
pers and magazines, drawings, maps, etc., should be carefully preserved. They should be put together in systematic order and labeled or described so that the pupils will have complete and consecutive grouping of their source materials. Present day affairs and conditions should not be forgotten. A portion of the children may be detailed to gather current information and data; a map should be required; the chief centers and roads should be marked; railroads, trolley lines and highways should be carefully traced out; Kodak pictures of streets, buildings, public places, churches and schools should be made. Industries in which the people are engaged should be illustrated. If in an agricultural community, photographs of the farmers at work, haying, potato culture, dairying, etc., may be illustrated. If manufacturing is carried on this should be written up and illustrated; the number of churches, their pastors, the number of school buildings, the number of children in schools, the location of the railway and trolley stations, the town hall and post office should be given; the sports in which children engage; the history of the town relative to the recent war should find a place; a roll of honor containing the names of the boys who joined the colors; a list of the members of the American Legion; home organizations for the improvement of the national welfare while at war should be recorded.
Study of the past is of advantage only as it throws light upon the future. Patrick Henry voiced this when he said, "I have but one lamp by which my feet are guided and that is the lamp of experience." While making a study of the Maine of the past we should not forget the Maine of the future. The whole object of the study is to produce an intelligent citizenship which will deal successfully with the affairs of its day. In order to do this on-coming men and women must know the traditions, customs and history of the State; they must know its resources and its possibilities and must formulate a program of systematic procedure.

ARCHITECTS AND BUILDERS OF THE COMMONWEALTH

Maine has a long list of notable citizens whose achievements add luster to the commonwealth and should be commemorated. We are proud of the record they have left and grateful for their influence. Pupils should collect the names of men and women—teachers, ministers, statesmen, musicians, writers, inventors, business men, explorers, soldiers and seamen who have won distinction as national characters or have been unusually successful. But human greatness is variable, and while we commemorate great
names we must not forget those more common souls who delved, who sowed and reaped, who went out upon the perilous seas, who drove the oxen to field and forest, who established our foundations, the “hewers of wood and drawers of water” whose heads rose not above the ordinary and who are called the “great common people,” who after all provide the flesh and blood, the bone and sinew of our civilization.

It is hoped that at the close of this centennial year the teachers will be able to collect the best incidents, narratives and biographies prepared by the pupils and send them to the state superintendent of schools to be finally edited and placed in the State Library for future use.

GEOGRAPHY

The geography of the State of Maine should be especially emphasized this year. Pupils should be taught to draw outlines of the State, including the chief rivers, the larger lakes and chains of lakes, the more important cities, the lines of railway and steamship. They should be given facts concerning the climatic conditions, natural resources, the population and the products of the State. Our children should be taught the opportunities which are offered within our own State for those who are intelligent and industrious. They should be acquainted with the outstanding facts of the State—elevations,
shore indentures, lake regions, water powers, manufacturing facilities and chief agricultural pursuits. They should be taught to see opportunities in the several lines calling for development.

HISTORICAL SOCIETIES

Local historical societies should be formed among the citizens or with the children themselves. A school historical society may be organized with constitution and by-laws, the election of officers among the children. A museum may be established wherein source material is to be collected and preserved, the children keeping in touch with the important events which are taking place at the present time and making clippings daily from the newspapers of those points which it may be well to preserve. These societies should be so founded that they will not disband when the year is over, but that those who are gifted with the love of history may continue the study.

CAMERA CLUBS

Camera clubs may be organized for the purpose of photographing interesting people, beautiful pieces of scenery, historic old buildings—buildings which show the spirit of the times, the various industries, actual conditions which ought to be remedied and
conditions which stand as models of thrift and enterprise. These photographs should be collected and placed on mounts in the local historical museum or in special books prepared by pupils.

WILD LIFE OF THE STATE

The children should be taught to know the interesting things connected with the wild life of the State, both flowers and animals. They should list the birds when they come and when they go, game birds and animals of the forest, and should be taught to study their nature, habits and dispositions. Not all of the children will be especially interested in all of these fields but some child will be interested in some one of them.

OUTLINE OF STUDY FOR THE TOWN

1. When organized.
2. When settled.
3. Changes in boundaries.
4. Make map of state and town showing rivers, highways, railways, trolley lines, boat lines, etc.
5. List public officials and names, offices held, also important dates.
6. Historic places, if any, within the town; old landmarks should be located on map and written up, also photographed.
7. Important events which have taken place in the town listed chronologically and brief narratives written.
OLD FORT WESTERN, BUILT IN 1762
8. Brief account of the development of education, high schools and academies. Events which distinguish the schools in any way and mark their advancement.

