

MAINE STATE LEGISLATURE

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1906

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OF THE VARIOUS

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For the Year 1905.

VOLUME IV.

AUGUSTA
KENNEBEC JOURNAL PRINT
1906

REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC SCHOOLS
OF THE
STATE OF MAINE
FOR THE
School Year Ending June 30, 1905

AUGUSTA
KENNEBEC JOURNAL PRINT
1905

STATE OF MAINE.

EDUCATIONAL DEPARTMENT,

AUGUSTA, December 31, 1905.

To Governor William T. Cobb 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 1904-1905.

Very respectfully,

Your obedient servant,

W. W. STETSON,

State Superintendent of Public Schools.

GAINS.

It is worth while, occasionally, to recount our blessings. One does not have to look far, or closely, to discover that improvement has been made in the schools of Maine through the interest manifested and work done by parents, school officials, teachers and pupils. The time has arrived when a somewhat detailed statement of the facts is justified.

MONEY.

Many municipalities, at the last town meeting, voted larger sums for the maintenance of schools than were asked for by the school committees. This action indicates that the day has passed when voters are willing to sustain a motion that the amount required by law be raised for schools. It also shows they are intelligently considering two questions: First, the needs of the schools and second, the extent to which their resources will allow their demands to be met. When these questions shall have been discussed and decided in the right spirit, the welfare of the school will be assured.

INTEREST AND WORK.

The evidences of an interest on the part of a majority of our people in the improvement of the school are too numerous for rehearsal. They come to the department through correspondence, reports of officials and personal testimonies. There is a disposition to look for the best things in the work of the teacher and the results achieved. There is much less carping because of the enjoyment the faultfinder derives from criticising and nagging. There is a willingness to work for and with the school. Material is supplied and service rendered to a much greater extent than in former years.

"STANDARD SCHOOLS."

The plan for "standard schools" has been so intelligently discussed in the newspapers, the women's clubs and by school officials as to indicate that its merits are being recognized. It has met with a much more favorable reception than was anticipated. A large number of letters have been received approving the scheme and expressing a desire to have the schools in which the writers are personally interested placed on this list.

The movement has stimulated an interest in better physical surroundings, in simplifying and systematizing the course of study, improving methods of instruction and increasing the thoroughness of the work done. The indirect benefits derived from the outlines have proved that the time is ripe for the presentation of the plan proposed and that our people are prepared to make use of the suggestions therein contained.

Two states, besides Maine, have adopted and are promulgating the "standard school" idea and there is a prospect that it will extend throughout the country.

SCHOOL IMPROVEMENT LEAGUE.

The statement that the School Improvement League has done more for the betterment of the schools than any other agency during the past quarter of a century has been proven by so many instances that its correctness cannot longer be questioned.

It has rendered its greatest service by calling attention to present conditions, the necessity for changes and convincing the people concerned that the work must be done by those living in the community in which the school is located. Concentrating the attention of the entire population of any section upon its school interests always results, not only in better schools, but also in showing the people that they must decide what shall be done and be responsible for its performance. This necessitates the devising of plans, the choice of possibilities, taste in selecting and judgment in using. These efforts, in turn, result in intellectual training, moral nurture and æsthetic culture.

The League has stimulated in the children an intelligent sense of personal responsibility and has fostered a pride in the local school. It has brought them the inspiration which comes from serving others and developed a new conception of civic right-

eousness. It has also given them the joy born of honest toil and the ambition nurtured by mastering the task attempted. It has enlarged their outlook, corrected their perspective and helped them to a better knowledge of themselves, their associates and the varied relations of life.

A large number of the schools are supplied with libraries, furnished through the efforts of teachers and pupils. The work done in this field is as extensive as it is commendable.

TEACHERS.

Maine has more teachers holding State licenses than any other state in the Union. This reveals a spirit of enterprise and desire to do better service that are most encouraging.

Nearly four-fifths of the teachers attended the county teachers' meetings; a little less than one-third were present at the annual session of the State Association; about one-fourth were members of the summer schools and, of the whole number employed, nearly one-third are graduates of normal or training schools.

The number of teachers continued in the same school for the past year is much larger than is shown by any previous report, the aggregate being 2,584. The total number employed was 6,658, and of this number 5,682 had previous experience.

Many of our teachers are reading books on pedagogy and an increasing number are showing their interest in a broader culture, by the study they are giving to works of standard authors.

They are learning that to be of service they must have sympathy for the plodder and wayward, with the genius and unbalanced and that they must be filled with that enthusiasm which makes hard things easy and sinks self in the work to which they give their lives.

PUPILS.

There has been a large increase in the number of pupils attending the secondary schools. This change is due to two causes: First, the improvement of the work done in the common schools and the influence exerted by teachers in stimulating the more promising students to attend higher institutions of learning and second, to the law which provides that the towns and the State shall pay the tuition of pupils who live in municipalities in which secondary schools of standard grade are not

maintained. The gain in this particular is so marked as to attract general attention and has assisted in making acceptable a law which, at first, was severely criticised.

This statute is one of the most important that has been enacted in half a century and, when fully understood and honestly administered, will be of great help in improving the common schools and will be of incalculable benefit to the boys and girls in rural communities.

SCHOOL OFFICIALS.

There has been a change for the better in the personnel of the school boards. Towns are more careful to elect persons who are competent and interested in the work. These officers are striving to provide better schools. The executive work is largely performed by the superintendent and the legislative functions are in charge of the committee. The two are working in harmony and, as a result, most of our schools are provided with courses of study, greater care is used in the examination, certification and employment of teachers and there is a more intelligent inspection of the work done.

CITIZENS.

It has already been intimated that there is a feeling on the part of our people which signifies that, in the near future, towns will vote for the maintenance of schools the largest sums consistent with the local valuations; that school grounds, buildings and furnishings will be the best the local communities can provide; that a high grade of teaching force will be demanded and that pupils will be held to a stricter account in matters of attendance and mastery of studies.

It is also gratifying to learn that the patrons of the school have furnished the funds necessary for the purchase of 35,464 books for school libraries; that, during the past year, the children and their parents have contributed \$7,319 for the improvement of schoolrooms and yards. These figures tell a story as inspiring as it is significant and indicate that local interest in the local school is a factor to be counted on.

ART.

A majority of the schools have provided their rooms with works of art of real merit. The taste exhibited in the selection of pictures and statuary is most commendable. It is doubtful

if our people realize how great has been the revolution in this particular.

The placing of works of art where they may be seen by children is important. Many teachers have taken the next step and have assisted the boys and girls in appreciating the beauties and teachings of these messages of wisdom. In not a few cases they are led to discover somewhat of the simpler technical details of a picture as well as to read the thought the artist sought to express. The value of this service is recognized by those only who can see things not in sight.

SCHOOL WORK.

Many of our more intelligent teachers are putting more emphasis on principles, requiring greater proficiency in processes, omitting not a few of the less important topics and giving but limited time to minor details. They are insisting that pupils do their own work and master the studies pursued. In addition to all these gains they are giving attention to the manners of their pupils and are securing a willing observance of conventional forms. They are also interesting the child in an intelligent reading of a few good books, the appreciation of some form of nature and are helping him to acquire proficiency in some study or activity for which, or in which, he shows an aptitude. The so-called "bad boy" and the "mischievous girl" are being studied and helped.

These teachers have, each year, a broader outlook, a saner conception of their duties and have acquired a skill in the administration of their schools that is worthy of high praise.

If it were possible to promote the less efficient members of the teaching force into this class and advance the best to the next higher, long looked for results would be made possible.

The work done shows what may be accomplished and reveals the means necessary to ensure coveted improvements. When all hands are joined with those already united, then the good day will be near at hand.

These hopeful signs give promise of a future in which we may not only take comfort but derive a strength which will give us a creditable place in the educational activities of the Nation.

AMENDMENTS TO THE SCHOOL LAWS.

The following amendments to the school laws have been made during the past ten years. Many of them have vindicated their usefulness and a few have not received this distinction. Some of the more important changes are as follows:

The school committee is limited to three members.

Towns are required to furnish text-books for all public schools, including common and high schools. Parents are authorized to purchase books for the exclusive use of their children, if they prefer to do so.

Provision has been made for the schooling of children in unorganized townships.

The educational department has been authorized to examine and certificate teachers, said certificates to be accepted in lieu of a personal examination given by local school officials.

Towns must pay for books, apparatus, supplies, repairs, insurance, improvements on grounds, et cetera, from moneys raised for these purposes and not from common or high school funds.

Academies, institutes and seminaries, receiving State aid, must maintain standard courses of study; they must be in session at least thirty weeks each year; they must have an average attendance of not less than thirty pupils and an attendance from towns other than those in which they are located of at least ten pupils and must not have an income to exceed \$1,600 per year.

Schools failing to maintain an average attendance of at least eight pupils are discontinued unless the town at the annual meeting, on the written recommendation of the committee, votes to maintain said schools.

Provision has been made for the union of towns for the employment of a superintendent of schools whose term of office shall not exceed five years. The minimum and maximum number of schools included in any union are specified, as are the minimum salary and maximum amount to be paid by the State.

Candidates for admission to free high schools must be examined before they are entitled to enter said schools.

School committees are authorized to fill vacancies in their membership until the next annual election and also to fill vacancies in the office of truant officer.

Conveyance for pupils must be provided by the superintendent of schools when, in the judgment of the school committee,

transportation is necessary. Committees are allowed to pay the board of pupils when it is found inexpedient to furnish transportation. A paragraph provides that transportation may be furnished for the whole or a part of the distance, as authorized by the committee.

The superintendent is elected by the committee, but he cannot be a member of the board. This official has been authorized to examine, certificate and employ teachers, said employment being subject to the approval of the committee.

The Governor and Council have been instructed to withhold State school funds from delinquent towns and from all towns in which the school moneys are not expended for the maintenance of schools established and controlled by said towns and which, in any other way, fail to comply with the laws relating to schools.

Every child between the seventh and fifteenth anniversaries of his birth must attend school for the full time for which the schools are in session in the towns in which he resides, provided he is not mentally or physically incapacitated for such attendance, or provided he does not receive equivalent schooling in some manner approved by the superintending school committee.

Provision has been made for the schooling of blind children at South Boston.

All free public schools established by gifts or bequests are placed under the control of the State Superintendent of Public Schools, who is also required to perform all duties imposed on him by the charters granted by the legislature to educational institutions.

Legal school holidays are enumerated and established.

The free high school year ends with July 1st and the half year with December 31st.

Detailed provision is made for the location of school lots and the right of aggrieved parties to appeal to county commissioners within six months is granted.

Power is given for the establishment of manual training schools by towns and cities.

The Industrial School for Girls has been accepted by the State as has also the school for deaf mutes at Portland.

Towns must fence school lots under certain conditions.

Towns not accounting for interest on permanent school funds must raise \$45 in addition to all other sums required by law.

One-half of the taxes on trust and banking companies is apportioned and distributed as a school fund.

The Aroostook State Normal School has been established at Presque Isle.

Unexpended balances of school funds must be brought forward and credited to resources in the following year.

Towns must expend the entire amount of common school funds during the year for which it is appropriated, for wages and board of teachers, fuel, janitor services, conveyance, tuition and board of pupils and must make special provision for all other school expenses.

Duties of superintendent of schools and school committee have been defined, together with the returns to be made by the superintendent.

Provision is made for the payment by the towns, of the tuition of pupils who reside in municipalities in which secondary schools of standard grade are not maintained; one-half of said tuition to be reimbursed to the town by the State, under certain restrictions.

Towns may contract with adjoining towns for the schooling of pupils in secondary schools.

School committees, with an equal number from the board of trustees, shall form a joint committee for the selection of teachers and the arranging of the course of study in academies receiving State aid, when such academies have an endowment of less than \$10,000.

PER CONTRA.

While the foregoing statements are made with care and are intended as a record of facts, yet it must not be assumed that our school conditions are ideal; that sacrifices are not needed; that improvements are not necessary and that progress is not our watchword. Most lamentable details mar our record and disgrace our school system. To these we must address ourselves and, unless they can be re-placed by better results, our work must be counted, at least, a partial failure.

FUNDS.

Some towns are content to house their children in buildings unfit for the use of human beings and are unwilling to furnish books and apparatus necessary for the efficient administration.

of the schools. These communities will not tax themselves to such an extent as makes possible the employment of teachers who can conduct schools of worth.

INTEREST AND WORK.

In this class of towns there is a scant interest in the school. Little is done for it by the individual citizen except to criticize the teachers, discourage the children, complain of taxes and recite the legend that, "what was good enough for me is good enough for my children." The indifference and hostility manifested in these communities are beyond statement and hardly within the comprehension of one not familiar with the facts.

While these strictures apply to a small minority, yet they are true of a number too large for the safety of the State.

Changes can only be wrought through the interest and activity of local citizens who are willing to spend the time necessary to learn the facts and develop in their neighbors a desire for a better school. What these communities need more than anything else is a live Improvement League in which all the citizens hold membership.

TEACHERS.

We have too many teachers who belong in the inefficient class. They are lacking in scholastic attainments, professional training, aptness to teach and personality. Some of them are relatives of school officials or of influential citizens and others are employed because of the indifference of these officers to the value of a good school and therefore they will not make the effort necessary to provide suitable instructors.

About one-sixth of the teaching force are failures for some of the reasons indicated above. These incompetents should be replaced by teachers who have a reasonable equipment for the work and until this is done these schools cannot be improved.

PUPILS.

Our greatest misfeasance in the care of children is found in the kind of food we provide for them. No child can attain to his best estate physically, morally or intellectually who is allowed to drink tea or coffee, or eat any considerable quantity of confectionery and pastry, or partake of highly seasoned

foods. The number of children who do all these things is so large as to seem incredible.

This is the age that will be charged with producing the victims of patent medicines. Scientific research has made it clear that many of these concoctions are highly injurious. People holding respectable positions have been adjudged victims of alcoholism because of the use they have made of these compounds. Is this great army recruited from the ranks of the children who drink tea and coffee, eat confectionery and pastry and live exciting and demoralizing lives?

People need no longer wonder that the use of tobacco and stimulants is increasing so long as they foster the conditions which must inevitably bring these results.

What right have we to expect a child whose breakfast consists of coffee strong enough to make a veteran wince and fat-laden doughnuts, to do his work in school or grow into a worthy citizen? Upon the home rests the responsibility of making needed changes in these particulars.

Many children are injured by being clothed in apparel which develops vanity in the wearer and envy in his companion. These children are also harmed by the social functions in which they are permitted to participate and at which they make exhibitions of themselves as inartistic as they are harmful.

When we recall the surroundings that mar and the influences that make some of the children, should we be surprised that they are slow in learning the wisdom of the Carlylian philosophy? This wise Scotchman has told us that the fraction of life can be increased in value not so much by increasing the numerator as by lessening the denominator.

The pampering and coddling the children receive in the form of mistaken kindnesses are doing them serious injury. A child who has not learned to obey cheerfully has missed the greatest blessing made possible by the home or the school. Their next greatest service is to develop in him a love for and a habit of work. Unless the child delights in conquering difficulties through his own efforts and mastering the tasks assigned him, his home and school have done him but little good and may have done him much harm.

Emerson has told us we deprive our children of the chance to succeed by making it unnecessary for them to work and shielding them from responsibilities.

The spirit of insolence, the attitude or arrogance, the willingness to evade tasks, the disposition to resent authority and the desire to be prominent on public occasions and to wear striking apparel are portents of future possibilities that should not only give us anxiety but will bring us trouble.

SCHOOL OFFICIALS.

In some municipalities school officials are elected after most of the voters have left the town meeting. Many times the selection is made without any thought of the fitness of the candidate for the office. In such cases the person chosen has some selfish interest to serve and therefore accepts the position.

Superintendents are selected who truckle to the board. When such conditions exist the schools are the football of men who have too little conscience to be in charge of public interests. As a result incapable teachers are employed and the school is so worthless that it is worse than none. That such things should not be admits of no discussion; that they exist is beyond question. The remedy is in the hands of the people and they are responsible for inaugurating reforms.

England's first great teacher makes record of the fact that we are more willing to spend money and effort on the training of a colt than on the care and nurture of the child and, as a result, our colts are gentle and serviceable and our children are untamed and unsafe members of society.

These failures in our management and training of children account for the existence of a demand for physical ease and enjoyment to the extent of killing ambition and paralyzing effort.

BY THE WAY.

While there are many things to commend, much in which to rejoice and a future of great promise, still there are not a few items that should give us concern. Public opinion should be more active and intelligent; school officials need to give more thought to the details of their duties and be governed by a higher moral sense in their service; teachers must more nearly resemble the artist; pupils must receive better nurture in the home and more intelligent training in the school. We must put our thought and effort into strengthening our strong points and correcting our mistakes.

There is a danger signal in the statement of employers that young people are disposed to make the least return possible for the money paid for a service. Many fail of advancement because they refuse to study the interest of those for whom they work and limit their efforts to the task assigned them. They not only have to be told what to do and how to do it, but they have to be watched and supervised in their work and, instead of striving to find better ways of doing a given thing, they shirk responsibilities and leave behind all thought of duties when they close the front door to their places of labor.

There is a demand for young men and women who are anxious to prove themselves fitted for better places than the ones they are trying to fill. The youth who will study his task, the ways of doing it, the possibilities of making improvements and who is willing to give extra effort or added time under special conditions, is sought for and will be promoted as rapidly as his merits warrant. The call is for those who study, think, are in earnest and eager to be found worthy.

The business man is looking for the boy who is tidy in his apparel and clean in his habits and who is not afraid of hard work and over-alls. He wants a lad who can spell and write acceptably and who is familiar with the fundamental processes in arithmetic and accurate in the use of figures.

He has scant confidence in the young man who is not trying to prepare himself to do something and who instead trusts to luck for something to do and ability to do it. He wants him to have discernment enough to discover that money is not the only reward given for faithful service. He must be controlled by the determination to make a success of what he undertakes and not be content with what he is doing until he can do it better than any one else of equal capacity.

He seeks the boy who knows the joy which comes from doing his best every time and he has no use for the one who is more ambitious to follow than to lead. If he is willing to depend on his parents for a lift, or relatives for a boost, he will not fill the bill.

It is a hard lesson for young people to learn that, if they never do more than they are paid for, they will never be paid for more than they are doing.

Unless pupils learn to work and play as comrades, unless they are sensitive about the rights of others and the duties they owe their associates; unless they can live helpfully in their school, social and semi-business relations while students, there is slight prospect of their being able to do these things when they come to years of maturity.

If necessary, the school should do less text-book work and devote more time to developing in the children those qualities which will make them safe citizens. It is a part of the work of the teacher to help the children to abhor evil and love the good. The child who knows the value of economy and the necessity of thrift, who is honest in his thought and dealings with his fellows, will add his contribution to the moral and material worth of the community.

The school is responsible for doing all it can to persuade boys not to smoke cigarettes. The school cannot do this work alone. The home must come to a realizing sense of the extent and danger of this evil and join with the school in bringing about needed changes.

This habit is on the increase. A larger proportion of the boys are indulging in this practice than even thoughtful people realize. It would be startling if the facts were put in figures. There is no disposition to discuss the effect of the use of tobacco upon adults. All sane people know that its use is a serious and, in most cases, a fatal injury to persons who have not reached their physical maturity. This proposition does not admit of discussion. The facts are beyond question. The necessity for action is urgent. The question is a pertinent one. What do we propose to do about it?

FACTS AND FIGURES.

An investigation made by the judge of a Juvenile Court and extending through several months shows the following comparative record of smokers and non-smokers (20 each) taken at random from a school of 500 pupils. The figures in the first column deal with twenty smokers and those in the second with twenty non-smokers.

	Smokers.	Non-Smokers.
Nervous	14	1
Poor memory	12	1
Bad manners	16	2
Impaired hearing	13	1
Low deportment	18	1
Poor physical condition.....	12	2
Bad moral condition	14	0
Bad mental condition.....	18	1
Street loafers	16	0
Out nights	15	0
Careless in dress	12	4
Truants	10	0
Low rank in studies	18	3
Older than average of grade.....	19	2
Untruthful	9	0
Slow thinkers	19	3
Poor workers or not able to work continuously.	17	1
Failed of promotion.....	17	2

TRUANTS.

There are supposed to be at least 525 truant officers in the State. It is the duty of these officials, as well as of the superintendent, school committees and teachers, to see that all children between seven and fifteen years of age who are not receiving equivalent instruction in other schools, or are not physically or mentally incapacitated for attending schools, attend the schools in the towns in which they reside for the full time for which said schools are in session.

The returns made under oath reveal the appalling fact that there were last year 4,342 boys and 3,165 girls between seven and fifteen years of age and not included in the above exempted classes, who were not in attendance upon any school. These figures are as startling as they are distressing. They mean that we have a scattered population large enough to make a community greater than that of our first city, with no child between seven and fifteen years of age in any school. Unless those who are responsible for the enforcement of this law are more faithful in the performance of their duties the legislature should make such amendments to the statutes as will prevent the continuance of this most lamentable condition.

INDUSTRIAL EDUCATION.

The industrial education which assists the child in recognizing the forms of nature about him,, appreciating their teachings, enjoying their beauties and appropriating them to his uses, is of value. The scientific study of nature belongs in the higher schools; its appreciation should find a place early in the elementary course.