9. Persons who were born in the town and have achieved distinction.

10. Collect pictures of persons, places and buildings.

11. Names of persons and first events; settlers, families, birth, death, marriage, school, church, Sunday school, priests and ministers, teachers, store, bank, post office, railroad, boat or trolley, etc.

12. Wherever possible secure old newspapers, letters, diaries.

13. Write up whatever facts are collected in narrative form, putting in names, dates, etc., illustrate when advisable by maps and pictures.

14. Do not forget to take a forward look at the opportunities there are for young people in Maine and what the State under the coming generations is to become. Have more advanced pupils list items which if observed will make Maine a greater state.

15. At the close of the narrative or photograph add a note telling how you got your material or information, from whom, etc.

SCHOOL CELEBRATIONS

Each school in the state at some time before the close of the year should arrange a
celebration to commemorate the one-hundredth anniversary of the admission of the state into the Union. In high schools and academies the commencement exercises may well have bearing upon the event. The State of Maine should have a prominent place before the people.

SUGGESTED PROGRAM

Schools should arrange the form of program most available and which can be made most satisfactory and beneficial. The following outline may afford suggestions:

1. Unveiling in schools of pictures and statuary of famous men and women, of citizens who have by generous acts encouraged local education.

2. Exhibition of school work accompanied by a program of songs, recitations, narratives of history, addresses by citizens, display of pupils' work in local and state history.

3. The flags—national and state emblems should be displayed throughout the year.

4. Motion pictures and stereopticon and reflectoscope views of state schools, industries, etc.

5. Historical carnival or pageant covering local and state themes and patriotic sentiment.

6. Motion pictures especially pertaining to the State of Maine will be available in
the autumn. They are now in prepara-
tion by the Centennial Celebration
Committee.

7. A very interesting and instructive list
of questions and answers is running in
the Lewiston Journal.

HISTORY, CITIZENSHIP AND
AMERICANIZATION

The state course of study published by the
state superintendent of schools in 1918 con-
tains extensive outlines for the study of state
history, lessons in citizenship and American-
ization. This course of study is now in the
hands of the teachers and instruction is pro-
gressing where teachers have sufficient ex-
perience and are able to go ahead with it.
This is an especially good year to develop
these studies and make them universal in
the schools of the state.

HELPS FOR TEACHERS

1. Sprague's Journal of Maine History—
Dover—This is especially valuable for
the use of the teacher.

2. "Maine My State"—stories of Maine
written by the members of Writers' Research Club and published by the Lewiston Journal Company.

3. Hatch's History of the State of Maine
—three volumes.
7. Maine—Her Place in History—Chamberlain.
8. Twenty Years of Pemaquid—Cartland.

11. Indians of the Kennebec—Nash.
One Hundred Leading Facts.

1. According to well-founded tradition the Norsemen visited the coast of Maine about 1000 A. D. 1602 Gosnold visited Mount Desert. 1603 Pring voyaged through the Penobscot Bay.

2. Maine is situated between 43 degrees 6 minutes, and 47 degrees 27 minutes, 33 seconds north latitude; between 67 degrees and 70 degrees 37 minutes west longitude.

3. 1604 First settlement made at Port Royal by De Monts and Champlain. The settlement failed.

4. 1614 Captain John Smith visited the coast of Maine and engaged in fishing, fur trading and exploring.

5. 1622 First permanent settlement in the state made at Monhegan. 1623 permanent settlement at Saco.

6. 1622 Grant of land between Merrimac and Kennebec given to Mason and Gorges.

7. 1652 Maine came under Massachusetts Colony.

8. Monhegan purchased by Eldredge and Aldsworth and a trading post established 1627-28. 1631 Pemaquid patent granted and trading post established.

9. Massachusetts extended her dominion eastward but met resistance in Maine; Commissioners appointed to bring Maine under jurisd-
diction; Kittery and Agamenticus submit; Agamenticus given the name of York; Yorkshire County and courts of justice established.

10. 1653 Kittery and York first represented in the general court at Boston. Wells, Saco and Cape Porpoise submit.

11. 1653 Kennebec sold to Bois and others for 400 pounds sterling.

12. 1653-4 Government and laws of Massachusetts transferred to Maine and officers and courts established.

13. 1677 The province of Maine purchased by Massachusetts for 1250 pounds sterling.

14. 1664 Charles II gave to his brother the territory lying between the Kennebec and the St. Croix under the name of the county of Cornwall.

15. 1819 Massachusetts passed an act allowing the separation of Maine.

16. October 11, 1819, constitutional convention met at Portland.

17. December 6, 1819, the people voted to accept the constitution.

18. January 5, 1820, the constitutional convention reconvened to ratify the vote of the people.

19. March 3, 1820, Congress passed the act admitting the State of Maine into the Union, stipulating the date of March 15 as the date of statehood.

20. May 31 the first legislature assembled. Portland was the first capital and the meeting place of the legislature.

21. The first governor of Maine, William King, was elected July 20, 1820.
OLD COURT HOUSE IN DRESDEN, BUILT IN 1766
22. Capital was moved to Augusta, 1831.
23. State Executive Department:—
   Governor:—Carl E. Milliken, Augusta
   Councilors:—
   First District Edward F. Gowell, Berwick
   Second District George W. Norton, Portland
   Third District Walter E. Plummer, Lisbon Falls
   Fourth District Willis E. Swift, Augusta
   Fifth District Elmer S. Bird, Rockland
   Sixth District George W. Stearns, Millinocket
   Seventh District Clarence A. Powers, Fort Fairfield
24. United States Senators:—
   Bert M. Fernald, Poland
   Frederick Hale, Portland
25. Representatives in Congress:—
   Louis B. Goodall, Sanford
   Wallace H. White, Jr., Lewiston
   John A. Peters, Ellsworth
   Ira G. Hersey, Houlton
26. Hannibal Hamlin, whose home was at Bangor, was Vice President with Abraham Lincoln President, March 4, 1861-1865.
27. The state seal was designed by Benjamin Vaughn of Hallowell. It was adopted by the legislature the year Maine became a state. State Motto, Dirigo, means "I direct".
28. The area of the state is 33,040 square miles; about half of New England.
29. The length of the growing season (between frosts) is usually from 120 to 150 days in the southern part of the state (along sea
coast) and from 110 to 120 in northern Aroostook.

30. The winters of Maine are marked by heavy snow fall and a still, cold atmosphere which is not depressing, but which puts red blood into the capillaries and is as bracing as a tonic. No place in the world offers finer opportunity for winter sports, snowshoeing, skiing, skating and coasting. The state should become as famous for winter sports as for summer vacations.

31. Maine has a direct coast line of about 220 miles and a tidal line where waters narrow to less than a mile of about 2,400 miles; the direct Atlantic coast line is 1,888 miles and a tidal line of (water narrow to a mile) 5,565 miles. Maine has nearly one-half of the tidal line of the coast of the Atlantic.

32. Maine has the most picturesque coast on the Atlantic; bold headlands, lines of islands which stand as sentinels on the Maine coast; broad indentures; beaches and rocky precipices, green shores and wood bordered reaches endless in variety and beauty.

33. There are about 1,500 to 2,000 lakes within the state. The Rangeley Lakes, the Grand Lake Stream series and Moosehead are the largest. The lakes are favorite summer resorts and their shores are sites of comfortable summer cottages.

34. The waters of the state abound in salmon, trout, perch, pickerel, bass and touge. The forests abound in bear, deer, moose, and many fur-bearing animals.
35. Length of Maine Rivers:
   Androscoggin  160 miles
   Kennebec     175 miles
   Penobscot    350 miles

36. These rivers are marked by narrow rapid currents, fed by the springs and snows of the vast forest region which are never failing; they form a natural highway for the bringing down of the wealth of the forests to numerous mills. The Kennebec is navigable to Augusta, while the large passenger and freight vessels ply the Penobscot to Bangor.

37. The highest elevation is Mount Katahdin, 5,285 feet above sea-level.

38. The rainfall is well distributed through the year; along the coast the annual rainfall is 45 inches, in the interior 40 inches, and in the northern part 35 inches.

39. In 1790 Maine had a population of 96,540; in 1820, when Maine was admitted as a state into the Union, the population was 498,269.

40. The largest growth in population in any decade occurred in 1830-1840, during which years the increase was 102,338.

41. From 1860-1870 there was a shrinkage in population of 1,364. During this period the civil war was fought out, after which the government gave a vast dominion of new lands in the West to soldiers, and large numbers of Maine people left the state for the prospects of the West.