The definite form which these efforts should take is dependent on local conditions. In a city it should have to do with the industries most prominent in that locality. In the country it should include the study of soil, forestry, plants, vegetables, fruits, utensils in the home, implements on the farm and the care and uses of wild and domestic animals. The work should have to do with the things themselves and technical descriptions should be incidental.

The child can learn what a thing is and to what uses it may be put, by getting at the thing itself, observing it in its inception, studying its growth and using it in its matured form. He can do this best by doing it his own way, making his own mistakes and learning through his errors.

He needs instruction, but it should be given so skilfully that he will not be conscious that he is in leading strings. His individuality should be respected and his efforts appreciated.

The work done by the Leagues furnishes most excellent opportunities for promoting industrial education in its most attractive and helpful forms.

If this training is to be a means of commercial betterment, intellectual culture and esthetic nurture then the child must study things; he must learn what they are and how they may be used. We have had too much telling about things and too little studying of things themselves; too much instruction and too little investigation; too much method and too little observation; too much detail and too few principles; too much theory and too little practice. We need to get down on the ground

and study the thing itself and acquire the strength which actual contract and hard work can give.

The Acadians of northeastern Maine lived in practical isolation until within the past decade. They exhibited unusual facility in the language arts, the use of tools and the observance of conventional forms. Before the schools of this section were of standard grade, the pupils made miniature duplicates of the utensils found in the home and the implements used on the farm.

A majority of the teaching force had attended the rural schools and the Madawaska Training School. None of them ever saw a manual-training school. At the end of the second year of work in this branch the pupils presented for exhibition a large number of specimens, including all the machinery necessary for the manufacture of cloth from wool, a complete set of blacksmith's tools, a buggy and numberless articles of simpler construction. This experiment indicated that the teachers in our rural schools can train their pupils to decorate schoolrooms, provide needed apparatus, improve school grounds, if they are interested in these matters and are willing to work with the children.

A somewhat careful study of this experiment and the work done in some of the modern manual-training schools has suggested the thought that it is possible for experts to be so severely technical that they are led to use language which has no meaning for the child, or multiply their directions to such an extent that the student is left no opportunity to work independently and learn through experience the principles underlying his task.

Two serious blunders have been made in industrial training: first, we have waited for the expert to give us the last and minutest detail before we started; second, we have so overdone the directive part of the work that the child has been lost in the haze manufactured by the instruction.

We have devoted so much effort to constructing and installing school machinery that we have no time left for the boy for whose benefit it is supposed to be kept in motion. We have been more anxious to develop skill than to cultivate the taste or train the thought. The conventional and mechanical phases of the work have received the major part of our time and effort.

We have directed, managed and held the boy in place, until he can neither go afoot nor alone and he has neither the desire

nor the capacity to take the initiative. He is wanting in moral fiber, intellectual power and physical vigor, because he has come to feel that he is a cog, while he knows he has the fitness to be a wheel. Too much of the work only helps him to do his little part in his little place, if he is called upon to do it at the regular time and in routine way; but if you belt him onto a new shaft he either will not turn or will wreck the whole plant.

We have labored so long on the artistic mortise and we have been so occupied with the mechanical details, that the interest and joy of the student have been killed. He has none of the pleasure of learning how to do things by making mistakes in doing them. He has been directed and instructed in his doing, until he can go through his work as correctly as a piece of machinery would do the same thing; but he has lost the power to think and the impulse to feel. He is incapable of that exercise of the imagination which makes such work a means of grace. He can whittle and plane and drill and bore and produce a combination that has all the correctness and all the poverty of the worker who has been drilled and bored and stupefied by exalting things to a place of supreme importance that should be known without a consciousness of the knowledge.

In a word, the mechanics of training have been erected into an altar. Those who have worshipped at this shrine have all the littleness that comes to those who worship graven images. It is not strange that the victim becomes as wooden as the material on which he toils.

Still we are told in pious phrase that manual training is the supreme agency in moral development. Is there any worthy work, or thought, or question that is not, in its last analysis, distinctively moral in its essence?

The boy on the farm learns many lessons in lines, angles, squares and cubes without the benumbing processes so often found in this work in the schoolroom. It is true, he stumbles for a long time, in the twilight of his own ignorance; but he breeds the discernment which leads him to discover where daylight is and his struggle gives him strength to walk toward it and into it. He cannot use many technical terms and he can give but few scientific definitions, but he can do the thing that needs to be done. When a tongue pulls out of a sled in the woods, he can repair or replace it. When the emergency comes,

he is there and he not only rises to, but above the occasion. By such experiences these boys have become captains of industry, noted lawyers, famous clergymen, distinguished teachers, skillful physicians, honest statesmen. It was in farm homes and among primitive but stimulating surroundings that they gained the power which won them their positions of honor. They did things and developed thinking capacity in their doing. They were not swamped in technique, but were taught by service.

I have two pleas to offer: first, give the boy who must learn through his eyes and hands a fair chance to be educated. Make it possible for him not only to do things, but to get the intellectual training which will make him a master in the field he enters and thus aid him in doing his work better than anyone else of equal capacity has done it. Second, let the instructor and pupils be companions, working together to produce results and develop power, each being an investigator, inventor, doer.

SCHOOL FOR THE FEEBLE MINDED.

It has become the policy of most of the states to make special provision for the care and training of the mentally deficient and the morally depraved. Prisons and workhouses are provided for adults and reformatories are furnished for children.

Maine has done its full duty by one of these classes of our youth. The State School for Boys at Portland and the Industrial School for Girls at Hallowell are institutions that are rendering a service, the value of which is only known to those who have been benefited by it and those who have made a study of the results obtained. They are doing their work so quietly and efficiently that public attention is not directed to them and therefore they are not appreciated at their real value.

The other class has been neglected to an extent that is beyond explanation. There are so many reasons why this matter should be taken in hand that it is impossible to see why it has not been more thoughtfully considered.

NUMBER INVOLVED.

The teachers and local superintendents have been asked to report the number of persons between seven and fifteen years of age, in their communities, who are mentally incapacitated for deriving benefit from attendance upon the common schools. These reports show an aggregate of 463 children of this class. This is a smaller number than the facts warrant. In the larger communities these children are not known to any one connected with the schools and in smaller these unfortunates are kept more or less secluded. The number given above is so large that it must make a most convincing plea to anyone who has the slightest sympathy for those who are in need of assistance.

INJURY TO THE SCHOOLS.

Only those who are in closest touch with school work know of the great harm done to normal children by the presence of the feeble minded in schoolrooms. These unfortunates are unmanageable and seem to be possessed by a desire to do and say things which keep the school in an uproar and prevent necessary discipline and regular work. The harm done is incalculable. Any one who understands the facts realizes how grave is the injury inflicted.

HARM TO THE UNFORTUNATES.

To place feeble minded children in contact with brighter companions is to develop in them one or more of a half dozen unfortunate conditions. It leads to insolence, profanity, moroseness and even more reprehensible vices and does little or nothing toward bringing out the better possibilities of the victims of limited powers.

OUR DUTY TOWARD THESE CHILDREN.

This matter has been too long neglected. We can no longer justify ourselves in pushing it aside and thus postponing its consideration. These children are becoming a burden to the communities in which they live and a menace to society. If taken in hand and put in charge of experts they may be developed to such an extent as to be, at least, safe citizens and, in many instances, self supporting. Experience in other states has shown that there is no money expended for public purposes which yields better returns than that devoted to the training of the feeble minded.

IN CONCLUSION.

A large number of our best citizens are interested in this movement. Their concern has no selfish basis. They are desirous that the State shall do its duty by those of our population who are in great need. They have studied this question in all its phases and are prepared to outline a policy and administer an institution which will take these unfortunates in charge and remove this stain from our good name.

These children should appeal not only to our sympathy but to our sense of justice. They are of us and with us and we should

do what we can to enable them to use their small capacities to the best advantage and be respectable, if not efficient, citizens. This matter is on the consciences of our people and there it must stay until it is settled right.

There are three classes who are interested in the care and training of feeble minded children—those who have normal children in the public schools; those who have children of this class and those who are public spirited enough to be concerned for the welfare of persons who are unable to care for themselves. All others may properly consider themselves excused from the consideration of this subject.

EDUCATIONAL IDEALS.

This chapter was written with no pretence of exhausting the subject, but merely for the purpose of dropping hints and noting the next things, as suggested by present tendencies. The desire is to help in the correction of errors which, "though they may make the unskillful laugh, cannot but make the judicious grieve."

IDEALS.

When we become soured by a sense of our uselessness in this world and realize our unfitness for the next, then we amuse ourselves by writing alleged witticisms on the unwisdom of being hospitable to ideals.

Ages before Emerson's day men hitched their wagons to the stars. "Long after the youngest critic has died" the wise of earth will continue to use this divine system of transportation.

The historian has written the story of the past, the annalist records the happenings of the day, the prophet and the poet portray the thing that is to be. The visions of the seer and the ideals of the singer are more accurate than the statistics of their coadjutors.

We are persuaded that ideals keep the heart pure, the thought sane and the act righteous.

When the better day has dawned the new education will come into its own. Then

THE COMMUNITY

will be scrupulous in paying a dollar for a dollar's worth of service, to the end that justice may be done and stealing cease.

The time server will find no opportunity to serve his time.

The doer will not toil in Arctic zones of neglect or flatten his sails in the calms of indifference.

Service will not waste its energies in seeking appreciation. It will be known that the recognizer of worth makes exhibition of the supreme quality.

SCHOOL BOARDS.

The school board will consist of not more than five members, each serving for the number of years indicated by the membership, one retiring and one being elected each year.

To be eligible to these positions, candidates must possess honesty, capacity, have had experience in affairs, have a desire to serve and must be controlled by an intelligence which will lead them to place the administration of the schools in the hands of the superintendent, except in the items of grounds, buildings and supplies.

Common consent will exclude pre-adamitic teachers and pre-historic members of other callings, so that the schools may not suffer from the misfeasance of persons compounded of inherited ignorance and acquired stupidity. It is not strange that such characters are "suspicious" of any improvement that denotes change and that they continue to reproduce the blunders of the past.

THE SUPERINTENDENT.

The superintendent will be endowed with those qualities which mark the statesman, thus making it easy for him to see his work in its proportions as well as in its details.

He will welcome responsibility and will not flinch when charged with failures and, if credited with successes, will not permit praises to fill his horizon.

He will stand between injustice and its victim and will not fail to give merit its earned reward.

He will be sane in counsel, righteous in judgment, responsive in sympathy and inspiring in association.

His personality will prelude the system under his care and he will be its head—in two senses—or he will become a cipher without being a circle.

THE TEACHER.

The teacher will know facts so well that they will be a means of grace instead of exhausting burdens.

She will so efface herself that the child will be left alone with his problem and salvation.

By recognition or silence, by act or refraining she will help each pupil to know himself and do his best.

She will be one of the community she serves and will do her share in promoting its welfare.

Her work will find and leave her too honest to receive a dollar without giving its equivalent in honest service.

THE COURSE OF STUDY.

The common school course of study has been the dumping ground of some ideas that are wise and many that are otherwise.

These inflections have come from people whose ambition plays havoc with their judgment and who deceive themselves into thinking they think.

These misguided individuals cause much mischief by being more anxious to be credited with doing something than they are concerned about having something done. They bring many grists, but manifest scant interest in the grinding.

The course will be so formulated and taught that the pupil will be able to read the forms used by the masters in expressing their thought.

The instruction will help him to use skilfully that form of expression in which he can best make known his thinking.

This work makes possible the mastery of the foundation studies, furnishes opportunity to give needed introduction to cultural, forming and refining branches and for stimulating the pupil to enter the next higher school.

When needed changes shall have been made, it will once more be possible for the elementary school to be a common school with no attempt to assume or be burdened with the work of more pretentious institutions.

THE HIGH SCHOOL.

The high school will do the work of a secondary school and will not connive at overloading or underestimating the lower grades.

It is hoped that somebody may live to read its emancipation proclamation and see it freed from dictation from above, as to its course of study.

It will devote itself to the work of introducing its student body to the sources of information and culture and will persuade them if possible to continue their work in higher institutions.

Above all, it will help those who cannot enter more advanced schools, to do well the work to which they may set their hands and develop a determination to continue, by themselves, their scholastic pursuits.

TRADE, INDUSTRIAL AND TECHNICAL SCHOOLS.

The trade, industrial and technical schools will conserve the power latent in pupils who must get their training and who are to make a livelihood from a knowledge of and skill in the manipulation of material things.

They will prepare their students to do the thing they can do best and find joy in doing it better than it has been done by any one else of equal capacity.

THE COLLEGE.

The college will continue to be a center of culture where language, literature, art, science, mathematics, history and philosophy will be so taught that vision shall not perish from the earth, or the Goethean type disappear from the ranks of the scholar.

These things will be done, even if some features savoring of the brutal, now given much prominence, have to be eliminated.

METHODS AND DEVICES.

The methods used will be so simple in content and natural in application that the child will not lose sight of his work in the haze manufactured by the instruction.

The devices invented will die with the using and will not be born again.

Instead of devoting much time to storing the minds of children with facts and thus robbing them of their individuality, the work will take such form as shall help them to be creative instead of imitative, independent instead of dependent and will seek to make the indifferent different.

No method or device will be retained which does not help the child to see that behind his work there is a thought and this inspiration will keep him from becoming as wooden as the material upon which he labors.

Many people are buoyed up by the hope that the day will come when students of books, lovers of beauty, doers of things and the unclassifiable will receive that schooling which will bring joy to themselves and benedictions to others.

MANNERS, MORALS AND RELIGION.

The school of the future will make it easy for its student body to be observant of conventional forms.

It will not forget that it is more important for the child to love the right and to do it fearlessly than to know facts and acquire the power obtained from careful training.

It will be settled that a school which does not develop reverence for the Divine, devotion to duty, love of humanity and desire to live righteously is as ghastly in its failure as it is unjustifiable in its claim for existence.

BY THE WAY.

Those who are responsible for the profession will not be frightened when candidates for public favor shout "fads," nor will they be seduced by the charlatan who cries "lo, here," with his final panacea. Whatever proves its worth will be retained and whatever vindicates its claim will be accepted, while the worthless will be dismissed without a parting farewell.

The school will be encouraged in saving the children from the enfeeblement incident to attempting work they cannot do; from fitting from one subject to another and getting little from each and less from all and from forming habits of intellectual vagrancy. Instead, they will be permitted to live without books until they can get good from their use. Then the school will give nurture to their powers at the time of their greatest natural activity and thus make it possible for them to see, accumulate and use.

This treatment will replace anesthetized pupils with children capable of feeling, thinking, acting. In the meantime, the Germanic psychological fog will have disappeared and American pedagogical vagaries will have been forgotten. Then will Domsie of Drumtochty be installed as head master by a unanimous vote in a universal referendum.

We shall also cease our unsane efforts to "enrich" the course of study by increasing the quantity of material prescribed and

shall proceed to reduce the list of topics and thus give the children a chance to master the essentials and develop that power which will permit them to go alone and a-foot, if necessary.

Less time will be devoted to constructing school machinery and more will be given to the boy for whose benefit it is supposed to be installed and kept in motion; so that moral fibre, intellectual power and physical vigor may result and the school be saved from reducing him to a cog when he has fitness to serve as a wheel.

Intelligent iconoclasts will demolish the altars the routinists have erected and thus will aid the saints in walking toward the light and into the open.

The adult has caught glimpses of the truth that life cannot be abundant unless the local investment is large. May the child have a chance to learn that he determines the beauty of the symphony he hears and may he discover early that the ecstasies of life are only possible in the quiet of isolation.

For success to crown these efforts the toilers must keep to their work and not stop to congratulate themselves on successes. This will call for that enthusiasm which makes hard things easy and sinks self in the work to which the elect give their lives.

“This is the gospel of labor, ring it ye bells of the kirk;
The Lord of love came down from above to live with
the men who work.

This is the rose that he planted here in this thorn
cursed soil;

Heaven may be blessed with perfect rest, but the
blessing of earth is toil.”

“And only the Master shall praise us, And only the
Master shall blame;

And no one shall work for money, And no one shall
work for fame;

But each for the joy of working, And each, in his
separate star,

Shall draw the Thing as he sees it, For the God of
Things as They are!”

RURAL COMMUNITIES AND CENTERS OF POPULATION.

The rural community trains and sends to the city much of its best brains, power of initiative and capacity for service. The record shows that a small fraction of the young people who graduate from the secondary schools or colleges continue in the towns in which they were born. Few appreciate the drain in money and vigor thus made on these sections. By this process these neighborhoods are losing not a small portion of their most valuable and expensive product. The boys and girls thus born and prepared at great sacrifice, for their work, fill more than their quota of the commanding places in the centers of population. Statistics furnish the revelation that the strength of the cities comes from the hills. They are the sources from which are drawn those qualities without which no city can maintain its prestige for a generation. The total of the leaders in the professions, in business and public careers, having this heritage is too large to leave the facts in controversy. In the metropolis of New England, as well as in the largest city of the Union, this proportion exceeds eighty in each one hundred persons of recognized ability.

No argument is needed to demonstrate that the usefulness of the population added to any community is limited by the extent and quality of its education. It is equally true that the value of those who remain in the country is dependent upon the same factor. Education measures the effort, the productiveness and the consuming power of a people.

The smaller communities have fairly earned the right to look to any city for evidence in deciding on the merits of old and new schemes of procedure, not only in the schools, but in other lines in which the city has occasion to make tests for its own benefit.

That city system of schools which is not quietly and judiciously making experiments is dead and the sooner it is buried the

sooner will a better conditions of affairs be assured. These centers are justly held responsible for making such investigations as will result in improved methods and helpful devices and, at the same time, proving the worth of plans now in use and those presented for acceptance. This work belongs to urban communities and, if it is not performed, the results are soon manifest in their own schools and to them will come the punishment incident to a failure to do their duty by those who turn to them for light and guidance.

When once a center of population realizes that to insure its own development it must be prepared to serve, not only its own people, but those on whom it must depend for its commercial and industrial progress, then it will give to those remoter regions the best the age affords, to the end that it may receive the best the country can produce. Any one familiar with the estimate rural people place upon education knows that trade and residence follow the school.

The town of Greene is not expected to furnish a superintendent of schools who is an adept in matters educational. The funds available and the work to be performed prohibit the employment of an officer versed in methods of instruction or an authority on matters of administration.

The city of Auburn owes it not only to itself, but to the communities from which it draws its population and upon which it depends for its commercial and industrial support, to employ a man who knows the latest and best thought concerning schools. He must be an expert and his labors and helpfulness must be as far-reaching as the city he represents desires to extend its influence and trade. It is his duty to go to Greene and aid, by his presence and counsel, in improving existing conditions and his efforts must be supplemented by the representative teachers of Auburn. This service is not to be rendered as a gratuity, but as a partial liquidation of the interest on a debt, the principal of which can never be paid.

The head of any school or system who has not ability, attainments and influence sufficient to fit him to assume any position in the State or Nation within the gift of the people he represents, is unworthy of the position he occupies but does not fill. Unwise as it would be for him to desire such change of service

and unjustifiable as would be such desertion of the cause he has espoused, yet he needs the mental acumen, the breadth of view and the capacity to do required in other spheres. He must have the vision and skill of the statesman to be a master in the field in which he assumes to lead.

This equipment will make it possible for him to become familiar with other school systems and thus he will be able so to administer his own that its merits will be known as far as the city he serves seeks to project its activities. It is equally true that no one who is not familiar with the pedagogical thought and educational systems of two continents can be counted fitted to have charge of the larger school interests. This familiarity must be gained through personal contact and detailed study on the ground.

Doubtless there are those who are disposed to ask if we have school officials who measure up to the standard here outlined. It is gratifying to be able to state that this portrait is drawn from life and, instead of being individual, it is composite. We have need for a longer list of this quality that the picture may be a still more attractive Mona Lisa.

It is unfortunate that so many of the volumes produced by so-called leaders in education have been written in such form that they are only useful—if useful at all—to the professional. They have been of scant assistance to the teacher and layman interested in the common schools. We have quite a sufficiency of Hegelian mysticisms and more than we can use of Herbatian sublimations. May the near future bring us another Herbert Spencer who will state in crystalline English the fundamental principles underlying our task; then may we have many Richard Proctors who will stand between the master and the teacher, making usable to the common toiler the wisdom of the thinker, without which progress is impossible and results cannot be secured.

It is most encouraging that so many of the "first citizens of the Republic" have indicated their acceptance of the principle that capacity carries with it responsibility.

President Hadley says, with a wisdom that has not been matched in the centuries universities have been in existence, that Yale is not only under obligations to serve its student body, but it is under bonds to be the servant of the public.

Ex-Governor Aycock does not limit his efforts to his own commonwealth, but is heard in many sections, pleading for that intelligent support of the schools without which no Nation can endure.

President Eliot gives of his time and talent to help the common school teacher to a better conception of his task and the results he should achieve.

President Alderman esteems it a privilege to travel the hills and valleys of his native state, carrying to all the message of progress through public education.

These men stand as peers of the greatest servants a century has produced. They are seeking to do the thing the world needs to have done, without which we must sit in darkness and with which we may walk in the light.

As we make investments which result in a finer professional quality and more skillful industrial management we discover that reciprocity pays and pays increasingly.

Our plea is that those who are now wearing silken hose and who once wore hoddens-gray may not forget the communities in which they were born, the schools in which they were trained and the need these have of the sympathetic hand. It bodes well for the future that a former citizen, who having won success in commercial enterprises, has seen fit to build and endow a library in honor of a brother who staid at home and helped to keep the rural community in which both were born a safe place in which women and children may dwell.

The relation between these separated brothers must be:

FIRST, intelligent—each must know and appreciate the other.

SECOND, helpful—each must perform his own task and thus lift on the other's burden.

THIRD, sympathetic—each must judge the other by his best acts.

FOURTH, honest—each must pay his debt to the other.

FIFTH, loyal—each must be jealous for the good name and fortune of the other.

These thoroughbreds—the rural and urban—cannot be antagonistic, neither are they rivals. They must take the chariot of the age down the boulevard of the future at the even pace and in the perfect harmony which should control the running mates of the centuries.

A CONDITION AND A THEORY.

Preverts, whose mental or physical ailments will not permit them to sleep, spend their idle hours elaborating new subjects of study and then insist they be inflicted on the schools. This expansion of the course has been carried beyond justification. Under the seductive title of "enrichment" the curriculum is padded until it is mammoth in its proportions. This surfeit of mental pabulum has produced in pupils an intellectual dyspepsia.

Many children are forced to commence the study of books before they are physically or mentally prepared for the work. They are required to take so many different subjects that they are losing the power of concentrating the attention upon any one and thus they are developing a mental nausea which is making them incapable of useful effort.

It is a grave mistake to ask children from twelve to fifteen years of age to do the work so easily accomplished by the pupils of the old time school who were, in some cases, twice their age. We should remember that the child's capacity depends somewhat upon his age and that his work should be suited to his development and that we should be careful not to force him beyond his limit.

Uncounted thousands are protecting themselves by leaving school. Not a few of those who are forced to continue refuse to retain or use the things they are compelled to study and still others resort to stimulating literature and amusements which are their moral and intellectual undoing.

If there is a tendency on the part of certain children to despise work and hold the worker in contempt, is this state of mind fostered by the excitement in which they live and the time spent on the streets? Do these things account for their dislike for study and their refusal to work and do all of these things help to explain the fact that so many of them cannot read orally, or silently, spell the words used in ordinary correspondence, have

no comprehension of the simple principles of arithmetic and are ignorant of the history of their own town, State and Nation and the geography of their own locality and country.

These mistakes have been made and these evils exist. The former must be corrected and the latter abated. This problem is ours and to its solution we should address ourselves with courage and zeal. The coward runs away and the inefficient sits supinely down. Intelligent people strive to do the thing that needs to be done. It is not necessary to designate the class to which we belong.

The latest thought on elementary courses of study would seem to warrant the following conclusions.

The work is grouped under the following general subjects: Language, mathematics, science, history, art.

In the first and second years, the work should be limited to language and art studies, about three-fourths of the time being devoted to the former and one-fourth to the latter.

In the third year, the language period should be reduced to three-fifths, the work in mathematics should occupy one-tenth and the remainder of the time should be given to art.

In the fourth year, one-half of the time should be devoted to language studies, one-tenth to mathematics, one-tenth to science and the remainder to art.

In the fifth year, the fractions should be, language one-half, mathematics one-sixth, science and history each one-tenth and art the remainder.

In the seventh year, the language studies occupy one-third of the time, mathematics one-fourth, science one-sixth, history one-sixth and art the remainder.

In the eighth and ninth years, the language work drops to one-fifth, mathematics takes two-fifths, the sciences one-sixth, history one-fifth and art the remainder.

In this schedule, language includes reading, spelling, grammar, composition and kindred subjects. The work in art includes drawing, music, penmanship, etc. In mathematics number, arithmetic, algebra and geometry are involved. The work in science has to do with geography and the subjects included in nature study. History deals with the local community, the State and the Nation.

SKETCH OF EDUCATIONAL CLUB OF LEEDS.

(By a Member.)

INTRODUCTORY REMARKS.

Every instrumentality which proves helpful to the cause of education and every agency that is of practical benefit to the superintendent, the teacher or the pupil, should not only be encouraged and aided but should be adopted into the educational system whenever practicable.

Acting on this principle the educational department, on learning of the good work done by the organization named as the subject of this chapter, requested a member of the club to prepare a brief statement of the origin, purpose and work of the society, together with a copy of the constitution.

The following paper was prepared in compliance with that request and it is given a place in this report, with the hope that it may stimulate other communities to organize similar societies to aid in the great work of "the better education of youth."

ORIGIN AND PURPOSE.

The Leeds Educational Club was organized in the spring of 1900 and has continued to hold regular meetings up to the present time. The work of the club is still pursued by its members with unabated interest and has proved to be a means of much help to the schools of the town.

Previous to the formation of the club the superintendent of schools was in the habit of calling the teachers together, occasionally, for the purpose of discussing matters relating to the schools and exchanging ideas upon methods and management.

About this time a course of study was adopted and it was thought that, by the formation of an educational club, a permanent organization, with the best interests of the schools as its controlling principle, would be secured and would continue its

work through all the changes in the personnel of school boards and of the teaching force.

At a meeting, called for this purpose by the superintendent, the matter was fully discussed and a committee was appointed to draft a constitution and to consider plans for the formation of the club. This committee reported, at a subsequent meeting, the constitution submitted by them was adopted and the officers made necessary by that instrument were duly elected.

The constitution does not prescribe that the superintendent of schools shall be president of the club, but, as a matter of fact, the incumbent of that position has always been chosen to preside. The constitution provides for the raising of funds by a fine imposed upon all members who are absent from any regular meeting of the club.

With the money thus obtained a number of books, treating of the science of teaching, have been purchased and have been read by all the members. The club has also procured able addresses from persons engaged in educational work in other localities.

The programs for the regular meetings of the club are arranged by a committee, chosen annually for that purpose and consist of talks and papers on methods, class exercises, suggestions from the superintendent to the teachers and such other exercises as may be considered beneficial.

The club has proved of great assistance to the superintendent for the reason that, at the mid-term meeting, the teachers report the attendance, deportment and scholarship of the several schools, thereby rendering the meeting almost as helpful as a personal visit by the superintendent to each school, so far as gaining a knowledge of the condition of the schools is concerned.

The reports made by the teachers at the club meetings act also as a stimulus to do better work and as an incentive to strive for better attendance. The exchange of ideas at these meetings and the mutual conferences between the teachers, as to the manner of conducting their schools, help to produce uniformity of work throughout the town.

CONSTITUTION.

We, the teachers and citizens of Leeds, interested in the educational affairs of the town, in order that we may improve the schools, do organize ourselves into a society for that purpose and adopt the following constitution:

Article I. The name of this society shall be the Leeds Educational Club.

Art. II. The officers shall consist of a president, two vice-presidents, a secretary, treasurer and an entertainment committee.

Art. III. Any person of a good moral character, interested in improving our schools, upon the payment of twenty cents to the secretary and signing the constitution, shall be considered a member of this society.

Art. IV. The regular meetings of the society shall be held on the Saturdays preceding the opening of the terms of school, on the Saturdays nearest the middle of the terms and on the Saturdays succeeding the close of the terms.

Art. V. Any member absent from the regular meetings of the society shall pay a fine of ten cents, to be collected by the secretary.

Art. VI. The officers shall be elected annually, at the meeting preceding the opening of the spring term.

Art. VII. The superintendent of schools shall be chairman of the entertainment committee.

Art. VIII. Any member wishing to withdraw from the society may do so upon a majority vote of those present.

Art. IX. Five members shall constitute a quorum to do business but a less number may adjourn.

Art. X. This constitution may be changed or amended at any regular meeting upon a two-thirds vote of members present.

Mr. F. H. Herrick, superintendent of schools of Leeds, speaks most enthusiastically of the work of the club and of its helpfulness to teachers and pupils and more especially to the superintendent in the several branches of school work. It is possible that similar clubs may be formed in other towns and that they may become an important adjunct to the educational forces of the State.

THE SCHOOL IMPROVEMENT LEAGUE OF MAINE.

For the splendid record of the best kind of work being done in our common schools, attention is called to the reports of the State officers of the School Improvement League. These reports give evidence of a work that has no parallel anywhere in this country.

REPORT OF THE PRESIDENT.

The principle of co-operation between the school and the home, as represented by the teacher and the pupil on the one side and the parent and the citizen on the other, is one which is being emphasized everywhere. The plans for making this principle operative are varied, but none has met with wider acceptance than that embodied in the School Improvement League of Maine. The permanence of the organization being assured it is believed the time has arrived when the leagues should become more closely united through the State organization.

The league has become a fixed factor in our school life. Without any unusual or artificial means of promoting its growth it continues to extend into new fields and to enlarge its work in old ones. For the local leagues to work most effectively there should be a more systematic working plan and the co-ordination of the leagues should be perfected. The object of this report is to suggest means for accomplishing these ends.

REPORT SYSTEM.

One of the most urgent needs of the organization is a system of reports by means of which each league may keep in touch with the State organization.

It is suggested that each league make two reports annually to the State secretary. The first of these should be returned in the fall, soon after the opening of school and the second in the spring, near the completion of the year's work. Blank forms

for these reports will be sent to each local league on application and the completed reports will be filed by the State secretary.

The following forms for these reports are suggested.

Fall report, to be returned not later than September 30.

1. Name of town.....
2. League
3. School
4. Names of officers elected this year, with address of each. .
.....
5. Work accomplished by league since organized, to date. .
.....
6. An outline of work planned or proposed for ensuing year.
Signed.....
Date.....

Spring report, to be returned not later than May 30.

1. Name of town.....
2. League
3. School
4. Number of meetings held during the year.....
5. Number of framed pictures purchased during the year...
.....
6. Number of books added to library during the year.....
7. Work done on school grounds as follows: Number of
trees planted Shrubs
8. Have the children had school gardens?.....
9. Other improvements as follows:.....
.....
10. On reverse of this report describe in detail any particularly successful meeting, entertainment or plan carried out during the year.
Signed

Date.....

The following suggestions for systematic prosecution of league work are made:

MEETINGS—These should be held once in two weeks. At least one public meeting should be provided for each term.

In any town, having more than one league, all the leagues should unite at least once each year in a joint meeting. At this

assembly there should be an attractive literary program and, in addition thereto, teachers, citizens and school officers should read papers and conduct discussions on local school needs.

All public meetings should be reported in the local paper by the president or secretary and the local secretary should forward to the State secretary copies of the papers which contain these reports.

OUTDOOR WORK—Under this general title may be included all improvements made on the school grounds. The spring term is pre-eminently the time for conducting this part of the work and no active league will allow this term to pass without attention to the improvement of the exterior conditions of the school. Arbor Day should be one of the red-letter days in each year for every league.

Early in each term, even before the snow is gone, the league should begin to plan for outdoor improvements, and the work itself should be taken up at the earliest possible date.

To carry on this work successfully attention to the following details is essential:

1. A pre-arranged plan of the school grounds, showing proposed location of walks, flower gardens, trees and shrubs.
2. A careful and permanent grading of the yard.
3. Removal of all unsightly rocks and bushes.
4. Removal or rebuilding useless or rickety fences.
5. A thorough preparation of the soil for planting.

Many failures to embody good intentions in beautifying yards have arisen by attempting superficial treatment without attention to the foregoing items.

INDOOR IMPROVEMENTS—The fall and winter terms present the most favorable opportunity for indoor work. The arrangement for holding meetings has already been outlined. The plan to be followed in other lines is as follows:

ART IN THE SCHOOLROOM—Each league should purchase, at least, one good picture each year, until the larger spaces on the walls have received treatment. It is suggested that this be made the work of the fall term. Pictures that are appropriate to the age of the pupils should be selected and inexpensively framed. In connection with language lessons there should be a study of each picture owned by the league. A loan exchange of pictures with other schools may profitably be made.

Besides the pictures each league should own one or two good casts. These may be had at prices which bring them within the reach of all schools.

LIBRARY EXTENSION PLANS—It is suggested that during each winter term a concerted effort be made to increase the number of good library books owned by each local league. It is especially urged that teachers adopt a plan for causing children to read carefully and thoroughly, at least, one good book each term. A list of suggestive questions placed in the hands of each pupil will aid him to find out and appropriate the ideas presented in the book.

In many communities the school library should be a circulating library for the neighborhood. In these cases, especially, leagues are urged to avail themselves of the opportunities offered by the State traveling libraries.

It is believed that the leagues will do their best work by attempting a few things only and bringing to a successful completion each task that is undertaken. The details outlined in this plan of work are such as can be creditably performed each year.

It should be borne in mind that the fundamental idea underlying the organization is to unite the school and the home in the improvement of the school; that its chief motive is to cultivate in pupils a spirit of self-help and personal responsibility; that its final aim is to make our schools more efficient instruments in the production of a high type of citizenship.

With a more clearly defined line of work and systematic plan of approaching its duties the School Improvement League of Maine will be in a position to fulfil its mission.

PAYSON SMITH,

President S. I. L. M.

REPORT OF THE SECRETARY.

The work accomplished by the S. I. L. M. during 1904 was of such a high order that it left little to be desired. Friends of the league would have been well pleased to see simply a continuation of the good work of 1904, but 1905 has yielded a more bountiful harvest of good results than any year since the organization.

Four hundred eighty-one letters have been received and answered. These have been from superintendents and teachers asking suggestions for carrying on the work, from teachers reporting the condition of their leagues, from officers of clubs who were anxious to have leagues established in their towns and from parents and pupils who spoke appreciatively of the S. I. L. M.

Eighty leagues have now been granted charters and nearly all of them have sent term reports.

New names have been added to the teachers' directory, making a list of nine hundred and seventy-two.

Several hundred manuals and directories have been sent to superintendents and teachers for distribution.

The local newspapers and leading dailies of the State have most generously printed all matters sent them relating to the S. I. L. M. Local secretaries have availed themselves of these opportunities to keep in touch with one another's work.

Many schools report art loan exhibitions which have always netted a good sum for the league treasury and have been a source of great pleasure not only to the pupils but to many in the community who are not often given the privilege of visiting an art gallery.

At the opening of the new year every teacher will be asked to secure a photograph of her schoolroom, showing material purchased and improvements made through league effort. These pictures will be on exhibition at the summer schools of 1906.

A pleasing feature of the year's work has been the feeling of responsibility on the part of the children for the success of the work. One of the most earnestly desired objects of the league is accomplished: the awakening of a controlling interest in the

school on the part of its pupils. While the teacher is still the director and adviser, the pupils now feel that the society belongs more particularly to them. A boy of twelve years wrote to ask if his teacher had sent a satisfactory report of the work of the term in his school, because he "would be very glad to tell of the good things done by the Longfellow League and I know that Mr. Stetson and the State officers would be satisfied and pleased if they could attend one of our meetings."

A young woman, in sending for some league manuals for her pupils to distribute among the townspeople, said that she had recently been a pupil member of a league and knew that, in order to make her first term a success, she must form a league at once. Surely that seed had fallen upon good ground.

The following letters from superintendents and teachers are published to show the nature of the work as seen by those in the best position to judge. The first is from one of the most progressive and earnest superintendents in the State. It is dated June 23, 1905:

"In response to your request for some account of the work of the S. I. L. M. in my district I am pleased to submit the following which has been accomplished by the combined efforts of parents, pupils and teachers:

During the past three years, there have been eleven leagues in the two towns, most of which have been in active condition all of the time. These leagues have purchased four musical instruments at a cost of \$275; part of the new seats for one room, cost \$48; curtains for three rooms, cost \$15; three clocks, cost \$13.50 and about fifty library and reference books.

By getting up soap orders, four leagues have placed in their rooms bookcases and a fifth secured a reading-table and chair in the same manner. In addition to this it is estimated that the grammar schools of _____ and _____ have expended for pictures and other improvements in their rooms about \$50.

All our schools have been supplied with flags and these have been secured largely through the influence and by the efforts of the leagues.

School buildings are kept cleaner and grounds in better condition since the children have had some responsibility in the care of them. Many things like sash curtains, mirrors, towels,

etc., have been secured to make the schoolroom more pleasant, convenient and comfortable.

But, better than all these things, is the fact that the parents are taking an ever increasing interest in the school and its work, because they have helped in all these improvements.

Wide-awake, energetic teachers can do a vast amount of good for the schools and the communities where they are found by extending far and wide the work of the S. I. L. M. The results of the past should be an inspiration for the future.

Very truly yours,

_____.”

The second letter is also from a superintendent, one who has given much of his time and energy to the betterment of the schools under his supervision :

“ We have two active school leagues in _____ : one, the John Greenleaf Whittier League at _____ school, the other, the Longfellow League at _____. Both of these leagues were organized during the spring of 1903 and both have met with remarkable success. The members, by their persistent endeavors and with the funds obtained at their meetings, have made many needed improvements to both the school rooms and school yards, consequently an increased interest has been manifested in the school work by both the teachers and pupils.

* * * * *

Trusting that the S. I. L. M. will continue to prosper, I am,
_____.”

The following is a report of the Lincoln League of _____, a city of Maine. It is written by the teacher, a woman of broad experience in school work and keenly alive to the interests of her profession :

“ Pine Street School, the home of Lincoln League, is housed in a brick building of two rooms. The attendance varies from eighty to one hundred. The money contributed by the children of the two rooms is kept separate, but in all other respects it is one organization.

The first year the greater part of the money raised was spent for outside work, flowerbeds were made and vines bought for the walls of the schoolhouse.

In three years the league has raised by dues of one cent per week, during school time and a few simple entertainments, the

sum of seventy dollars. About fifty-five dollars have been spent on improvements in and around the schoolhouse.

In the two rooms there are now twenty-five good pictures, a neatly framed charter, two casts of Thorwaldsen's Night and Morning, three busts of Washington, Lincoln and Longfellow, two libraries (one in a case), a piano, a silk flag, drum and triangle for marching and a number of convenient articles not usually furnished by the city.

Four thrifty young rock-maple trees were set around the yard on Arbor Day. There are nearly fifteen dollars in the treasury to be expended during the summer vacation."

The foregoing are selected from scores of similar letters received by the secretary during the year. They serve to show, as was said at the beginning of this report, that the S. I. L. M. is fulfilling its mission.

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

REPORT OF THE COMMITTEE ON TEACHERS' SALARIES.

At the annual session of the Maine Teachers' Association, held at Bangor in 1904, a committee was appointed to investigate the matter of teachers' salaries and report at the next meeting.

The committee consists of Supt. Payson Smith, of Auburn, Prin. C. F. Cook, of Cony High School, Augusta and Mr. W. G. Mallett, sub-principal of Farmington State Normal School.

The fact of the acceptance of the appointment by these well known school men was a guarantee that the investigation would be thoroughly and intelligently conducted. Their report, made at the session of the association at Portland, in October of the present year, fully justifies the high expectations with which it was awaited.

The purpose of the committee was to make a careful, complete diagnosis of the case, leaving to other hands the administration of the remedy. This result they have accomplished most efficiently.

The great amount of time and effort bestowed upon the work exhibits devotion to the profession, loyalty to the teaching force and an ambition to aid in promoting the success of the world's greatest civilizing agent.

The committee has risen, not only to the level of, but above, the occasion and has presented a document possible only from men of marked ability, tireless industry and exceptional discretion.

The extent of the sacrifices made to insure the thoroughness of the work assigned them is revealed when we consider the fact that the members of the committee are men whose every hour is filled with exacting duties. The document is a valuable addition to the educational literature of the State and cannot fail of attracting the attention of educators throughout the country.

It is a pleasure to the department to give this most excellent report a place in one of its annual volumes and to recommend that our citizens, interested in the common schools, read, study and heed the facts and suggestions therein contained.

To the Members of the Maine Teachers' Association:

The Committee on Teachers' Salaries begs to submit the following report:

Shortly after its appointment, this committee met to form an outline of the investigation it was to conduct, to decide what facts it might appear desirable to obtain and the means by which these were to be secured.

It was decided that the investigation ought to reveal information on the following points:

First: Salaries paid in Maine towns and cities to all teachers, male and female, employed in public elementary schools.

Second: Salaries paid in Maine towns and cities to all teachers, male and female, employed in public high schools.

Third: The amount expended by Maine towns and cities for the support of schools as based on their ability to pay, i. e., their valuation.

Fourth: Facts, similar to all the foregoing, collected from towns and cities outside the State; these to be chosen in classes corresponding in population to the towns and cities of Maine.

Fifth: Figures relative to the personal expenses of teachers, covering items of cost of preparation, cost of support, expenses incident to teaching, etc.

Sixth: Comparative figures of the wages paid teachers and those paid in other lines of employment.

Seventh: Miscellaneous items which may have a bearing, more or less direct, on the subject under discussion.

In collecting these figures and facts the following methods were employed:

First: Sets of questions were sent to the State Educational departments of all states in the Union.

Second: Blank forms for specified information were sent to the superintendents of schools of all Maine towns.

Third: Similar forms were sent to a selected group of two hundred New England towns and cities outside of Maine.

Fourth: Three hundred sets of questions were distributed among teachers in Maine, the selection being made of teachers

employed in representative classes of schools, as for example, rural, village and city.

Fifth: Use was made of town, city, state and national reports submitted by persons interested in the investigation in hand.

The information gathered from all these sources has been carefully classified and tabulated. In this report is a series of tables conveying, as far as painstaking work can make them so, accurate information on all the points to which reference has been made.