42. The lowest increase in population for any decade from 1790 to 1860 exceeds the highest increase of any decade from 1860 to the present time.
43. According to the present birth and mortality rates there should be an increase in population of approximately 100,000 in each ten-year period.

44. In 1910 there were living in the United States 790,000 Maine-born people, with only 631,000 of them living in the state of their nativity. Maine-born people were living in every state of the Union and from only two had we received more than we had lost to those states; 95,000 Maine-born people were then living in Massachusetts.

45. In 1915 27.24 percent of the children born in Maine were of foreign-born mothers.

46. Maine has a population of approximately 800,000 at the present time; about one-third are engaged in and are supported by agriculture; about one-third are engaged in and supported by manufacturies, including lumbering, while about the same proportion make up the professions, merchants, traders and retired persons.

Note:—This gives a fair balance to the interests of the state and should be conducive to thrift and development and afford an abundance of opportunity for all.

47. Maine ranks 34 in population among the 46 states.

48. Maine has a population of 24.6 per square mile: Iowa has 40: Kansas 20: Oklahoma 23: Washington 17: Vermont 39: Georgia 44.

49. In 1910 Maine had 159,432 dwellings and 177,920 families.

50. Portland has a population of 69,196; Lewiston, 31,707; Bangor, 25,948; Auburn, 16,985.
51. The State of Maine has 21,145,600 acres of surface; approximately 15,000,000 is timber lands.

52. The total stand of timber, spruce and fir is estimated at 25,500,000,000 feet, pine 5,060,000,000 feet, cedar 2,780,000,000 feet, hemlock 880,000,000, hardwood 5,000,000,000.

53. The cut of lumber is around 1,000,000,000 feet annually.

54. Before the development of the lumber industry of the Northwest, Bangor was the largest lumber market in the world; the log boom on the Penobscot fifteen or twenty years ago frequently reached 200,000,000 feet; it is now approximately 30,000,000.

55. The present replacement of timber in Maine is estimated at 300,000,000; this estimate, however, includes fire loss and destruction through other causes.

Note:—Careful protection against fire and reforestation will conserve one of our greatest sources of wealth.

56. Maine farms contain 6,000,000 acres, of which only 1,633,000 are estimated to have been in crop in 1918. There are 60,000 farms. The value of the crops in 1918 was estimated at $63,840,000.

57. The total value of farm property is $200,000,000 according to the government estimate.

58. The United States government values the plow lands of the state as $37.00 per acre.

59. Maine is noted for the yield and quality of the sweet corn produced; there are many canneries located in the western and southern
portion of the state. The sweet corn pack in 1919 was 1,652,000 cases of 24 cans each.

60. Maine’s potato crop reached 24,000,000 in 1919; the yield in Aroostook County was about 250 bushels per acre. Maine has produced 30,000,000 bushels. In October, 1919, Maine shipped 3,700 cars of potatoes.

61. The state yields from 800,000 to 1,000,000 bushels of corn annually.

62. Maine produces from 5,000,000 to 8,000,000 bushels of oats.

63. Maine orchards yield about 800,000 barrels of apples annually; in 1914 7,000,000 bushels of apples were raised. Maine apples are noted for their fine flavor.

64. Columbia Falls is said to be the largest blueberry market in the world.

65. Maine can raise more wheat and corn per acre than is produced on the average in the great grain belt of the United States.

66. We require annually for bread 3,300,000 bushels of wheat; we raise only 200,000 to 400,000. We could raise all of it. Why do we not?

67. In 1863 Maine ranked 6th in the per acre yield of corn, having a yield of 34 bushels per acre, and 3rd in price, $1.17 per bushel.

68. Maine affords rare opportunity for fine stock raising. We have but 165,000 cows and 112,000 sheep; Maine cows produce the best butter in the country. It rivals the famous butter of Denmark. We produce but 800,000 pounds of wool, while we can produce as much as Wyoming. It is as easy to raise an animal of high grade as it is a scrub, while
the satisfaction and profit are incomparable.

69. Maine produces about 25% of the food she consumes, when she could feed New England and have to spare. Maine’s dairy products reach $18,000,000 annually.

70. In 1914 Aroostook County ranked seventh among the 2950 counties of the United States in per acre and per capita value of agricultural products. With 24,000,000 bushels of potatoes in 1917 and high prices, it is probable that Aroostook went over the top and outranked the entire list.