Together with these tables is given an analysis of the figures found therein.

This report, your committee believes, will afford a full and adequate representation of the conditions. No attempt has been made to draw startling or conjectural conclusions. The report, we believe, will serve its best purpose in placing before the teachers, the school officers and the citizens of Maine the actual figures. We have confidence in the ability of the teachers and school officers to use these figures in the most satisfactory manner and we have faith in our Maine citizenship to accept and treat them with the consideration the occasion may require.

In gathering its statistics the committee has received an assistance from the State Educational Department which has been so important that it would be unfair not to accord to it special and public recognition. The report which we shall be able to place in your hands would not have been possible without the co-operation which has been had from that source.

Moreover, the committee acknowledges gratefully the assistance it has had from the hundreds of school officers within and without the State and from hundreds of teachers and citizens who have aided it in its work.

THE QUESTION AN ECONOMIC ONE.

The question of the salaries of teachers, like that of the wages of all other workers, is, in its final analysis, an economic one. It should be borne in mind that no amount of high flown phraseology concerning the inestimable worth of the teacher to the world, or concerning his high place in the service of mankind, can disturb the simple law of supply and demand. The teacher's service is on the market to be bought and sold at the market price. If the price at which his labor is sold is cheaper than

that at which other labor is sold, or if it is dearer, the problem lies in the reasons which make for its cheapness or its costliness, rather than in a discussion of artificial means by which its cost is to be increased or decreased; for such artificial means can not be operative for more than a very brief time—if, indeed, they can be forced to operate at all.

On the other hand, there can be no possible escape from the conclusions which are to be drawn from a depressed rate of wages in any profession or industry. If any line of work, as compared with other lines in the same locality, shows a low rate of remuneration, it is impossible to avoid the conclusions that to that line of work entrance is comparatively easy, that in it a high standard of fitness is not universally required and that from it the employers of its services are willing to accept less than a first class quality of results.

It is, however, necessary to state that, even in so well regulated a law as that of supply and demand, there may be conditions which will prevent an absolutely arbitrary working. If, for example, we take the matter under discussion, that of teachers' wages, we may note that the public treasury is usually less readily responsive to competitive influences than that of a private concern would be. The manufacturing concern would be very ready to note any tendency which was giving less remunerative service than was being supplied to its competing neighbor and would respond to the necessity of meeting the new demands made upon it. While such an influence could not fail, eventually, to work in the case of municipalities, yet it would work much more slowly; how much more slowly is in evidence from the widely diverse rates of wages which have for years continued in force between neighboring states and between neighboring towns and cities.

Again, teaching offers certain attractions to the young woman who is only in part self-dependent, who desires an occupation which will engage her attention for only a part of the year and possibly for only a few years. Teaching has, likewise, always been, in this country, a convenient stepping stone for the young man who expects eventually to enter another line of work. Without raising the point as to whether these things have acted injuriously upon the schools or have been helpful to them, they certainly have, in a measure, affected the usual laws operating

to fix wages, by calling into this class of workers large numbers of persons who, for various reasons, have been ready to give their labor at a lower rate than, under all circumstances, they would be willing to have it permanently fixed.

However, the main point which it is necessary to fix, in the beginning of a discussion of the kind with which this report is engaged, is that there are certain fundamental principles which underlie the conditions and that these conditions are not to be altered by any off-hand discussion which does not take into consideration those principles.

Both teachers and citizens, it is true, have a very vital interest in this entire question; yet, in view of its character as an economic question, it would be a mistake for either the teacher or the citizen to accept the facts and figures of this report in a purely personal way. If, on the surface, these figures make it appear that the teachers of Maine are paid a rate of wage so low as to be inconsistent with good service, then the point for both teacher and citizen to consider most seriously is whether that rate of wage measures the quality of service now being rendered and whether, consequently, that service averages to be poor. If the teaching force of Maine deserves a higher rate of wages, then it is manifestly a part of its right to set forth its claims. If the present rate is so low as to indicate that the instruction in the schools is of an inferior character, then the people of the State have a condition confronting them which they cannot afford to dismiss with a word. The welfare of our schools demands that conditions be made such that it will be possible to eliminate all teaching of an inferior character and to insist on the highest standards of training and efficiency in the teaching force.

THE UNITED STATES AND OTHER COUNTRIES.

Before proceeding to a consideration of the local question it may be of interest to note, briefly, a comparison of wages paid to teachers in the United States as compared with those paid in other leading countries. The following table shows the average salaries paid to both male and female teachers in six leading countries:

Great Britain (elementary teachers),	\$520.00	per annum	
Germany,	358.00	“	“
Austria,	350.00	“	“
Holland,	348.00	“	“
United States (elementary and secondary),	312.44	“	“
France,	300.00	“	“

The facts presented in this table, it should be explained, do not afford a strictly accurate comparison. In all the countries named, except the United States, teachers enjoy the following special advantages:

- (1) Permanent tenure of office,
- (2) Old age pensions,
- (3) Superior social standing,
- (4) Third to half greater purchasing power of money,
- (5) Generally, free house rent, fuel and garden in addition to money salary.

From the foregoing, it would appear that the teachers of the United States are the poorest paid of any of the progressive countries of the world.

If we are to seek for the causes of these conditions we shall no doubt find them chiefly in the higher standards of requirement that are demanded and a stronger popular appreciation of the value of the teachers' services.

MAINE AND OTHER PORTIONS OF THE UNION.

A more limited, but not less interesting, comparison than the foregoing is that which may be made between average salaries paid in Maine and those paid in other sections of the United States.

The following figures are taken from the report of U. S. Commissioner of Education W. T. Harris, for 1903:

	AVERAGE MONTHLY WAGES.	
	Men.	Women.
United States	\$49.98	\$40.51
N. Atlantic Div.	58.64	39.50
S. Atlantic Div.	30.84	29.02
S. Central Div.	42.97	34.79
N. Central Div.	53.96	41.09
Western Div.	70.82	59.35
Maine	37.37	27.60

From this comparison, it is to be noted that the average monthly salary of men teachers in Maine falls \$11.61 below the average for the nation and \$21.27 lower than the average for the section of the country in which the State is situated. The average monthly salary for women teachers in Maine is not only \$12.91 lower than that for the entire country and \$11.90 lower than the average for the section, but it falls even lower than the average of the South Atlantic Division, which is the lowest shown by any section.

Unpleasant as we may find it to contemplate these figures, yet, if we are to find a satisfactory reason for the annual exodus of Maine teachers to other states and to other sections of the country, it may be that herein we shall discover it. It should, however, be borne in mind that this table brings Maine into comparison with many states greatly surpassing it in respect to wealth and consequent ability to tax themselves for the support of education.

In order to obtain certain facts not to be found in any report, this committee sent to the state superintendents the following list of questions:

QUESTIONS ASKED OF STATE SUPERINTENDENTS.

What is the average yearly salary of teachers in your state?

Does the state fix by law, or in any way regulate, salaries paid to teachers?

Are state examinations for teachers' certificates compulsory?

For how long are state certificates good?

Are they graded from a term of years to a life certificate?

Are normal school diplomas accepted in place of teachers' certificates, or given any recognition in obtaining certificates?

From the foregoing there has been compiled Table No. 12 which is printed herewith. This table affords opportunity for comparing the average salaries paid to teachers in Maine with those paid in any other state. Four states in the Union pay a lower monthly salary to male teachers and only three states pay a lower average monthly salary to female teachers. Forty states and territories make no attempt to fix a minimum wage. Twenty-five make state examinations voluntary. Maine is to be added to each of these two latter classes. It is interesting to note, in passing, that Maine has more teachers who have voluntarily submitted to state examination than has any other

state. This fact bears testimony to the readiness with which Maine teachers respond to any appeal for improvement.

SALARIES IN MAINE ELEMENTARY SCHOOLS.

As a means of obtaining desired information relative to salaries paid in Maine elementary schools, blanks were sent to all local superintendents in the State, with letters explaining the objects of the investigation. Returns were received from all except forty towns and fifty-three plantations. With two exceptions the towns failing to report were among the smallest of the State. The totals, or averages to be drawn, would, therefore, be changed to no appreciable extent.

From the returns made by the local superintendents, several tables have been made up and are included as a part of this report. The first four tables give returns for salaries paid to a total of 4,378 teachers in elementary schools. Of this number, 4,023 are women and 355 are men. Tables 1, 2, 3 and 4 show, by counties, the salaries paid these teachers. The first table states the salaries of female teachers by weeks, reckoning to the nearest half dollar. Referring to this table, we may note that the majority of women teachers work for six to nine dollars per week. Out of the entire number 575, or about one eighth, find employment at salaries above ten dollars.

The second table reduces the figures of the first table to the terms of annual salaries, by multiplying the weekly salary in each town by the number of weeks for which schools in that town are maintained. It is clear that, with a considerable difference in the time for which employment is given, ranging from twenty weeks in some towns to thirty-eight in others, the weekly salary is not a final criterion by which salary is to be judged.

In Table No. 2, all teachers receiving \$100 or less are included in the same class. From this point, groups include to the next higher fifty dollar division.

One might well hesitate to accept, without evidence or proof, the statement that half the women teachers employed in Maine elementary schools are working for an annual salary of \$200 or less. Yet this second table shows that exactly 2,046 out of 4,023 are employed on those terms. A perusal of such figures may lead those persons who are prone to criticize their schools and to find fault with the quality of the teaching to be found

therein, to question whether, after all, any justification for higher demands can be found in figures like these.

The question which needs to be asked of the Maine citizen who is asking for better teaching in the schools is this, "Are you ready to pay for it?" There is no one who will fail to rejoice at the demand for better schools, but the means to command better schools must go with the demand.

Tables 3 and 4 give the same information relative to male teachers in elementary schools that is afforded by the first two tables relative to female teachers. These likewise afford occasion for drawing striking conclusions on the opportunity for permanent employment these schools offer to ambitious young men. The continuance of these salaries makes ridiculous any pretensions of teaching as a profession. In conjunction with these figures it is interesting to note some of the points included in Table No. 11 which covers a number of miscellaneous items. For example, 2,037 elementary and high school teachers board at home. This is somewhat less than half and indicates how it is possible for many teachers to sustain themselves on the meager salaries paid. One thousand eight hundred and seventy-six common school teachers have taken partial or complete normal courses, thus indicating the extent to which Maine teachers have striven to fit themselves for adequate service. It is fair to assume that this number represents the better paid thirty-eight per cent of the teaching force. Of the elementary teachers, 549 without previous experience entered the schools during the year next preceding the date of the returns. This is about one-ninth of the entire number and would indicate that the teaching force is far more permanent than might be expected from the salaries paid. However, a business that averages to change entirely the personnel of its force of employees once every nine years could hardly be said to have reached a creditable degree of permanence.

Much has been said about the extent to which Maine teachers have been attracted to other localities and other states because of higher salaries. It was found that superintendents were not prepared to give estimates covering these points. In response to questions covering them, over a hundred superintendents either failed to answer, or stated that they had no definite information relative to the motives which led teachers to change.

Therefore, the figures on these points probably represent considerably less than the actual numbers.

Twenty-nine towns and cities of the State have regular salary schedules, i. e., they attempt to regulate by rule the scale of wages. In only seven cases, however, do these schedules provide for advance, year by year, to a stated maximum salary.

SALARIES OF HIGH SCHOOL TEACHERS.

Tables 5 and 6 attempt to arrange the salaries of teachers employed in high schools in form similar to those of elementary teachers, as shown in the third and fourth tables. These figures are for a total of 517 secondary school teachers. No attempt was made to get figures from academies and seminaries.

Conditions much the same as those obtaining in elementary schools are found to exist in the high schools, though the demand for college training is shown in the larger salaries paid in this class of schools. Of the entire number reported, it is noted by figures in Table II, two hundred and six high school teachers are graduates of colleges and ninety-two of the number have had training in normal schools. Again, it is to be assumed that this total of 298 represents the higher salaried half of the secondary school teaching force.

THE TWENTY CITIES OF MAINE.

For purposes of comparison along financial lines, statistics concerning the cities of Maine are stated in Table No. 7. This table calls for no special comment. It affords opportunity for teachers and citizens of these places to make comparisons along important lines. The figures contained in this table are from State and National reports.

FINANCIAL STATISTICS OF ALL MAINE TOWNS.

In Table No. 8 is to be found a statement of financial conditions in all the towns of Maine. In order to make comparison more easy, the towns have been arranged in groups according to valuation. For example, the first group includes all towns having a valuation of \$100,000 or less. This arrangement makes it possible for each town to compare itself readily with others of similar resources.

The most pertinent deductions to be made from this table are those which relate to the difference these resources must make in the raising of funds. It is worthy of note that the small towns of the State and those of limited resources are at present taxing themselves most heavily for school purposes. Numerous instances are noted where the percentage assessed for schools in the smaller towns is two and three times as great as that in any city in the State. Coupled with this fact we may note that, even with this high rate of taxation, these towns are able to pay only a low rate of salary and can support schools for only a comparatively short school year.

The point thus raised may well be considered as one of the most important brought out in this investigation. How the distribution of State school funds shall be made so as to bring relief to these overburdened communities is one of supreme importance for legislative consideration.

In the discussion of this point it should not be forgotten that, with the present tendency toward urban life, the country towns are now burdened with the expense of educating those who will give the fruit of their productive years to the cities and larger centers. Any scheme which would look to the payment of a part of this expense by those who are to reap its advantages could hardly be said to be unfair. This committee, early in its deliberations, determined that the office of this report should be confined entirely to dealing with present facts and conditions and it has therefore no remedy to suggest on this point. We feel, however, that it is of fundamental importance and should not be passed over without calling special attention to it. The figures of the eleventh table, it is believed, are worthy of careful study.*

STATISTICS FOR TOWNS AND CITIES OUTSIDE OF MAINE.

In compiling the statistics relative to salaries paid Maine teachers, your committee believed that the value of these figures would be enhanced if an opportunity could be afforded to make comparisons with cities and towns outside the State. To secure a basis for such comparison blanks were sent to a number of towns ranging in size from those having a population of 400 up

* See Article in Appendix to the report of this committee.

to those having about 60,000. Within this range fall nearly all Maine towns and cities.

In the ninth table of this report will be found the statistics thus gathered. These cover the same points as are covered for Maine in several tables and afford opportunity for the citizens of any community to make, in a limited way, comparisons with other New England places of similar size and resources. The towns and cities included in this list were selected quite at random and represent all parts of New England. While it is not to be claimed that final conclusions can be drawn from such a list, yet it is broad enough to form a fair average.

It will be particularly interesting to note whether the length of the school year is longer or shorter in the smaller towns in New England, outside of Maine, than that of corresponding towns in this State. The difference in percentage of valuation raised for schools is another point which it will be worth while to observe. On this point it will be seen that this percentage is higher in nearly all the towns reported than in those of similar size in Maine.

In respect to salaries paid both elementary and high school teachers the table affords each community opportunity to draw those comparisons which especially concern it.

RETURNS MADE BY TEACHERS.

As a means to still farther comparison, your committee has endeavored to secure returns from teachers on points of expense incident to teaching and the preparation for teaching. The following questions were sent to three hundred teachers throughout the State:

TEACHERS' RETURNS.

1. How long have you taught (in years)?
2. How long have you taught in present position?
3. Are you engaged by the term or school year?
4. For how many weeks of the year are you employed?
5. How many daily recitations do you have?
6. What are your wages per month?
7. How much do you pay per month for board and room?
8. How much time have you spent in preparation for the work of teaching?

9. At what estimated cost, in money, was this preparation made?
 10. Please add your estimate of each of the following expenses incident to the work of your profession.
 - Attendance on conventions, institutes, etc.,
 - School papers,
 - Books on teaching,
 - Travel,
 - Other expenses.
 11. Are you able to save anything from your salary for self-improvement?
 12. Are you dependent on your own earnings all the year?
 13. Do you find it necessary to supplement your income as teacher by following some outside occupation in vacation or other out of school time?
 14. State whether your school is located in a city, village or rural community?
 15. If you are a village teacher state position, whether in a grade or principal of high, grammar or primary school.
- The foregoing questions were answered by a teacher in the
 city of
 town of
 county of

Replies upon the foregoing were received from one hundred and thirty-five teachers and from these the tenth table has been compiled. These returns represent about seventy different towns and cities in all the sixteen counties. Though the total number of replies is not large, yet it is believed that they are fairly representative and that the averages are sufficiently accurate to possess value.

This table (No. 10) calls for some special comment. Of those teachers who reply that they can save out of their salaries for self-improvement the majority answer by using the following terms, "A little," "Not much," "Very little," "Sometimes."

It is worth while to note that the large majority of these teachers report that they find it necessary to work during vacations and other out of school time in order to make an adequate amount for self-support. The reply of one teacher that the "school board does not allow her to work during vacations," and the answers of four others that they find their teaching "too exhausting to permit it," are significant.

Contrary to the prevailing opinion that nearly all teachers have friends and relatives who aid in their support, the returns show that 107 out of the total 135 are entirely self-dependent.

The returns from high and grammar school principals, showing number of daily recitations respectively 7+ and 12+, would indicate that these persons have small opportunity to exercise any supervision of the work of the buildings over which they preside.

The figures which refer to expenses incident to teaching give indications of the extent to which teachers are able to secure the means of training for broader efficiency.

TEACHING AND OTHER OCCUPATIONS.

Not less important than other considerations in this discussion is the remuneration of the teacher as compared with that of other workers.

Undoubtedly a small percentage of persons, in choosing a profession or trade, are chiefly influenced by the love of the work which will be done. The extent to which this work will be in demand and the price which will be consequently paid is probably a factor more often considered. No one could regard it as anything less than a misfortune if conditions were such as to lead into teaching a class of persons who were attracted solely by the salaries they were to receive. On the other hand it is equally unfortunate when so low a wage rate prevails as to discourage those who have an inclination to enter this employment, or to repel those who have a natural talent for it. It is not possible to present a table which would give average wages paid in all lines of employment in Maine, since full statistics have not been collected. Figures for the cotton and woolen industries are available, however.

The report of the State Labor Commissioner for 1903 states that the number of women employees in the cotton mills of the State for that year was 6,530, that these women received an average weekly wage of \$5.99 and an average annual wage of \$339.40. For that year the State School Report shows that the average weekly wage of women teachers in elementary schools was \$6.90 and the average annual wage was \$196.65.

In 1903, men employed in the cotton industry received an average weekly wage of \$8.01 and an average annual wage of

\$414.11. For the same year the men teachers in elementary schools of the State received an average weekly wage of \$9.18 and an average annual wage of \$216.63. The smaller annual wage as compared with the weekly wage is accounted for by the shorter term for which teachers are employed.

This single comparison brings together the figures for an occupation in which is employed a large amount of comparatively unskilled labor and those for a line of work which surely ought to demand a broad equipment.

The only other occupation for which figures in Maine are available is that included in the woolen industry. In this industry the wages average considerably higher than those for the cotton industry.

Covering the larger territory embraced by the New England States, reports show that the average wages paid to all classes of laborers, *not including* officers and superintendents in the cotton and woolen industry, was, in 1900, from \$427 to \$500, but the wages of school teachers, *including* principals and superintendents, show an average of \$421.34.

In all sections of the United States the man teacher receives a lower wage than blacksmiths, carpenters, foremen, painters and machinists and about the same wage as that classed in government reports as ordinary day labor.

In addition to these facts it should be stated that for time spent in preparation for other occupations the laborer usually receives some pay. The preparation for teaching is attended by actual outlay of time and money.

Moreover, the government reports show that, in all lines of industrial employment, there has been from 1900 to 1904 an increase of wages from 20 to 40 per cent, while the teacher's pay has remained practically stationary. There should be linked with this the statement, requiring no proof, that the increase of living expenses in the past decade has been considerable.

These comparisons with other employments are made solely with the purpose of showing how influences are operating to force both men and women out of teaching and into other employment.

Statistics gathered show that, for the year ending June, 1905, the attendance at all Maine normal schools was lower than for several years. The reasons for this are not hard to find. There is no escaping the conclusion that other lines of employment are

attracting classes of young women who formerly engaged in teaching. The dearth of teachers is such that school committees even urge schools upon persons of partial training and offer inducements to normal students even before the completion of their courses. These are indications of the local tendency in the direction stated.

If our schools are to be sustained at a high standard of efficiency, the wages of teachers must certainly be kept at a point which will lead young people to turn to this employment as readily as to others. Moreover, it is a most serious thing to have a wage rate in force that influences persons to leave this employment when their services have become, through experience, of greatest value to it.

IN CONCLUSION.

As first stated, it has been the object of this committee to secure the most accurate and complete statistics possible relative to the present status of teachers' salaries in Maine. We have, in this report, endeavored to present these in such form as would render them of service both to teachers and to citizens. We believe there is no public question of greater importance than this, since it concerns the quality of service which is being rendered to the youth of our State and, in consequence, to our future citizenship.

We appreciate the difficulties that are included in the problem, but we have faith in its ultimate solution. To this solution, however, there must be brought most careful study and, we believe, immediate attention.

In a recent number of "Public Opinion" Wolf von Schierbrand has an article on our American schools. In this article he has something to say relative to the salaries paid in American schools.

We beg leave to conclude this report with the following forceful suggestions which he makes:

"There must be a thorough rousing of public opinion. It is shameful for a wealthy, prosperous nation like ours that, in this matter of teachers' pay, we are outdone by much poorer nations; that nothing like adequate financial recompense is meted out to that large body of men and women who train and develop our youthful minds; a task, be it said, than which there

is none more important. Enlightened public opinion must step in to redress this wrong. School boards, municipal bodies everywhere, the servants and agents of a public at present unenlightened, indifferent, callous, grudging, must be compelled by the awakened national conscience to provide more liberally for the corps of teachers under their financial control. Make the position of the teacher more worthy and better salaried; show more respect for it; make it less dependent on whims, crochets and humor; allow competent teachers more latitude in dealing with their pupils; make promotion depend solely on efficiency and less on favoritism; elevate teaching to the rank of a real profession and withdraw the arbitrary right of school boards of dismissal, except for a good cause shown—and the results will soon be seen in the distinct raising of the tone and the efficiency of our schools, high and low. Poorly paid work is never done well—this much is certain; and the laborer in the vineyard of the youthful mind is as worthy of his hire as is any other kind of laborer.”

Respectfully submitted,

PAYSON SMITH,

C. F. COOK,

W. G. MALLETT.

Committee on Teachers' Salaries.

TABLE No. 1.

Showing weekly salaries paid female teachers in Maine elementary schools. This table does not include special, substitute or assistant teachers. The figures indicate salaries to the nearest half dollar.

	\$2.50.	\$3.50.	\$4.00.	\$4.50.	\$5.00.	\$5.50.	\$6.00.	\$6.50.	\$7.00.	\$7.50.	\$8.00.	\$8.50.	\$9.00.	\$9.50.	\$10.00.	\$10.50.	\$11.00.	\$11.50.	\$12.00.	\$12.50.	\$13.00.	\$13.50.	\$14.00.	\$14.50.	\$15.00.	\$15.50.	\$16.00.	\$17.00.	\$17.50.	\$20.00.	\$21.00.	Total.	Towns fail to report.	Plantations fail to report.	
Androscoggin.....	1	1	0	3	7	3	15	13	21	18	13	10	15	11	12	8	16	26	1	14	4	0	0	0	0	0	0	0	0	0	0	0	212	1	0
Aroostook.....	0	0	0	0	24	8	44	35	103	59	56	7	18	5	37	3	4	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	416	1	0
Cumberland.....	0	0	0	0	0	0	16	32	66	34	33	21	20	12	22	31	5	12	34	84	0	34	0	0	0	0	113	0	4	0	0	472	1	0	
Franklin.....	0	0	0	3	11	7	23	14	19	16	17	9	16	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	145	0	11	
Hancock.....	0	1	1	1	3	12	16	24	23	25	27	22	34	4	24	1	1	0	0	1	3	0	0	0	0	0	0	0	0	0	0	263	2	2	
Kennebec.....	0	0	0	0	3	13	47	41	61	18	20	6	27	10	30	2	30	0	2	0	0	0	2	0	0	0	0	0	0	0	0	319	0	0	
Knox.....	0	0	0	0	6	6	4	4	30	6	11	2	9	5	22	6	12	0	0	0	0	0	1	0	0	0	0	0	0	0	0	157	3	0	
Lincoln.....	0	0	0	0	0	13	22	20	21	24	19	2	4	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	137	1	1	
Oxford.....	0	0	4	4	20	21	54	45	28	22	26	11	20	0	8	3	1	9	0	0	0	1	0	0	0	0	0	0	0	0	0	275	1	6	
Penobscot.....	0	0	1	12	52	26	52	35	32	33	53	10	28	10	35	2	15	3	8	7	7	1	5	2	33	0	0	1	0	1	0	470	1	3	
Piscataquis.....	0	1	0	0	3	15	25	12	17	6	6	3	10	5	14	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	122	3	10	
Sagadahoc.....	0	0	0	2	1	8	12	5	12	11	20	5	2	1	10	5	0	0	0	0	1	0	0	6	0	0	0	0	0	0	0	110	0	0	
Somerset.....	0	1	2	5	22	25	53	31	34	33	16	13	7	0	21	0	11	0	5	1	1	0	0	0	0	0	0	0	1	0	284	3	10		
Waldo.....	0	1	2	17	20	8	48	14	17	2	6	5	1	6	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	152	3	0		
Washington.....	0	0	1	0	13	13	39	17	33	12	60	9	20	0	13	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	232	3	3		
York.....	0	0	0	0	0	7	24	35	30	16	32	8	24	3	23	28	12	4	1	0	0	4	4	1	0	0	0	0	1	0	257	3	0		
	1	4	19	50	193	180	532	378	547	335	459	143	255	79	274	97	118	55	56	110	18	40	12	9	36	1	13	1	4	3	1	4,023	40	53	

PUBLIC SCHOOLS.

TABLE No. 2.

Showing yearly salaries paid female teachers in Maine elementary schools. The first column indicates all receiving \$100 or less, the second column those receiving between \$100 and \$150, etc.

	\$100.	\$150.	\$200.	\$250.	\$300.	\$350.	\$400.	\$450.	\$500.	\$550.	\$600.	\$650.	\$750.	\$800.	\$900.	\$1,000.	\$1,200.	\$1,250.	Total.	Towns fail to report.	Plantations fail to report.	
Androscoggin.....	7	14	43	23	40	16	24	28	17	0	0	0	0	0	0	0	0	0	0	212	1	0
Aroostook.....	5	78	157	113	36	20	3	0	0	0	1	0	0	1	1	1	0	0	0	416	1	0
Cumberland.....	1	17	76	73	46	37	38	44	111	9	13	4	0	0	0	0	2	1	0	472	2	0
Franklin.....	22	39	33	37	12	2	0	0	0	0	0	0	0	0	0	0	0	0	0	145	0	11
Hancock.....	10	48	98	52	38	14	2	0	1	0	0	0	0	0	0	0	0	0	0	263	2	3
Kennebec.....	1	59	73	24	63	45	39	9	2	3	0	0	1	0	0	0	0	0	0	319	0	0
Knox.....	2	49	25	25	21	16	18	1	0	0	0	0	0	0	0	0	0	0	0	157	3	0
Lincoln.....	0	26	64	29	14	3	1	0	0	0	0	0	0	0	0	0	0	0	0	137	1	1
Oxford.....	21	65	101	55	16	6	9	0	1	0	1	0	0	0	0	0	0	0	0	275	1	5
Penobscot.....	29	103	105	69	52	34	13	20	8	31	0	5	1	0	0	0	0	0	0	470	7	3
Piscataquis.....	14	19	41	20	14	11	2	0	0	0	0	0	1	0	0	0	0	0	0	122	3	10
Sagadahoc.....	4	10	39	8	18	9	10	4	1	6	1	0	0	0	0	0	0	0	0	110	0	0
Somerset.....	48	98	57	37	20	13	7	2	1	1	0	0	0	0	0	0	0	0	0	284	3	10
Waldo.....	21	69	27	14	11	5	3	1	0	0	0	0	0	0	0	0	1	0	0	152	3	0
Washington.....	19	54	61	24	61	12	1	0	0	0	0	0	0	0	0	0	0	0	0	232	2	3
York.....	0	49	45	27	52	26	40	6	8	1	2	0	1	0	0	0	0	0	0	257	3	0
	204	797	1,045	630	514	269	210	115	150	51	18	9	4	1	1	1	3	1	4,023	40	53	

SUPERINTENDENT'S REPORT.

TABLE No. 4.

MALE TEACHERS BY YEAR.

Showing yearly salaries paid male teachers in Maine elementary schools. The first column indicates all who receive \$100 or less, the second column those who receive between \$100 and \$150, etc.

	\$100.	\$150.	\$200.	\$250.	\$300.	\$350.	\$400.	\$450.	\$500.	\$550.	\$600.	\$650.	\$700.	\$750.	\$800.	\$900.	\$950.	\$1,000.	\$1,100.	\$1,150.	\$1,200.	\$1,300.	\$1,350.	\$1,400.	\$1,500.	\$1,600.	\$1,800.	Total	Towns fail to report.	Plantations fail to report.	
Androscoggin	0	0	5	1	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	11	1	0	
Aroostook	1	6	6	11	5	12	3	13	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	33	2	0	
Cumberland	0	0	4	4	4	1	12	0	12	0	1	0	0	0	0	1	0	2	12	1	0	0	0	0	0	0	0	30	1	0	
Franklin	0	0	0	4	4	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19	0	11	
Hancock	2	13	10	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	0	0	
Kennebec	0	3	4	4	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	16	0	0	
Knox	0	1	0	4	0	1	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	0	0	
Lincoln	0	1	3	2	12	12	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	1	0	
Oxford	0	3	12	5	1	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26	1	0	
Penobscot	0	4	2	10	2	0	1	2	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	32	3	3	
Piscataquis	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	0
Sagadahoc	0	0	3	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0
Somerset	1	1	9	2	1	0	1	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	25	0	10	
Waldo	0	5	12	12	6	3	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	31	0	0	
Washington	0	2	3	6	3	1	3	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	39	0	3	
York	0	2	5	1	4	1	1	0	0	1	0	0	0	0	1	0	0	4	0	0	0	0	0	0	0	0	0	20	3	0	
	5	50	91	67	44	17	17	11	7	4	5	1	2	2	4	2	1	9	2	1	2	1	1	1	4	2	2	355	40	53	

TABLE No. 5.

Showing annual salaries of male teachers in high schools. This table includes principals but does not include special or substitute teachers. Salaries are reckoned to the next higher fifty dollar limit.

	\$50.	\$100.	\$150.	\$200.	\$250.	\$300.	\$350.	\$400.	\$450.	\$500.	\$550.	\$600.	\$650.	\$700.	\$750.	\$800.	\$850.	\$900.	\$950.	\$1,000.	\$1,050.	\$1,100.	\$1,150.	\$1,200.	\$1,250.	\$1,300.	\$1,400.	\$1,500.	\$1,600.	\$1,800.	\$2,000.	\$2,200.	Total.	Towns fail to report.	Plan's fail to report.		
Androscoggin.....	0	0	0	0	0	0	2	0	0	0	0	0	0	1	1	0	0	0	0	0	2	3	0	0	0	0	0	0	0	0	0	0	0	12	1	0	
Aroostook.....	0	0	0	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	2	0	
Cumberland.....	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	21	1	0	
Franklin.....	0	0	2	0	3	0	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	2	1	2	0	0	0	0	0	0	0	0	0	17	0	0	
Hancock.....	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	0	0	
Kennebec.....	0	0	0	0	1	2	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	0	0	
Knox.....	0	0	0	0	0	1	1	1	0	0	0	0	0	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	
Lincoln.....	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	
Oxford.....	0	0	0	0	0	0	1	0	1	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	12	1	0	
Penobscot.....	0	0	3	3	0	0	0	2	1	0	1	2	2	0	0	1	2	2	2	0	4	1	0	0	0	0	0	0	0	0	0	0	0	1	2	0	
Piscataquis.....	0	0	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	
Sagadahoc.....	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Somerset.....	0	3	1	3	1	0	3	2	1	3	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	2	0	
Waldo.....	1	0	1	0	0	2	1	2	2	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0
Washington.....	0	0	1	3	2	1	3	0	1	0	1	0	1	1	0	2	1	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	12	21	0
York.....	0	0	0	0	0	0	0	0	0	0	0	6	0	2	4	1	3	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	22	3	0	
	1	4	11	12	9	11	15	14	14	11	17	16	9	11	9	13	4	12	6	23	2	4	1	4	2	1	6	6	2	2	1	1	254	40	53		

TABLE No. 6.

FEMALE TEACHERS IN HIGH SCHOOL.

Showing annual salaries of female teachers in high schools.
Salaries are reckoned to the next higher fifty dollar limit.

	\$100.	\$150.	\$200.	\$250.	\$300.	\$350.	\$400.	\$450.	\$500.	\$550.	\$600.	\$650.	\$700.	\$800.	Total.	Towns fail to report.	Plan. fail to report.
Androscoggin	1	1	0	0	0	1	1	5	4	0	8	1	1	0	23	1	0
Aroostook	0	0	0	1	1	1	4	1	2	3	1	0	0	0	13	2	7
Cumberland	0	0	0	1	3	6	4	4	6	8	4	1	10	2	49	1	0
Franklin	0	0	0	4	4	3	0	0	1	0	0	0	0	0	12	0	11
Hancock	0	0	0	0	2	1	0	0	0	0	3	0	0	0	6	2	2
Kennebec	0	0	1	5	1	1	2	2	4	5	0	3	1	0	23	0	0
Knox	0	0	0	1	1	2	0	2	1	2	0	0	0	0	9	2	0
Lincoln	0	0	0	1	1	1	1	0	0	0	0	0	0	0	4	1	1
Oxford	0	0	0	1	0	3	1	1	0	0	0	0	0	0	6	1	6
Penobscot	0	5	0	0	4	4	4	3	0	0	1	0	10	0	36	1	3
Piscataquis	0	0	0	1	3	1	2	1	0	0	0	0	0	0	8	2	10
Sagadahoc	1	0	0	1	0	1	0	0	0	0	1	1	1	0	6	6	0
Somerset	1	1	2	1	2	2	2	4	2	1	0	0	0	0	16	1	10
Waldo	0	2	1	0	1	0	1	0	1	0	0	0	0	0	6	2	0
Washington	4	2	5	9	2	2	2	1	2	0	1	0	1	0	29	2	3
York	0	1	0	1	2	4	1	5	2	0	0	0	0	0	16	2	0
	7	12	9	27	27	34	24	36	27	11	21	4	23	2	263	40	53

TABLE No. 7.

Showing some special statistics for the cities of Maine.

	Population.	School Enrollment.	Number of teachers.	Per cent of val. uation assessed for schools.	Amount ex. pended in '03, '04.	Amount raised per scholar.	Raised in excess of legal require- ment.	Number of weeks of school.
Portland	50,145	7,787	197	.002-7-10	\$179,180	\$9.02	\$94,889	35
Lewiston	23,761	3,000	87	.001-5-10	37,851	2.84	3,391	33
Bangor	21,850	3,500	113	.003-1-10	73,443	9.06	34,520	36
Biddeford	16,145	1,200	39	.000-1-10	28,634	2.16	566	36
Auburn	12,951	2,200	73	.003-2-10	30,959	6.41	12,639	36
Augusta	11,653	2,135	56	.001-2-10	22,282	3.00	...	35
Bath	10,477	2,000	51	.003-2-10	29,711	6.78	12,818	35
Waterville	9,477	1,300	40	.002-8-10	21,629	5.65	9,218	35
Rockland	8,150	1,400	42	.001-9-10	16,994	3.39	4,230	35
Calais	7,655	1,400	30	.002-7-10	13,704	2.34	...	35
Westbrook	7,283	1,400	37	.001-6-10	14,013	2.43	872	36
Saco	6,122	800	29	.002-7-10	18,414	5.32	6,102	37
Oldtown	5,763	1,050	32	.003-6-10	11,489	3.99	2,090	34
Gardiner	5,501	1,050	27	.002-4-10	11,245	6.21	4,599	35
South Portland	5,459	1,180	34	.003	13,951	4.47	2,971	36
Eastport	5,311	1,100	28	.003-2-10	12,386	3.85	2,501	33
Brewer	4,835	850	24	.002-1-10	8,079	2.97	...	34
Belfast	4,615	1,055	26	.002-7-10	10,190	7.10	3,808	35
Ellsworth	4,297	827	27	.001-8-10	8,932	2.48	62	30
Hallowell	2,714	450	12	.001-7-10	4,927	3.79	479	36
	224,194	356,684	1,104		\$568,013	\$95.26	\$194,623	718

TABLE No. 8.

Giving financial statistics for all towns and cities of Maine.
Towns and cities are arranged in groups according to valuation.

Group A. Valuation \$100,000 or less.

Towns.	Valuation.	Per cent of val- uation assessed.	Amount raised per pupil.	Average wages male teacher per month.	Average wages female teacher per week.	Number of weeks of school.
AROOSTOOK COUNTY,						
Amity	\$68,790	.005-9-10	\$2 55	\$33 33	\$6 60	30
Benedicta	57,081	.004-3-10	1 66	44 55	6 00	21
Dyer Brook	86,713	.003-4-10	3 44	.....	6 46	29
Haynesville	69,729	.005-2-10	3 36	.....	7 00	30
Orient	49,043	.004-2-10	3 12	.....	7 00	36
Weston	59,872	.005-2-10	2 44	24 00	6 19	26
Cary Plantation	31,651	.001	.....	*	*	36
Caswell Plantation	53,019	.006-1-10	1 55	32 00	7 00	45
Chapman Plantation	66,695	.003-6-10	1 20	26 00	6 50	24
Garfield Plantation	80,790	.001-1-10	2 30	40 00	10 00	30
Hammond Plantation	99,180	.003-5-10	9 84	.....	7 00	30
Hamlin Plantation	82,305	.002-7-10	94	.....	5 25	25
Merrill Plantation	80,087	.005-7-10	2 25	.....	6 83	28
Moro Plantation	50,673	.003-3-10	1 84	.....	7 00	30
Nashville Plantation	82,650	.001	7 77	.....	6 50	32
New Canada Plantation	38,485	.002-8-10	49	25 00	15 75	32
Oxbow Plantation	60,000	.003	3 06	32 00	7 63	20
Silver Ridge Plantation	38,236	.003-3-10	2 25	.....	7 75	32
Wade Plantation	62,626	.008-5-10	4 50	33 00	6 60	22
Wallgrass Plantation	58,958	.002	25	24 00	6 00	31
Westmanland Plantation	77,140	.001-4-10	1 94	.....	7 55	27
FRANKLIN COUNTY,						
Freeman	98,993	.004-3-10	4 22	.....	5 98	20
Madrid	74,477	.003-2-10	2 73	26 00	6 07	21
Salem	52,496	.003-6-10	3 45	35 00	7 25	35
Dallas Plantation	99,180	.001-5-10	2 14	29 40	7 28	22
Lang Plantation	33,060	.001-2-10	1 52	.....	3 50	28
HANCOCK COUNTY,						
Amherst	75,145	.003-6-10	2 78	.....	6 19	28
Aurora	40,992	.003-5-10	3 04	36 00	6 25	20
Dedham	93,887	.004-2-10	2 76	32 00	6 45	25
Eastbrook	49,850	.005-4-10	3 39	32 50	6 22	20
Isle au Haut	71,355	.007-7-10	9 48	.....	8 10	30
Mariaville	49,777	.004-8-10	3 47	.....	5 19	20
Otis	37,978	.001	6 15	.....	5 75	20
Verona	63,141	.002-8-10	2 63	.....	5 50	22
Waltham	74,138	.003-4-10	.....	.....	7 81	24
Long Island Plantation	24,739	.001-5-10	4 41	42 00	7 00	24
Plantation No. 33	44,080	.001-5-10	2 00	.....	6 50	24
Plantation No. 21	27,550	.003-4-10	5 76	.....	6 50	24
KENNEBEC COUNTY,						
Rome	92,162	.004-8-10	2 94	.....	5 50	22
Unity Plantation	16,869	.004-3-10	4 68	19 50	4 87	23
KNOX COUNTY,						
Hurricane Isle	53,335	.008-2-10	5 55	.....	9 25	33
Criehaven Plantation	13,192	.007	6 25	.....	5 00	20
Matinicus Isle Plantation	37,767	.005-9-10	5 00	40 00	10 00	32

* No returns.

TABLE No. 8—(Continued).