71. The waterpowers of the state are 1,000,000 horsepower: 370,056 primaries (available the year round) and 658,268 secondary (available most of the year). With regulation and development these figures could be increased to 547,350 primary and 766,443 secondary.

Note:—A horsepower is primarily the power a horse exerts. In mechanics a unit of power, numerically equal to a rate of 33,000 foot pounds of work per minute or 550 pounds raised one foot in a second.

72. Registration fees for automobiles: 15 horsepower $5.00; 35 horsepower $10.00; over 35 horsepower $15.00. In 1913 we had but 7,743 automobiles, while in 1919 we had 47,188 and 5,790 trucks. Receipts from registration $685,570.25; there are 476 dealers; there are 8,558 operators licensed aside from owners.

73. Maine had 2,090 casualties in the world war with a total of 1,084 lives lost, including Maine men enlisted in Canadian, French and English Armies; 518 lives were lost from the American Army.
SHOW TAVERN, NEARLY 150 YEARS OLD
74. Total assessed valuation of the state, 1920, $577,442,529, not including public service corporations otherwise taxed.

75. In 1919 Maine paid income and excess profits taxes of $12,306,220.75.

76. Maine ranks first in the production of feldspar—28,000 tons.

77. Maine has 2,262 miles of railway and 518 miles of electric railway.

78. There is a capital investment of $200,000,000 in manufactories in Maine; 79,955 wage earners (1910); raw materials used $97,101,000; output $176,629,000. (Later statistics will soon be available).

79. Maine has 24,000 miles of rural highways; in 1919 we spent $3,859,415 for highway improvement.

80. William King is the only Maine representative in Statuary Hall in Washington.

81. Whipple, a sailor from Kittery, was a signer of the Declaration of Independence.

82. The most important rock products of Maine are granite, lime and slate. The normal output of granite is $2,000,000, of lime and limest $1,000,000, and slate $275,000. In granite Maine ranks second in the United States, in lime and limest sixth, and is third in slate.

83. The most important mineral products are feldspar, copper and gems. The production of feldspar is about $200,000, copper $50,000 and gems $5,000. Maine ranks first in the production of feldspar and fourth in gems. The gems mined are tourmaline, beryl (aquam-
arine), quartz (crystal, smoke, rose and amethyst), topaz and garnet.

84. Maine contains practically all of the known rock types and about 40% of the minerals known to occur in the United States. At least two minerals (beryllonite and purple apatite) are found probably nowhere outside of Maine.

85. School census, 1920, 228,489.

86. Total cost of schools (including new buildings) for 1919 was $4,477,028.

87. Number of teachers 6,554.

88. Maine ranks high in the percentage of pupils in high schools, in compulsory education laws, in care of children in sparsely settled sections, in rural teacher training, in percentage of state funds for education, and in laws governing sanitary conditions of schools.

89. Bowdoin College, Brunswick, established 1794. Men’s school.

90. Colby College, Waterville, established 1820. Co-educational.


93. Maine has five normal schools and a training school for the Madawaska territory—Gorham, Farmington, Presque Isle, Machias, Castine and Fort Kent.

94. Maine was the first State in the Union to enact a prohibition law and one of the first to adopt the budget system of finance.

95. We have nineteen agricultural high schools, the expenses of which are borne by town,
state and federal governments. Maine also conducts a rotation agricultural and home economics school in any rural town which will signify its desire for such a school and will provide a sufficient number of students. These rotation schools are completely equipped and do their instruction on the unit plan. Six months supervised practical work on a productive basis is provided.

96. Of the illustrious men and women of America, Maine has contributed her full share; statesmen, clergymen, inventors, discoverers, artists, musicians, men and women of letters, scholars, military men and jurists in generous numbers are sons and daughters of Maine. See special list published by Maine Centennial Committee.

97. Through the State Board of Charities and Corrections Maine provides that no child shall suffer through neglect, poverty or unmoral surroundings. The State provides board, clothing, schooling and medical attention for all children who have no parents or whose parents are unable to properly provide for them. The mothers' pension is a further safeguard for the child.

98. The waters of Maine abound in fish of the game variety. Hatcheries are supported in Auburn, Caribou, Enfield, Camden, Monmouth, Moosehead, Moxie, North Belgrade, Oquossoc, Raymond and Tunk Pond. During 1919 the fish hatcheries and feeding stations raised and planted in the public waters 2,148,130 square-tailed trout, 757,885 landlocked salmon; 12,500 square-tailed trout,
399,500 land-locked salmon were wintered in the hatcheries and planted as yearlings and two-year-olds this season.