Towns.	Valuation.	Per cent of val- nation assessed.	Amount raised per pupil.	Average wages male teacher per month.*	Average wages female teacher per week.	Number of weeks of school.
LINCOLN COUNTY,						
Somerville	\$54,373	.005-9-10	\$2 97	\$25 00	\$6 87	28
Westport	87,149	.003-1-10	3 27	.....	7 55	28
OXFORD COUNTY,						
Byron.....	91,595	.002-8-10	4 54	.....	6 17	20
Grafton.....	62,302	.001-9-10	6 05	.....	6 25	21
Hanover.....	81,446	.002-4-10	4 54	.....	7 33	25
Mason.....	43,925	.002-2-10	3 33	.....	6 50	30
Roxbury.....	67,329	.006-2-10	4 25	.....	6 00	26
Milton Plantation.....	61,437	.003-1-10	2 36	32 00	7 00	25
PENOBSCOT COUNTY,						
Alton.....	75,711	.005-1-10	4 25	.....	5 75	26
Argyle.....	56,821	.008-1-10	7 04	.....	7 00	23
Chester.....	67,311	.004-3-10	2 45	.....	7 00	20
Clifton.....	57,531	.003-3-10	4 02	.....	6 10	22
Edinburg.....	21,178	.004-1-10	7 69	.....	6 00	20
Greenbush.....	83,137	.005-9-10	2 87	30 00	7 52	23
Greenfield.....	36,279	.009-5-10	7 40	.....	6 00	22
Lowell.....	70,145	.003-3-10	2 58	.....	6 50	20
Mattamiscontis.....	18,548	.005-2-10	10 00	.....	6 00	20
Maxfield.....	27,177	.007-1-10	5 60	.....	5 00	24
Medway.....	61,237	.003-8-10	1 53	26 00	6 00	22
Mt. Chase.....	62,716	.004-1-10	2 01	30 00	6 75	29
Passadumkeag.....	47,636	.001-5-10	4 72	40 00	7 67	26
Prentiss.....	78,578	.005-3-10	2 13	30 00	6 50	26
Drew Plantation.....	89,256	.008-4-10	6 66	.....	6 39	29
Seboeis Plantation.....	66,120	.001-3-10	4 62	.....	7 65	24
Webster Plantation.....	36,750	.003-1-10	2 15	.....	6 75	30
PISCATAQUIS COUNTY,						
Medford.....	85,500	.004-3-10	4 41	.....	6 92	25
Williamantic.....	87,069	.003-2-10	4 14	37 00	5 92	32
Williamsburg.....	46,608	.004-1-10	4 44	.....	5 20	20
Elliottsville Plantation.....	94,950	.002-1-10	12 50	.....	5 50	40
Kingsbury Plantation.....	84,000	.002-3-10	3 70	.....	5 38	23
SAGADAHOE COUNTY,						
Arrowsic.....	65,938	.003-3-10	4 78	.....	7 00	25
SOMERSET COUNTY,						
Concord.....	74,735	.003-2-10	2 98	.....	6 00	20
Brighton Plantation.....	70,489	.005-2-10	2 36	40 00	4 00	20
Dennistown Plantation.....	66,120	.002-2-10	3 25	.....	6 31	20
Highland Plantation.....	55,160	.001-2-10	2 16	.....	7 50	25
Mayfield Plantation.....	78,750	.002-3-10	6 25	.....	4 75	20
Pleasant Ridge Plantation.....	50,385	.003-1-10	4 31	33 00	.....	20
Lexington Plantation.....	66,120	.003-6-10	2 81	.....	6 19	21
Dead River Plantation.....	66,120	.001-9-10	2 42	.....	5 63	40
Caratunk Plantation.....	93,580	.001-4-10	2 30	.....	9 15	20
WASHINGTON COUNTY,						
Alexander.....	59,856	.004-5-10	2 01	31 00	4 93	25
Baileyville.....	80,804	.004-5-10	4 60	.....	5 00	20
Brookton.....	55,784	.005-2-10	3 08	37 00	7 56	30
Centerville.....	51,839	.002	2 70	.....	7 50	22
Cooper.....	45,562	.003-8-10	2 50	27 50	6 00	20
Cutler.....	84,424	.006-2-10	2 76	32 64	3 00	25
Deblois.....	21,322	.003-5-10	4 17	.....	7 00	20
Forest City.....	11,797	.008-2-10	3 27	.....	8 50	36
Marion.....	31,751	.003-6-10	4 16	.....	6 00	24
Marshfield.....	54,395	.003-6-10	3 63	.....	7 00	22
Meddybemps.....	28,987	.004-4-10	2 45	.....	7 06	30

TABLE No. 8—(Continued).

Towns.	Valuation.	Per cent of val- uation assessed.	Amount raised per pupil.	Average wages male teacher per month.	Average wages female teacher per week.	Number of weeks of school.
Northfield.....	35,868	.004-9-10	5 64	45 64	.....	22
Rogue Bluffs.....	27,869	.006-4-10	4 00	20 00	6 25	24
Talmadge.....	59,373	.001-3-10	2 50	37 00	.....	24
Topsfield.....	85,493	.003-8-10	1 79	.....	7 50	24
Trescott.....	58,799	.007-1-10	2 32	.....	6 55	29
Waite.....	30,020	.003-4-10	2 63	.....	5 75	30
Wesley.....	42,675	.005-5-10	2 89	.....	6 00	20
Whiting.....	89,849	.003-6-10	2 22	33 33	5 90	25
Whitneyville.....	46,861	.005-4-10	2 68	51 00	8 12	32
Codyville Plantation.....	56,440	.001-2-10	2 40	.....	6 00	24
Grand Lake Stream Plantation.....	89,310	.002-1-10	1 87	40 00	4 49	32
Lambert Lake Plantation.....	69,666	.....	.....	.....	.....	20
Plantation No. 14.....	44,160	.001-6-10	2 16	.....	6 50	20
Plantation No. 21.....	51,520	.002-2-10	2 14	34 00	.....	30

Group B. Valuation \$100,000 to \$250,000.

ANDROSCOGGIN COUNTY,						
Wales.....	200,793	.003	5 17	26 00	6 25	27
AROSTOOK COUNTY,						
Blaine.....	184,452	.004-8-10	1 93	36 00	7 41	28
Crystal.....	100,074	.004-9-10	2 55	.....	6 90	20
Castle Hill.....	105,881	.004	2 11	30 00	7 00	23
Frenchville.....	118,639	.003	54	22 00	6 02	32
Grand Isle.....	113,223	.002	56	25 00	5 02	32
Linneus.....	237,312	.003-2-10	3 25	24 00	6 80	24
Ludlow.....	113,604	.003-2-10	3 89	.....	6 75	24
Madawaska.....	182,188	.001-6-10	43	24 00	5 50	26
Masardis.....	115,439	.004-5-10	4 27	42 00	7 50	30
New Limerick.....	180,742	.002-6-10	2 30	40 00	6 50	31
New Sweden.....	165,720	.004-4-10	1 96	29 00	7 25	26
Oakfield.....	106,968	.006-6-10	2 01	35 00	7 76	30
Perham.....	141,987	.003-8-10	1 93	.....	7 65	30
Sherman.....	200,818	.004-1-10	2 38	44 25	8 43	26
Smyrna.....	117,446	.003-2-10	2 84	30 33	7 29	32
St. Agatha.....	103,816	.003-8-10	57	34 50	5 37	32
Eagle Lake Plantation.....	126,575	.002-1-10	34	26 00	8 00	20
Reed Plantation.....	119,066	.002-5-10	3 00	35 50	6 25	30
Stockholm Plantation.....	120,216	.001-9-10	1 11	.....	7 20	26
CUMBERLAND COUNTY,						
Raymond.....	218,072	.003-2-10	2 92	36 00	6 95	25
Sebago.....	162,974	.003-7-10	3 89	28 60	5 15	26
FRANKLIN COUNTY,						
Avon.....	141,414	.003-7-10	4 42	.....	5 85	22
Carthage.....	143,833	.002-1-10	2 56	.....	6 14	20
Chesterville.....	246,418	.003	.....	.....	6 93	38
Eustis.....	155,088	.002-9-10	3 06	51 00	7 31	30
Industry.....	107,766	.004-8-10	3 92	.....	5 00	20
New Vineyard.....	166,351	.003-4-10	3 84	.....	5 91	27
Temple.....	133,761	.002-5-10	2 84	19 00	5 75	20
Weld.....	223,805	.003-9-10	3 63	47 25	4 91	20
Rangeley Plantation.....	224,000	.000-2-10	2 63	.....	8 00	30
HANCOCK COUNTY,						
Brooklin.....	191,940	.005-3-10	3 75	35 00	7 73	27
Cranberry Isles.....	181,607	.004-7-10	6 45	.....	6 90	30
Lamoine.....	188,845	.003-5-10	3 48	.....	7 40	26
Sedgwick.....	209,184	.004-7-10	3 78	.....	7 26	31
Sorrento.....	188,846	.001-8-10	12 59	.....	7 50	25
Surry.....	171,744	.004-2-10	2 86	.....	6 82	23
Swan's Island.....	146,928	.004-3-10	2 64	40 00	8 25	22
Trenton.....	134,583	.002-8-10	3 60	.....	7 25	22

TABLE No. 8—(Continued).

Towns.	Valuation.	Per cent of val- uation assessed.	Amount raised per pupil.	Average wages male teacher per month.	Average wages female teacher per week.	Number of weeks of school.
KENNEBEC COUNTY,						
Chelsea	\$230,792	.003-8-10	\$3 44	\$....	\$5 70	30
Fayette	204,417	.003-9-10	5 09	29 00	6 46	30
Vienna	124,338	.002-6-10	3 61	28 00	5 65	27
Wayne	221,969	.002-7-10	3 57	30 00	6 50	29
Windsor	240,872	.003-6-10	4 02	40 00	6 12	26
KNOX COUNTY,						
Appleton	238,342	.003-6-10	3 27	25 00	5 25	26
Cushing	116,726	.004-5-10	58	29 50	5 78	27
Hope	200,382	.002-5-10	3 39	....	5 90	28
North Haven	245,356	.004-1-10	6 49	37 61	7 50	22
LINCOLN COUNTY,						
Alna	161,300	.003	4 54	24 00	6 60	26
Bremen	135,519	.003-7-10	4 31	27 00	7 20	24
Edgecomb	177,795	.004-4-10	4 51	32 00	6 29	30
Nobleboro	234,646	.005-8-10	7 21	30 00	6 50	27
OXFORD COUNTY,						
Albany	139,976	.003-9-10	4 19	....	5 37	22
Andover	232,508	.003-9-10	4 39	....	6 50	30
Gilead	130,903	.002	5 55	....	6 67	30
Greenwood	170,906	.005	4 35	....	5 70	30
Hebron	223,185	.002-2-10	5 20	26 00	5 57	26
Newry	130,177	.004-2-10	5 95	....	6 50	26
Peru	239,199	.003-7-10	4 24	....	6 87	30
Porter	239,736	.003-6-10	3 30	28 00	5 30	25
Stoneham	105,048	.003-4-10	4 10	....	5 50	28
Stow	126,653	.004	8 47	....	6 00	27
Sweden	174,537	.001-6-10	4 16	....	5 14	27
Upton	107,162	.002-4-10	3 57	33 00	6 75	20
Lincoln Plantation	117,993	.000-7-10	3 33	52 50	7 00	29
Magalloway Plantation	169,015	.000-5-10	2 40	55 37	....	25
PENOBSCOT COUNTY,						
Bradley	172,984	.004-3-10	3 35	....	8 00	30
Burlington	139,963	.002-2-10	2 73	34 00	5 75	30
Carroll	107,439	.004-5-10	2 60	....	6 00	26
Dixmont	241,938	.002-2-10	3 20	30 00	4 68	24
Eddington	157,967	.003-7-10	4 02	....	6 80	29
Enfield	228,319	.004-7-10	3 54	41 55	9 08	24
Etna	123,080	.003-2-10	2 73	22 00	4 75	20
Glenburn	126,261	.003-7-10	4 76	....	6 50	20
Holden	155,855	.003-9-10	3 20	....	6 62	26
Hudson	102,743	.003-2-10	3 39	....	6 50	28
Kenduskeag	168,145	.002-9-10	4 20	48 00	9 00	26
Kingman	157,972	.004-4-10	2 16	44 16	8 00	32
Lagrange	201,267	.002-6-10	3 02	....	9 39	24
Lee	127,255	.006-4-10	3 01	....	6 93	26
Levant	239,043	.002-8-10	3 28	42 33	6 96	26
Mattawamkeag	133,304	.003-1-10	2 49	....	7 20	30
Springfield	115,517	.003-9-10	3 00	28 00	5 50	30
Stetson	194,003	.002-3-10	3 93	33 00	6 40	29
Winn	154,954	.005	2 98	50 00	6 90	30
Lakeville Plantation	111,000	.000-9-10	1 78	24 00	6 00	29
PISCATAQUIS COUNTY,						
Abbot	171,726	.004-6-10	3 94	....	6 75	28
Atkinson	151,887	.002-9-10	3 23	....	6 00	30
Orneville	107,491	.003-7-10	3 60	27 00	5 34	28
Parkman	225,480	.002-9-10	3 39	....	6 50	25
Sebec	172,723	.005-4-10	5 20	39 00	7 00	30
Wellington	103,713	.003-4-10	3 14	21 10	5 92	20
Bowerbank Plantation	132,240	.000	5 88	....	6 13	30
Lakeview Plantation	144,485	.003	3 25	....	8 75	30

TABLE No. 8—(Continued).

Towns.	Valuation.	Per cent of val- uation assessed.	Amount raised per pupil.	Average wages male teacher per month.	Average wages female teacher per week.	Number of weeks of school.
SAGADAHOC COUNTY,						
West Bath.....	\$145,050	.004-2-10	\$7 58	\$28 50	\$7 00	28
SOMERSET COUNTY,						
Harmony.....	216,585	.002-2-10	3 00	.....	5 92	26
Mercer.....	159,998	.003-8-10	4 65	28 80	6 14	22
Moscow.....	113,881	.002-8-10	2 11	36 00	6 33	20
Ripley.....	138,430	.002-9-10	3 63	32 00	5 92	25
Starks.....	212,542	.003-7-10	4 57	35 00	6 10	25
Smithfield.....	142,606	.003-6-10	4 20	.....	5 79	23
Moose River.....	103,680	.002-1-10	2 16	44 67	7 10	38
Jackman Plantation.....	132,240	.003-6-10	4 16	44 00	9 00	38
WALDO COUNTY,						
Belmont.....	100,850	.005-2-10	6 85	.....	6 00	27
Burnham.....	230,408	.003-1-10	2 83	.....	6 15	24
Freedom.....	169,911	.003-6-10	4 91	26 00	6 00	22
Jackson.....	146,715	.003-4-10	4 06	.....	6 25	20
Knox.....	188,266	.003-4-10	4 75	28 00	4 60	20
Liberty.....	211,315	.002-2-10	3 17	21 33	5 36	27
Morrill.....	127,526	.003-3-10	3 34	.....	6 50	25
Prospect.....	169,734	.003-7-10	3 57	30 00	5 88	25
Swanville.....	150,856	.003-5-10	3 47	35 00	6 00	24
Thorndike.....	202,484	.001-9-10	3 04	30 00	4 20	21
Waldo.....	143,565	.003-2-10	4 00	28 00	6 00	24
WASHINGTON COUNTY,						
Addison.....	192,237	.004-8-10	3 15	29 50	6 75	24
Baring.....	128,697	.002-8-10	2 58	25 76	6 19	34
Danforth.....	233,777	.004-9-10	2 40	34 00	8 20	29
Dennysville.....	143,831	.002-7-10	2 22	53 00	9 00	34
Edmunds.....	160,526	.005	1 89	.....	8 00	24
Harrington.....	243,663	.003-8-10	3 22	42 00	7 00	29
Jonesboro.....	103,028	.005-4-10	2 64	40 00	6 66	30
Mechiasport.....	193,787	.005-9-10	2 81	50 00	6 83	28
Robbinston.....	149,239	.004-2-10	2 71	33 50	7 46	29
Steuben.....	179,111	.005-4-10	3 93	24 00	6 00	21
Vanceboro.....	150,976	.002-8-10	2 37	.....	9 33	36
YORK COUNTY,						
Dayton.....	217,132	.002-2-10	4 54	29 00	6 50	30
Newfield.....	235,132	.002-3-10	4 12	.....	7 00	28
Group C. Valuation \$250,000 to \$500,000.						
ANDROSCOGGIN COUNTY,						
Durham.....	336,165	.003-4-10	2 59	32 00	6 75	31
Greene.....	302,123	.003-4-10	5 52	30 00	7 00	26
Leeds.....	322,413	.002-9-10	2 99	26 00	6 40	28
Livermore.....	447,897	.002-9-10	4 79	60 00	6 15	30
Minot.....	332,437	.002-3-10	3 43	.....	5 37	29
AROOSTOOK COUNTY,						
Ashland.....	432,128	.003-1-10	2 41	34 00	7 50	30
Easton.....	354,371	.003-7-10	2 34	.....	7 27	27
Hodgdon.....	267,604	.004-5-10	3 00	26 00	6 83	30
Island Falls.....	302,069	.003-7-10	1 99	.....	9 16	30
Limestone.....	378,083	.004-1-10	3 19	28 00	8 25	26
Littleton.....	323,333	.004-3-10	4 48	.....	7 00	32
Mapleton.....	254,645	.003-1-10	2 24	.....	7 50	26
Monticello.....	344,464	.003-1-10	2 47	42 25	7 28	34
Van Buren.....	340,039	.005-8-10	1 99	34 00	6 41	37
Bridgewater.....	345,578	.002-9-10	2 41	28 71	7 30	29

TABLE No. 8—(Continued).

Towns.	Valuation.	Per cent of val- uation assessed.	Amount raised per pupil.	Average wages male teacher per month.	Average wages female teacher per week.	Number of weeks of school.
CUMBERLAND COUNTY,						
Baldwin.....	\$347,139	.002-2-10	\$4 44	\$36 00	\$7 25	30
Casco.....	280,428	.003-3-10	4 08	28 40	6 30	28
Harrison.....	431,022	.002-9-10	5 06	25 00	7 06	27
Naples.....	263,805	.002-9-10	3 45	35 00	6 00	22
North Yarmouth.....	321,745	.003	5 88	.....	8 25	33
Pownal.....	261,122	.002-3-10	4 76	26 00	6 00	32
FRANKLIN COUNTY,						
Kingfield.....	350,304	.001-5-10	2 27	62 50	8 33	34
New Sharon.....	373,008	.002-7-10	4 01	30 96	5 45	25
Strong.....	262,656	.003-1-10	4 70	.....	8 23	31
HANCOCK COUNTY,						
Deer Isle.....	389,152	.006-3-10	3 21	30 00	7 75	33
Franklin.....	356,398	.002-9-10	2 43	46 00	8 00	21
Hancock.....	310,212	.003	3 30	35 00	7 61	26
Orland.....	276,902	.004-1-10	3 44	39 00	7 84	24
Penobscot.....	266,831	.003-4-10	3 01	.....	6 85	27
Stonington.....	272,639	.006-6-10	2 98	34 00	8 50	30
Sullivan.....	323,309	.003-4-10	3 36	40 00	8 79	27
Winter Harbor.....	379,912	.001-3-10	3 85	41 00	6 00	30
KENNEBEC COUNTY,						
Albion.....	376,296	.004	6 55	25 00	6 22	28
Belgrade.....	440,789	.002-9-10	4 30	30 00	6 02	27
Benton.....	457,738	.002-7-10	4 32	28 00	6 44	27
Litchfield.....	353,135	.002-7-10	4 00	25 00	6 25	28
Manchester.....	287,055	.002-6-10	5 97	36 00	6 50	28
Mt. Vernon.....	323,919	.003-1-10	5 12	.....	6 27	27
Pittston.....	463,135	.002	3 56	.....	5 89	28
Randolph.....	309,439	.002-6-10	3 26	.....	8 20	36
Sidney.....	423,715	.003-4-10	7 61	.....	6 41	26
West Gardiner.....	298,353	.002-7-10	4 39	.....	6 12	30
KNOX COUNTY,						
South Thomaston.....	369,268	.004	3 57	28 50	7 50	29
Washington.....	270,373	.003	3 54	34 50	6 42	25
LINCOLN COUNTY,						
Dresden.....	354,719	.001-8-10	3 25	.....	7 00	29
Jefferson.....	427,631	.002-5-10	3 40	29 00	6 40	25
Southport.....	372,731	.001-3-10	3 02	42 00	8 50	30
Whitefield.....	426,416	.002-3-10	3 47	26 00	6 00	27
Wiscasset.....	476,808	.002-7-10	3 50	.....	7 62	35
OXFORD COUNTY,						
Brownfield.....	305,492	.004-2-10	5 32	34 00	6 36	26
Buckfield.....	402,939	.003-1-10	4 73	22 56	6 62	30
Canton.....	509,737	.003	3 67	32 00	6 80	30
Dixfield.....	357,228	.002-4-10	3 08	36 00	7 10	30
Hartford.....	263,241	.002-6-10	3 58	30 00	6 16	26
Hiram.....	351,339	.002-8-10	3 83	.....	7 35	32
Lovell.....	399,160	.001-8-10	4 93	28 00	7 00	29
Mexico.....	477,172	.003-7-10	2 51	.....	8 50	35
Oxford.....	472,569	.002-6-10	3 58	.....	7 20	31
Sunner.....	256,493	.003-3-10	3 52	40 00	5 65	26
Woodstock.....	253,774	.004-5-10	4 52	27 60	5 47	27
PENOBSCOT COUNTY,						
Bradford.....	256,604	.003-9-10	3 91	26 00	5 98	27
Carmel.....	284,627	.002-8-10	3 41	31 00	6 00	26
Corinna.....	445,418	.003-4-10	4 86	24 00	6 94	25
Howland.....	281,074	.001-9-10	3 70	.....	8 31	31
Milford.....	301,864	.002-2-10	2 15	62 50	8 00	34
Newburg.....	256,625	.003-4-10	5 38	.....	6 00	26
Orrington.....	403,613	.003-1-10	3 80	35 00	7 35	28
Veazie.....	270,926	.002-6-10	5 67	.....	7 50	36
Hermon.....	366,318	.003	2 96	33 75	5 76	25

TABLE No. 8—(Continued).