99. Maine has 44 savings banks, 53 trust companies and 62 national banks. The total banking resources are $341,418,944.97. There are 392,185 depositors with a per capita deposit of $390.48 in the savings banks and savings departments of the trust companies.

100. There is no call for the present decadence in agriculture, but the situation has its counterpart in the history of every state in the Union and in every country in the world where the lottery of higher and quicker returns has appeared. It is said of Brigham Young that he was at one time approached by one of his men who wished to see him in secret. The man showed a handful of silver which he had discovered on his farm and wanted to know what he should do. “Go back and put the silver where you found it and forget about it. It will make you rich but it will ruin our people,” replied the man who built an empire out of a desert. Men have left the farm for industry where a little quicker returns are offered, not knowing that where these great industries are there may be also a better chance for the husbandman.

Maine is a land of one thousand rivers with their reservoirs in two thousand lakes. These rivers owe their never failing waterpower to the sheltering forests. The conservation of these great forest areas is essential to the continued development of the industrial life of the state. Careful
REMODELED BLAINE MANSION
selection, avoiding waste, reforestation, and the prevention of forest fires are of vital importance to future generations.

The Penobscot river and bay was at one time the dividing line between New England and New France. Across the river from Belfast stood Fort Castine, where a French baron of the same name established a fort and planted the flag of his country in 1667.

From 1750 to 1812 Maine was the leader in shipbuilding and in commerce; the oak from the forest and the tall spruce from the banks of our rivers furnished the keel and mast for ocean-going vessels which carried lumber and fish from Maine to the West Indies and brought back sugar and molasses therefrom and also brought spices and silks from the Far East. The embargo act was a serious blow to this enterprise and forced the men from forest and shipyard; then began the development of manufacturing industry, but prevented the United States from accepting for the time being the leadership of the sea.

The climate of Maine is a great resource; Maine is the Switzerland of America. Before the war it is estimated tourists left in that country $100,000,000 annually; it is estimated that summer tourists leave more than a third of that amount in Maine each season. Maine should become famous for winter sports also; no state has a more delightful winter where winter is prized for its own worth; here are natural facilities for coasting, snowshoeing, skiing, skating and ice racing waiting for some enterprising person or persons to develop and make known these advantages.
ADVANTAGEOUS FEATURES OF MAINE

1. Extensive resources of soft wood already developed and large resources of hard woods just approaching development.

2. A thousand rivers with their sources in two thousand lakes furnishing tremendous waterpowers.

3. Fine harbors and navigable rivers with a most unusual tidal coast line which provides the finest advantages for commerce and shipbuilding.

4. Fertile valleys for agriculture and hillsides for pasture.

5. Facilities for raising 300,000 sheep and as many cows. The soil and climate of Maine are better than are found in Denmark, and yet Denmark is perhaps the richest agricultural country in the world. Maine cows produce as fine butter as the famous butter of Denmark, which forced its way into the London markets.

6. Fine sport in forest and stream.

7. Extensive salt water fishing and fish industries.

8. A delightful climate in summer; Maine is the summer playground of New England and is
fast appealing to the Central West; a genuine winter without the disagreeable wind features known to so many winter sections of America.

9. Fine facilities for marketing produce, both domestic and abroad; a million dollar pier to be constructed at Portland.

10. Maine has many fine cities; the metropolis, Portland, a city of 70,000 population, may be known as the million dollar city because it has a million dollar bridge, a million dollar city hall, a million dollar high school, and will have a million dollar pier.

11. Facilities for developing an abundance of white fuel and labor-saving devices in home and in industry.

12. Materials and special facilities for road building.

13. A sturdy people who retain the courage and conscience of their Puritan ancestors.


15. A foundation for an adequate system of public schools.

16. Sufficient forest resources if properly conserved to last 1000 years, supplying lumber, paper and fuel for commercial enterprise and for cheer and comfort.
17. An excellent system of highways and railways rapidly approaching excellence.

18. A history filled with bravery, fortitude and integrity which begets sturdy sons and fair daughters equal to the task America demands in order to develop free institutions and the right sort of democracy.

19. Opportunity for young men and young women in every line; agriculture, in its special forms, commerce, manufacturing, and the long list of professions essential to the wellbeing of the state.