Towns.	Valuation.	Per cent of val- uation assessed.	Amount raised per pupil.	Average wages male teacher per month.	Average wages female teacher per week.	Number of weeks of school.
PISCATAQUIS COUNTY,						
Greenville.....	\$456,123	.002-1-10	\$2 80	.....	\$9 00	34
Monson.....	257,980	.003-6-10	2 13	\$37 33	6 62	30
SAGADAHOC COUNTY,						
Bowdoin.....	300,879	.003-9-10	3 96	24 00	5 95	26
Phippsburg.....	416,120	.002-6-10	3 11	30 00	7 58	26
Woolwich.....	329,261	.002-7-10	3 86	.....	7 50	25
SOMERSET COUNTY,						
Athens.....	315,497	.002-5-10	3 36	28 00	6 50	21
Bingham.....	268,601	.003-8-10	4 32	.....	6 70	36
Cornville.....	303,071	.001-9-10	3 15	30 00	5 82	24
Embden.....	252,231	.001-7-10	2 76	31 90	6 75	20
Hartland.....	440,956	.002	2 92	.....	7 38	30
New Portland.....	263,754	.003-6-10	4 04	.....	6 50	27
Palmyra.....	342,434	.002-9-10	4 08	.....	7 14	20
Solon.....	379,996	.003-1-10	4 21	24 00	6 50	30
St. Albans.....	395,397	.003	3 94	28 10	6 05	22
WASHINGTON COUNTY,						
Cherryfield.....	493,078	.002-8-10	2 66	32 00	7 36	33
East Machias.....	405,187	.003-1-10	2 98	.....	7 22	30
Jonesport.....	469,209	.003-9-10	2 11	38 00	7 00	32
Pembroke.....	338,345	.003-9-10	2 59	29 00	7 10	30
Princeton.....	254,883	.003-6-10	3 48	32 00	7 00	34
WALDO COUNTY,						
Brooks.....	260,675	.002-1-10	2 68	40 00	6 33	30
Frankfort.....	254,225	.004	2 63	55 00	6 72	29
Lincolnville.....	307,048	.003-4-10	3 04	31 75	6 84	28
Monroe.....	285,830	.003-4-10	4 58	28 00	5 73	27
Montville.....	307,718	.002-5-10	3 34	20 00	4 88	26
Searsport.....	327,948	.001-6-10	3 19	32 00	8 00	30
Stockton Springs.....	263,967	.003	4 02	38 00	6 00	25-
Troy.....	262,248	.002-6-10	3 71	30 00	5 38	20
Unity.....	330,040	.002	3 05	34 16	5 25	21
YORK COUNTY,						
Acton.....	268,523	.003-6-10	6 66	.....	6 50	22
Cornish.....	364,582	.002-6-10	4 01	26 00	7 30	33
Hollis.....	406,491	.002-5-10	3 48	.....	6 23	29
Limington.....	312,911	.002-7-10	3 97	26 50	6 40	27
Limerick.....	419,716	.002-3-10	5 71	22 00	6 12	30
Lyman.....	346,667	.003-3-10	6-31	26 00	6 70	22
Parsonsfield.....	423,129	.003-1-10	6 22	27 20	6 55	25
Waterboro.....	370,596	.003-1-10	4 60	.....	6 50	26.
Group D. Valuation \$500,000 to \$1,000,000.						
ANDROSCOGGIN COUNTY,						
Mechanic Falls.....	864,455	.002-5-10	5 26	.....	8 12	36
Poland.....	816,584	.002-8-10	5 90	.....	4 73	30
Turner.....	708,355	.002-9-10	4 12	30 00	6 51	30
Webster.....	534,320	.003-1-10	4 95	32 00	6 27	34.
CUMBERLAND COUNTY,						
Cape Elizabeth.....	815,881	.001-5-10	4 75	.....	8 25	33
Cumberland.....	835,554	.001-4-10	2 90	40 00	8 28	35
Gray.....	539,478	.002	3 15	.....	6 38	30
Harpswell.....	779,864	.002-7-10	4 57	35 00	6 98	28
Standish.....	701,222	.002-8-10	4 16	32 50	7 59	31.

TABLE No. 8—(Continued).

Towns.	Valuation.	Per cent of val- uation assessed.	Amount raised per pupil.	Average wages male teacher per month.	Average wages female teacher per week.	Number of weeks of school.
FRANKLIN COUNTY,						
Phillips	\$602,305	.003	\$3 88	\$60 00	\$6 70	30
Rangeley	526,699	.002-4-10	3 47	30 00	8 25	30
Wilton	882,677	.001-9-10	3 24	29 55	7 50	30
HANCOCK COUNTY,						
Bluehill	571,515	.003-2-10	3 19	26 28	6 42	28
Bucksport	931,539	.003	5 06	....	8 37	32
Castine	521,941	.002-4-10	4 80	84 84	8 00	33
Tremont	399,114	.005-6-10	4 35	37 50	8 05	28
KENNEBEC COUNTY,						
China	529,185	.003-1-10	4 98	27 00	5 88	25
Clinton	585,655	.002-5-10	4 51	....	6 40	32
Farmingdale	570,981	.001-8-10	5 69	....	7 60	36
Monmouth	638,837	.002	4 65	24 00	6 90	28
Oakland	967,133	.002-6-10	4 41	....	7 67	36
Readfield	504,124	.002	3 71	48 00	7 00	32
Vassalboro	965,730	.002-6-10	4 07	40 00	6 60	30
KNOX COUNTY,						
Union	522,966	.002	4 10	28 00	7 00	24
Vinalhaven	654,954	.004-2-10	3 83	36 00	8 75	30
Warren	832,886	.002-4-10	4 19	30 00	6 36	29
LINCOLN COUNTY,						
Boothbay	569,136	.003-9-10	4 10	46 25	7 39	30
Bristol	817,465	.004-1-10	4 73	41 00	9 00	32
Newcastle	694,874	.002-1-10	5 63	32 00	7 21	29
Waldoboro	970,552	.003-2-10	3 48	25 45	6 60	30
OXFORD COUNTY,						
Bethel	872,580	.002-5-10	4 76	30 00	6 75	30
Fryeburg	808,509	.002-4-10	6 77	....	8 00	27
PENOBSCOT COUNTY,						
Hampden	696,429	.004	4 77	....	7 50	32
Lincoln	513,652	.005-1-10	4 29	44 00	6 66	30
Millinocket	749,697	.002-6-10	2 26	....	10 00	36
Newport	604,371	.002-8-10	3 83	....	7 50	36
Orono	988,751	.004-1-10	3 90	....	8 67	36
Patten	546,858	.002-8-10	3 14	37 33	8 75	30
PISCATAQUIS COUNTY,						
Dover	937,228	.002-1-10	4 90	....	7 43	30
Foxcroft	730,888	.003	4 64	....	8 52	30
Guilford	623,706	.003-6-10	5 37	....	8 40	33
Milo	606,246	.003-4-10	3 25	24 00	6 88	32
Sangerville	525,665	.003-5-10	6 10	38 00	7 00	32
SAGADAHOC COUNTY,						
Bowdoinham	542,786	.002-3-10	4 29	29 00	6 75	32
SOMERSET COUNTY,						
Anson	682,032	.002-8-10	3 45	....	6 81	27
Norridgewock	583,530	.003-1-10	4 36	65 00	6 50	30
WALDO COUNTY,						
Winterport	563,363	.003-2-10	4 12	32 00	7 33	30
Islesboro	869,034	.001-3-10	3 81	43 00	8 88	30
WASHINGTON COUNTY,						
Lubec	869,370	.002-8-10	2 09	....	8 50	35

TABLE No. 8—(Continued).

Towns.	Valuation.	Per cent of val. nation assessed.	Amount raised per pupil.	Average wages male teacher per month.	Average wages female teacher per week.	Number of weeks of school.
YORK COUNTY,						
Buxton	\$749,078	.002-8-10	\$4 59	....	\$6 74	32
Eliot	532,267	.004-3-10	5 24	....	8 66	33
Kittery	820,779	.004-8-10	4 94	\$45 00	9 50	36
North Berwick.....	736,874	.002-6-10	4 06	60 00	7 00	30
Wells	927,733	.003-1-10	4 31	30 00	7 53	32
Group E. Valuation \$1,000,000 to \$2,000,000.						
ANDROSCOGGIN COUNTY,						
East Livermore.....	1,020,315	.002-1-10	3 34	35 00	9 00	36
AROOSTOOK COUNTY,						
Caribou	1,538,515	.002-7-10	2 11	34 00	7 28	30
Fort Fairfield	1,449,453	.003-8-10	3 03	24 00	7 75	30
Presque Isle.....	1,644,963	.003-4-10	3 34	48 00	8 01	30
CUMBERLAND COUNTY,						
Bridgton.....	1,409,614	.002-9-10	5 39	....	8 92	33
Falmouth.....	1,178,690	.001-8-10	4 54	36 00	7 86	34
Freeport.....	1,226,487	.003-5-10	6 50	60 00	6 65	32
Gorham.....	1,494,543	.002	4 10	56 34	7 82	33
New Gloucester.....	1,067,749	.001-7-10	5 45	28 00	7 55	30
Scarboro.....	1,073,832	.002	3 74	....	7 86	31
Windham.....	1,020,452	.002-8-10	5 65	48 33	7 08	31
Yarmouth.....	1,424,882	.001-4-10	3 12	....	8 55	33
FRANKLIN COUNTY,						
Farmington.....	1,852,615	.001-4-10	3 38	34 30	7 50	30
Jay.....	1,650,665	.001-4-10	3 28	37 33	7 50	30
HANCOCK COUNTY						
Ellsworth.....	1,970,780	.001-8-10	2 48	33 60	8 20	30
Mt. Desert.....	1,812,747	.001-8-10	6 06	46 80	8 25	30
KENNEBEC COUNTY,						
Hallowell.....	1,469,627	.001-7-10	3 79	....	8 59	36
Winthrop.....	1,213,450	.001-6-10	3 44	50 00	8 56	32
KNOX COUNTY,						
Rockport.....	1,295,793	.002-3-10	4 58	60 00	7 00	36
Thomaston.....	1,296,102	.002-1-10	4 17	81 50	8 60	33
LINCOLN COUNTY,						
Boothbay Harbor.....	1,062,661	.001-5-10	2 47	....	8 88	33
OXFORD COUNTY,						
Norway.....	1,265,285	.002-9-10	5 70	24 00	6 91	32
Paris.....	1,372,496	.002-5-10	3 94	24 00	7 42	30
PENOBSCOT COUNTY,						
Brewer.....	1,852,017	.002-1-10	2 97	....	8 00	34
Dexter.....	1,174,101	.000-5-10	4 02	28 00	10 72	30
Old Town.....	1,827,822	.003-6-10	3 99	76 00	9 40	34
SAGadahoc COUNTY,						
Richmond.....	1,011,033	.002-3-10	5 36	48 48	7 22	33
Topsham.....	1,169,890	.002-3-10	4 04	....	6 61	36
SOMERSET COUNTY,						
Fairfield.....	1,595,478	.003-1-10	4 37	30 00	7 25	32
Madison.....	1,807,259	.002-2-10	5 30	28 00	7 60	36
Pittsfield.....	1,353,291	.002-7-10	4 93	25 00	9 88	33

TABLE No. 8—(Continued).

Towns.	Valuation.	Per cent of val- uation assessed.	Amount raised per pupil.	Average wages male teacher per month.	Average wages female teacher per week.	Number of weeks of school.
WASHINGTON COUNTY,						
Eastport	\$1,712,318	.003-2-10	\$3 85	\$60 00	\$5 00	38
YORK COUNTY,						
Kennebunkport	1,415,563	.002-2-10	5 00	40 00	7 43	31
Old Orchard	1,025,156	.001-5-10	5 12	....	9 00	37
South Berwick	1,277,579	.002-5-10	3 34	....	9 35	36
Group F. Valuation \$2,000,000 to \$3,000,000.						
AROOSTOOK COUNTY,						
Houlton	2,728,086	.002-1-10	3 36	30 00	8 57	33
CUMBERLAND COUNTY,						
South Portland	2,779,582	.003	4 47	....	9 50	36
KENNEBEC COUNTY,						
Winslow	2,108,568	.001-1-10	3 38	20 00	8 00	34
KNOX COUNTY,						
Camden	2,366,857	.001-3-10	3 18	75 00	7 63	36
WALDO COUNTY,						
Belfast	2,752,236	.002-7-10	7 10	65 70	8 41	35
WASHINGTON COUNTY,						
Calais	2,843,297	.002-1-10	2 34	80 25	7 34	36
YORK COUNTY,						
Kennebunk	2,256,172	.001-8-10	5 42	55 00	10 00	36
York	2,323,440	.001-8-10	5 89	44 00	8 50	36
Group G. Valuation \$3,000,000 to \$4,000,000.						
CUMBERLAND COUNTY,						
Brunswick	3,828,199	.001-4-10	2 92	30 00	8 15	36
KENNEBEC COUNTY,						
Gardiner	3,580,463	.002-4-10	6 21	85 13	9 62	36
OXFORD COUNTY,						
Rumford	3,027,570	.001-7-10	2 86	....	9 25	34
SOMERSET COUNTY,						
Skowhegan	3,513,152	.002	5 19	....	9 00	35
YORK COUNTY,						
Saco	3,975,106	.002-7-10	5 32	90 00	11 87	37
Group H. Valuation \$4,000,000 to \$6,000,000.						
CUMBERLAND COUNTY,						
Westbrook	4,268,925	.001-6-10	2 43	114 66	10 16	36
HANCOCK COUNTY,						
Eden	5,754,406	.001-8-10	7 86	23 00	10 00	34

TABLE No. 8—(Concluded).

Towns.	Valuation.	Per cent val- uation assessed.	Amount raised per pupil.	Average wages male teacher per month.	Average wages female teacher per week.	Number of weeks of school.
KNOX COUNTY,						
Rockland	\$5,597,552	.001-9-10	\$5 39	....	\$11 11	36
KENNEBEC COUNTY,						
Waterville	5,897,256	.002-8-10	5 65	....	11 07	36
Group I. Valuation \$6,000,000 to \$10,000,000.						
ANDROSCOGGIN COUNTY,						
Auburn	6,910,755	.003-2-10	6 41	\$79 98	8 66	36
KENNEBEC COUNTY,						
Augusta	7,658,705	.001-2-10	3 00	105 50	10 00	36
SAGadahoc COUNTY,						
Bath	6,768,531	.003-2-10	6 78	65 78	10 21	38
YORK COUNTY,						
Biddeford	7,994,401	.000-1-10	2 16	100 00	11 75	36
Group J. Valuation over \$10,000,000.						
ANDROSCOGGIN COUNTY,						
Lewiston	14,305,199	.001-5-10	2 84	115 76	10 00	38
CUMBERLAND COUNTY,						
Portland	51,615,575	.002-7-10	9 02	154 73	12 72	38
PENOBSCOT COUNTY,						
Bangor	16,898,967	.003-1-10	9 06	166 66	11 25	36

TABLE No. 9.

Statistics for group of New England towns and cities outside of Maine corresponding in size to Maine towns and cities. Blanks indicate incomplete returns.

Towns and Cities.	Population.	Valuation.	Per cent of valuation raised for schools.	Number of weeks in school year.	Highest weekly wage paid female teacher in elementary schools.	Lowest weekly wage paid female teacher in elementary schools.	Average weekly wage paid female teacher in elementary schools.	Highest weekly wage paid male teacher in elementary schools.	Lowest weekly wage paid male teacher in elementary schools.	Average weekly wage paid male teacher in elementary schools.	Salary, yearly, of High School Principal.	Highest monthly wage paid female teacher in High School.	Lowest monthly wage paid female teacher in High School.	Average monthly wage paid female teacher in High School.	Highest monthly wage paid male teacher in High School.	Lowest monthly wage paid male teacher in High School.	Average monthly wage paid male teacher in High School.
Waterbury, Conn.....	65,000	\$13,721,269	.002-7-10	40	\$40 00	\$10 00	\$14 25	\$50 00	\$26 25	\$37 13	\$1,400	\$140 00	\$ 80 00	\$ 91 73	\$117 50	\$ 90 00	\$103 00
Holyoke, Mass.....	51,406	41,051,080	.004-5-10	40	21 25	10 00	15 00	50 00	17 50	38 75	2,400	120 00	55 00	76 43	150 00	50 00	110 00
Haverhill, Mass.....	37,175	26,588,292	.....	39	28 20	10 25	15 25	33 33	22 20	32 05	1,900	102 56	51 25	20 25	153 53	92 30	125 63
Newton, Mass.....	33,587	63,528,425	.....	40	18 75	10 00	16 48	50 00	30 00	44 72	3,350	125 00	30 00	87 96	280 00	150 00	214 23
Woonsocket, R. I.....	30,000	16,778,500	.004	40	17 50	8 12	12 22	32 50	32 50	32 50	1,700	90 00	60 00	79 16	150 00	90 00	97 50
Quincy, Mass.....	28,500	33,748,073	.004	40	35 90	10 25	10 08	35 90	35 90	35 90	2,300	85 00	60 00	70 33	110 00	65 00	69 29
Everett, Mass.....	28,000	22,000,000	.007-5-10	40	35 00	10 00	14 44	62 50	30 00	36 66	2,500	75 00	30 00	66 54	150 00	140 00	143 33
Pittsfield, Mass.....	24,403	17,411,741	.005-9-10	40	25 00	8 00	11 95	37 50	12 50	26 25	2,000	84 00	66 00	77 20	112 00	72 00	86 00
Danbury, Conn.....	20,000	12,000,000	.005	40	18 00	8 00	11 45	37 50	17 00	27 33	1,800	90 00	60 00	70 00	85 00	80 00	83 33
Dover, N. H.....	13,207	8,587,877	.004-1-10	37	12 43	7 30	12 07	27 03	21 62	24 33	1,700	65 00	50 00	58 75	100 00	100 00	100 00
East Providence, R. I.....	13,000	9,444,566	.004-5-10	38	20 00	10 00	11 75	31 59	23 69	27 64	1,500	64 00	43 00	54 00	105 26	84 21	94 74
Milford, Conn.....	12,000	6,310,733	.006	38	16 66	9 00	10 84	.....	.....	.....	1,700	68 42	57 89	64 91	84 21	73 68	73 95
Bristol, Conn.....	11,000	.....	.....	38	18 42	10 00	15 33	39 47	23 69	31 58	1,800	78 94	63 15	71 05	.....	.....	.....
Winchester, Conn.....	10,000	.....	.....	38	26 32	9 00	13 45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Portsmouth, N. H.....	10,000	.....	.004-2-10	37	32 43	8 10	13 16	32 43	32 43	32 43	1,800	80 00	55 00	71 42	85 00	85 00	85 00
Webster, Mass.....	10,000	5,968,000	.003-6-10	40	14 00	10 00	11 69	.....	.....	.....	1,400	60 00	60 00	60 00	100 00	100 00	100 00
Keene, N. H.....	10,000	6,851,280	.003-8-10	36	12 43	7 00	10 04	27 78	27 78	27 78	1,700	68 42	68 42	68 42	94 77	42 10	75 45
Cumberland, R. I.....	9,500	8,601,824	.002-7-10	40	13 75	10 00	12 00	20 63	20 63	20 63	1,100	60 00	42 50	50 16	.....	.....	.....
Danvers, Mass.....	9,000	5,000,000	.007	40	20 00	7 50	11 89	40 00	27 50	28 44	1,600	80 00	40 00	60 71	70 00	70 00	70 00
Laconia, N. H.....	9,000	4,365,288	.005-3-10	36	15 00	7 50	10 43	.....	.....	.....	1,200	66 67	66 67	66 67	88 89	88 89	88 89
Greenfield, Mass.....	8,000	6,487,766	.....	40	16 25	9 00	11 47	.....	.....	.....	1,700	82 50	55 00	68 10	90 00	90 00	90 00
Methuen, Mass.....	7,512	5,037,678	.006-5-10	38	17 10	9 08	11 55	.....	.....	.....	1,500	72 50	50 00	61 88	80 00	80 00	80 00
Somersworth, N. H.....	7,200	3,300,000	.006	38	11 84	9 47	9 41	21 05	21 05	21 05	1,500	64 00	53 00	60 33	.....	.....	.....

TABLE No. 9—(Concluded).

Towns and Cities.	Population.	Valuation.	Per cent of valuation raised for schools.	Number of weeks in school year.	Highest weekly wage paid female teacher in elementary schools.	Lowest weekly wage paid female teacher in elementary schools.	Average weekly wage paid female teacher in elementary schools.	Highest weekly wage paid male teacher in elementary schools.	Lowest weekly wage paid male teacher in elementary schools.	Average weekly wage paid male teacher in elementary schools.	Salary, yearly, of High School Principal.	Highest monthly wage paid female teacher in High School.	Lowest monthly wage paid female teacher in High School.	Average monthly wage paid female teacher in High School.	Highest monthly wage paid male teacher in High School.	Lowest monthly wage paid male teacher in High School.	Average monthly wage paid male teacher in High School.
Stoughton, Mass.....	7,000	\$3,000,000	.006	36	\$16 67	\$10 00	\$11 48	\$.. .	\$.. .	\$.. .	\$1,500	\$70 00	\$50 00	\$60 00	\$.. .	\$.. .	\$.. .
St. Johnsbury, Vt.....	7,000	5,400,000	.005	38	16 00	6 50	10 68	15 00	12 00	13 00	1,350	70 00	45 00	56 00	.. . .	.. . .	.. . .
Killingly, Conn.....	6,835	3,857,010	.004	38	16 00	6 00	9 83	15 00	12 00	13 00	1,700	84 21	84 21	84 21	94 73	94 73	94 73
Andover, Mass.....	6,813	5,361,874	.005-2-10	38	21 05	10 53	13 40	20 83	20 83	20 83	1,500	66 66	66 66	66 66	.. . .	.. . .	.. . .
Claremont, N. H.....	6,498	3,495,982	.004-1-10	38	12 50	8 00	10 40	20 83	20 83	20 83	1,700	66 66	66 66	66 66	.. . .	.. . .	.. . .
Hudson, Mass.....	6,000	3,132,055	.006-9-10	38	11 52	10 00	10 76	27 63	27 63	27 63	1,400	60 00	50 00	55 00	75 00	75 00	75 00
Winchenden, Mass.....	6,000	3,000,000	.005	38	12 50	9 00	11 00	21 05	21 05	21 05	2,000	73 68	63 16	68 42	142 10	142 10	142 10
Franklin, N. H.....	6,000	2,700,000	.006-6-10	38	12 00	6 00	9 83	16 00	16 00	16 00	1,200	66 67	55 55	58 33	.. . .	.. . .	.. . .
Manchester, Conn.....	6,000	10,000,000	.. . .	38	13 50	10 00	11 21	34 21	34 21	34 21	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .
Orange, Mass.....	5,500	3,293,495	.007-2-10	36	16 94	9 00	11 34	.. . .	.. . .	.. . .	1,400	70 00	45 00	56 00	.. . .	.. . .	.. . .
Amherst, Mass.....	5,028	3,400,000	.005	36	12 50	9 72	10 84	.. . .	.. . .	.. . .	1,600	61 53	61 53	61 53	82 04	82 04	82 04
Williamstown, Mass.....	5,013	3,000,000	.006	38	13 00	7 00	10 25	.. . .	.. . .	.. . .	1,300	75 00	45 00	60 00	.. . .	.. . .	.. . .
Easton, Mass.....	5,000	4,821,000	.006-9-10	39	15 38	8 21	11 49	.. . .	.. . .	.. . .	1,550	85 00	50 00	66 67	.. . .	.. . .	.. . .
Bennington, Vt.....	5,000	3,000,000	.007-5-10	39	15 38	8 97	10 68	.. . .	.. . .	.. . .	1,000	61 52	51 28	55 12	.. . .	.. . .	.. . .
Exeter, N. H.....	4,943	3,181,452	.003-9-10	36	12 00	10 00	10 57	22 22	22 22	22 22	1,400	55 55	55 55	55 55	.. . .	.. . .	.. . .
Grafton, Mass.....	4,869	2,398,440	.008-5-10	36	16 67	10 60	11 47	.. . .	.. . .	.. . .	1,400	58 42	53 15	54 47	.. . .	.. . .	.. . .
Littleton, N. H.....	4,500	1,802,713	.007	38	11 84	7 00	8 79	.. . .	.. . .	.. . .	1,800	73 68	42 10	53 28	.. . .	.. . .	.. . .
Fairfield, Conn.....	4,489	3,517,745	.004	40	17 50	10 00	12 31	17 50	17 50	17 50	1,600	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .
Glastonbury, Conn.....	4,260	1,686,517	.007	36	10 00	8 50	9 00	.. . .	.. . .	.. . .	1,400	55 55	55 55	55 55	.. . .	.. . .	.. . .
Litchfield, Conn.....	4,000	2,750,000	.. . .	36	10 00	5 00	7 05	12 00	7 50	9 75	990	55 00	10 00	18 83	.. . .	.. . .	.. . .
Templeton, Mass.....	3,500	1,400,000	.005-7-10	36	10 00	8 00	9 00	.. . .	.. . .	.. . .	900	40 00	40 00	40 00	.. . .	.. . .	.. . .
Lancaster, N. H.....	3,500	1,534,282	.005-4-10	35	14 00	10 00	11 25	37 14	17 14	25 61	1,400	.. . .	.. . .	.. . .	88 88	66 66	77 77
Lenox, Mass.....	3,300	4,700,000	.. . .	40	16 25	10 00	10 53	.. . .	.. . .	.. . .	1,200	65 00	60 00	62 50	.. . .	.. . .	.. . .

Charlemont Union, Mass.	3,208	1,123,858	.010-7-10	36	10 00	8 00	9 10	10 00	10 00	10 00	.....	.....	.....	.....	.....	.....	.....
Foxborough, Mass.	3,200	2,000,000	.....	36	13 50	9 00	11 03	15 27	15 27	15 27	.....	.....	.....	.....	.....	.....	.....
Oxford, Mass.	3,000	1,585,780	.005-8-10	40	13 00	8 50	9 75	15 00	15 00	15 00	1,320	63 15	52 63	52 89	.....	.....	.....
Wrentham, Mass.	2,700	1,652,024	.005-7-10	38	10 00	9 00	9 68	.....	.....	.....	1,100	40 00	40 00	40 00	.....	.....	.....
Holbrook, Mass.	2,400	1,200,000	.007	38	12 00	10 00	10 36	.....	.....	.....	1,000	45 00	40 00	42 50	100 00	100 00	100 00
Pittsfield, N. H.	2,125	1,218,208	.....	30	10 00	6 00	7 98	14 54	14 54	14 54	1,200	52 63	52 63	52 63	.....	.....	.....
Cromwell, Conn.	2,000	1,000,000	.006	36	15 28	7 50	9 29	.....	.....	.....	999	55 55	48 00	51 78	.....	.....	.....
Colchester, Conn.	1,991	850,000	.004-6-10	39	11 53	5 13	7 85	.....	.....	.....	900	40 00	40 00	40 00	.....	.....	.....
Hopedale, Mass.	1,961	4,552,558	.003-2-10	38	16 00	14 00	14 85	.....	.....	.....	1,200	60 00	60 00	60 00	.....	.....	.....
Sheffield, Mass.	1,804	852,750	.004	38	10 00	7 00	8 08	.....	.....	.....	650	40 00	40 00	40 00	.....	.....	.....
Dighton, Mass.	1,802	882,318	.006	36	12 00	8 00	9 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gloucester, R. I.	1,800	1,088,300	.002-7-10	36	11 50	7 50	8 86	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Canaan, Conn.	1,800	938,666	.004	36	9 00	8 00	8 56	.....	.....	.....	560	.....	.....	.....	.....	.....	.....
Swansea, Mass.	1,645	1,123,745	.004	36	12 00	8 00	9 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wilton, Conn.	1,574	856,788	.....	40	11 80	8 12	8 69	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Weare, N. H.	1,553	675,000	.005	30	11 00	6 00	7 81	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warner, N. H.	1,358	694,325	.005-7-10	30	10 00	6 00	6 75	.....	.....	.....	1,000	55 55	50 00	52 78	.....	.....	.....
Harvard, Mass.	1,142	1,065,222	.....	38	15 00	9 00	10 67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Southwick, Mass.	1,050	520,490	.013	36	15 00	8 00	9 55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Albany, Vt.	1,028	408,455	.006	28	9 00	5 00	7 00	10 00	10 00	10 00	.....	.....	.....	.....	.....	.....	.....
Bath, N. H.	1,006	384,648	.008-7-10	36	8 50	5 50	7 00	13 88	13 88	13 88	.....	.....	.....	.....	.....	.....	.....
Sandwich, N. H.	1,000	475,523	.004	26	8 00	5 00	6 64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Longmeadow, Mass.	900	972,500	.004-7-10	40	15 75	10 00	12 05	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ashby, Mass.	876	481,400	.007-4-10	36	11 00	10 00	10 66	.....	.....	.....	690	40 00	40 00	40 00	.....	.....	.....
Lanesboro, Mass.	780	466,115	.004	36	12 00	8 00	10 80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Leverett, Mass.	750	300,000	.004	36	11 00	8 50	9 88	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Greenwich, R. I.	606	450,000	.002-6-10	36	8 75	8 75	8 75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bolton, Conn.	457	172,000	.004	36	9 00	9 00	9 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE No. 10.

Showing miscellaneous items, returned by teachers, relating to expenses incidental to teaching etc., etc.

Class of Schools.	Number reporting.	Total experience in years.	No. years experience in present position.	Number of daily recitations.	Wages per month.	Board and room per month.	EXPENSES INCIDENTAL TO TEACHING.							Are you able to save for self improvement?	Are you dependent on your own earnings for entire support?	Do you find it necessary to work at other occupations?	
							Time spent in preparation.	Money cost of preparation.	Teachers' institutes.	School papers.	Books on teaching.	Travel.	Other expenses.				
High School Principals	21	172	44	163	\$2,689	\$388 00	129 yrs.	\$31,300	\$209 00	\$ 76 00	\$127 00	\$493 50	\$348 00	Yes 16	Yes 19	Yes 11	
Average	8+	2+	7+	12 ⁸	12 ⁸	24 25	6+	1,647+	13 00+	5 00+	8 00+	35 25	31 00+	No 5	No 2	No 10	
Grammar School Principals	16	192	46+	190	\$1,071	\$232 00	36 yrs.	\$11,600	\$135 00	\$ 43 50	\$ 97 00	\$197 00	\$126 00	Yes 10	Yes 15	Yes 12	
Average	12	3	12+	12+	17 84	17 84	3+	1,160	10 00+	3 34	7 46	21 88	18 00	No 6	No 1	No 4	
Grade positions in cities	37	390	209	371	\$1,856	\$530 00	107 yrs.	\$14,860	\$183 00	\$103 25	\$245 50	\$638 00	\$887 00	Yes 21	Yes 32	Yes 21	
Average	10+	5+	10+	50+	16 +	16 +	4+	743	7 00+	3 69	9 82	49 36	52 46	No 16	No 5	No 16	
Grade positions in villages	39	399	135	499	\$1,534	\$501 00	94 yrs.	\$13,525	\$369 00	\$153 15	\$336 25	\$388 00	\$458 00	Yes 22	Yes 28	Yes 26	
Average	10+	3+	13+	39+	14 +	14 +	2+	466+	13 00+	43 75	11 25	21 55	24 10	No 17	No 11	No 13	
Rural School positions	22	119	95+	534	\$ 694	\$165 00	53 yrs.	\$ 7,171	\$419 00	\$173 45	\$279 00	\$293 00	\$177 00	Yes 11	Yes 12	Yes 13	
Average	5+	1+	24+	31+	9 11	9 11	2+	468+	29 00+	10 20	15 50	29 30	17 70	No 11	No 16	No 9	
							5 no est.	3 no est.	5 no est.	8 no est.	5 no est.	6 no est.	12 no est.	12 no est.			

PUBLIC SCHOOLS.

TABLE No. II.

Showing miscellaneous items having indirect bearing upon the status of teaching in Maine.

	Androscoggin.	Aroostook.	Cumberland.	Franklin.	Hancock.	Kennebec.	Knox.	Lincoln.	Oxford.	Penobscot.	Piscataquis.	Sagadahoc.	Somerset.	Waldo.	Washington.	York.	Total.
Number of teachers boarding at home.....	152	119	407	46	113	150	111	82	68	201	43	65	101	92	124	163	2,037
Number of teachers not boarding at home.....	106	359	171	147	212	225	76	151	251	364	99	65	248	106	197	152	2,858
Number of common school teachers having normal training.....	110	179	367	71	168	135	64	41	69	212	40	32	90	63	110	79	1,876
Number of common school teachers not having normal training.....	147	299	211	122	157	240	123	112	230	353	102	33	259	117	211	238	3,019
Number of teachers without previous experience.....	14	37	25	48	47	17	26	65	62	20	18	47	31	31	33	27	549
Number of teachers leaving for higher salaried Maine positions.....	1	14	25	9	22	26	10	10	20	19	9	12	14	23	21	15	238
Number of teachers leaving Maine for higher salaries.....	1	4	11	2	4	5	4	2	7	7	1	2	2	2	1	1	78
Number of teachers entering other employment for higher salaries.....	3	7	9	2	6	6	6	2	9	15	1	0	16	6	6	4	104
Number of teachers required to do janitor's work without extra pay.....	0	1	31	0	17	20	0	10	9	24	0	0	50	0	0	0	208
Number of teachers holding state certificates.....	28	124	86	20	94	70	32	29	70	140	16	19	43	32	82	62	956
Number of common school teachers having collegiate training.....	13	12	19	7	13	29	9	8	11	16	3	6	15	14	18	13	206
Number of towns having fixed salary schedule.....	3	2	3	0	0	3	2	1	2	2	0	1	2	3	3	3	39
Number of High School teachers having normal training.....	3	6	6	6	4	5	3	4	3	21	1	2	5	2	12	6	92
Number of High School teachers having collegiate training.....	33	17	55	15	16	39	17	9	14	45	12	12	27	15	21	32	356
Number of High School teachers without collegiate training.....	2	7	21	4	6	1	4	3	4	17	4	3	13	3	29	6	137
Number of towns failing to report.....	1	2	1	0	2	0	3	3	1	7	3	2	3	3	6	3	40
Number of plantations failing to report.....	0	7	0	11	2	0	0	1	6	3	10	0	10	0	3	0	53

SUPERINTENDENT'S REPORT.

TABLE No. 12.

Showing returns made from state and territorial educational departments throughout the Union.

States and Territories.	Mon'y Salary.		State Salary Law.	State Exam-inations com-pulsory.	Duration of State Certificate.	State Certif-icates Graded.	Recognition of Normal School Diplomas.
	Male.	Female.					
Alabama	\$ 40 00	\$ 36 00	No.....	Yes...	2, 4, 6 years. Life.....	Yes...	No.
Arizona	51 05	69 59	No.....	Yes...	3, 4, 6 years. Life.....	Yes...	Equals first grade.
Arkansas	48 00	39 00	No.....	Yes...	Life.....	No.....	No.
California	79 31	71 04	No.....	No.....	None issued	-	Grammar School certificate granted.
Colorado	69 46	52 37	No.....	No.....	Life.....	No.....	Only Colorado State Normal.
Connecticut	106 63	45 78	No.....	Yes...	1 year or more at pleasure of State Board.	No.....	No.
Delaware	50 00	35 00	No.....	Yes...	2, 5 years.....	No.....	Good for one year.
Florida	49 59	38 33	No.....	Yes...	5 years.....	Yes...	Only Florida State Normal.
Georgia.....(2)	-	-	-	Yes...	Life.....	Yes...	No.
Idaho	67 00	53 00	No.....	Yes...	5 years.....	Yes...	Only Idaho State Normal.
Illinois	64 55	54 18	No.....	Yes...	5 years. Life	Yes...	No.
Indiana	70 27	51 40	Yes...	No.....	Life.....	Yes...	Yes.
Iowa	48 24	35 00	No.....	Yes...	2, 5 years. Life	No.....	No.
Kansas	46 00	39 00	No.....	No.....	3 years. Life	Yes...	Yes.
Kentucky	40 00	35 00	No.....	Yes...	8 years	No.....	No.
Louisiana	42 50	33 25	No.....	Yes...	None issued	-	Equals first grade.
Maryland	47 22	47 22	Yes...	No.....	Life.....	No.....	Yes. Life certificate after two years.
Massachusetts	145 48	55 37	No.....	No.....	Life.....	No.....	May be accepted for examination.
Michigan	54 72	33 66	No.....	No.....	Life.....	No.....	Accompanied by certificate.
Minnesota.....(3)	72 26	42 42	No.....	Yes...	1 year to Life.....	Yes...	When endorsed by State Superintendent.
Mississippi.....	32 18	26 69	-	-	-	-	-
Missouri.....	46 45	46 24	No.....	No.....	5 years. Life.....	No.....	Equals State certificate.
Montana	69 04	50 30	No.....	No.....	6 years. Life	No.....	Yes.
Nebraska	55 24	41 40	No.....	No.....	Life.....	No.....	Yes, under certain conditions.
Nevada	100 84	61 58	No.....	No.....	2, 3, 4 years. Life	Yes...	Entitles to three year certificate.
New Hampshire.....	43 58	29 11	No.....	No.....	1 year. Life	No.....	Yes. Receive State certificate.
New Jersey	107 02	54 46	Op.law	Yes...	7, 10 years. Life.....	Yes...	Yes.
New Mexico.....	70 00	70 00	No.....	Yes...	None issued	-	Yes.
New York	no	data	No.....	Yes...	1 year to Life	Yes...	Equals teacher's license.
North Carolina.....	116 20	116 20	Yes...	No.....	None issued	-	No.

North Dakota....	47 87	40 90	No....	No....	5 years. Life	Yes ..	Yes.
Ohio	41 50	35 00	No....	No....	Life	No....	No.
Oklahoma.....	43 00	40 00	No....	Yes ..	3, 4, 6 years. Life.....	Yes ..	Equals first grade.
Oregon.....	54 22	42 05	No....	No....	5 years. Life	No....	No.
Pennsylvania ..	44 82	34 11	Yes ..	No....	Life	-	Yes.
Rhode Island ..	119 06	51 90	No....	No....	.....	-	-
South Carolina ..	25 96	23 30	No....	No....	2 years.....	No....	Yes.
South Dakota....	40 03	33 52	No....	Yes ..	2, 3, 5 years. Life.....	Yes ..	Yes.
Tennessee.....	38 90	38 90	No....	No....	None issued.....	-	State normal good for life.
Texas.....(4)	55 04	42 51	Yes ..	No....	Life	-	Equals permanent state certificate.
Utah	77 42	53 45	No....	No....	5 years. Life	No....	Grammar grade certificate for 5 years.
Vermont	45 36	30 04	No....	Yes ..	1, 2, 5, 10 years. Life	Yes ..	Equals first grade.
Virginia	34 56	27 20	No....	Yes ..	5, 7, 10 years.....	No....	Yes.
Washington.....	60 24	49 70	No....	No....	1, 2, 5 years. Life.....	No....	When endorsed by State Superintendent.
West Virginia ..	33 56	33 56	Yes ..	Yes ..	1, 3, 5 years. Life.....	Yes ..	Yes.
Wisconsin	50 93	33 19	No....	Yes ..	5 years. Life	-	Equals State certificate after 1 year.
Wyoming	70 78	46 39	No....	Yes ..	1, 2, 4, 6 years.....	o	Entitles to first grade.

- (1) Figures given are for white teachers. Monthly salary of negro teachers: males, \$31.37; females, \$27.35.
- (2) Annual salary of teachers from public funds is \$176.
- (3) Independent and special districts: males, \$98.81; females, \$48.56. Common school districts: males, \$45.71; females, \$36.27.
- (4) Figures given are for white teachers. Monthly salary of negro teachers: males, \$50.92; females, \$37.82.

APPENDIX TO THE REPORT OF COMMITTEE ON TEACHERS'
SALARIES.

At the State Teachers' Association held in Portland October 26, 1905, Supt. E. L. Palmer, of Dexter, read a paper on "The Financial Side of the Rural School." Because of the direct bearing this paper has on the subject under consideration this committee, with permission of Mr. Palmer, prints the following abstract:

"A shifting of industrial forces had made the whole working world extremely sensitive to the value of money. All commodities as well as labor respond very quickly to the market quotations. No longer is there one standard of values for the country and another and higher one for the towns. Once the rural school teacher of first-class ability was hired at a much lower wage than was her city cousin but she cannot be today.

In the generation that has passed, most of the old New England families of many sons and many daughters have been transplanted in their descendants to urban residents of fewer sons and daughters. In that former condition, when they lived in the country rural school, teaching was chiefly the avenue that led to wider social opportunities and a higher educational training for these ambitious young men and women.

Country school teaching was then a rather favored avocation, not because of the salary attached, but because it offered a convenient chance to the young people to get up and get out. It was not a profession and was not so considered. It was simply a convenient stepping stone to a profession. I think I am safe within the facts in stating that 75 per cent of the lawyers, physicians and clergymen 50 years of age, who began their careers in Maine, began it in the common school as teacher.

Today, we do not look with favor upon the idea that teaching is but a stepping stone to another profession, nor do we think it should be made to serve as such. A professional spirit is growing up both among the teachers and in the community. Rural schools are no longer timed to suit college vacations and no longer do they seek out the young college student as their pedagogical head. On the contrary, they are conducted, so far as possible, for the convenience of their patrons and specially trained teachers are sought as their instructors. The colleges and seminaries, in their turn, no longer time their recesses to allow their students to teach in the public schools.

That large middle class of young men and women who, by their ability and energy, are striving to secure a higher education in our colleges, from which class, a generation ago, we drew a large percentage of our best teachers, is now practically barred from common schools.

Thus the shifting of the population from the country to the city and the growth of the professional spirit that is excluding those who engage in teaching as a stepping stone to another profession have both acted to diminish appreciably our available supply of teachers for common schools.

Wherefore, the financial side of this question is forced upon our attention by the operation of the simple economic law of supply and demand.

Have wages increased as the supply has diminished and have they become sufficient to furnish reasonable support to a professional teacher, are the two pertinent questions. The first can undoubtedly be answered partly in the affirmative, for wages have increased to an appreciable extent in the past twenty-five years, probably doubled in many rural schools within that time.

To the second question, "Are they sufficient to furnish reasonable support to a good teacher?" the answer is easily and emphatically—no. The present salary of these teachers is now about \$6 per week and with a school year of twenty-five weeks gives an average yearly wage of \$150. When this is divided by fifty-two we see how it looks as a weekly wage by the year. Other lines of work, employing the roughest kinds of unskilled help, hardly pay less than this if, indeed, there are any that pay so little. It is certainly ridiculously small and inadequate when we expect even the slightest evidence of professional spirit and training in the teaching ranks.

It is by no means a living wage by itself—indeed, so far from it that the dire extremity of the rural teacher who is forced to accept it is both humorous and pathetic—humorous when we talk of such an ill paid business as a profession and pathetic when we see the self sacrifice that goes unrewarded, except in the appreciation of devoted friends and pupils. Fortunately our sympathy has small range for exercise in the teacher's behalf. We are still Yankee in spirit, in Maine at least, and no teacher of energy and ability, unless restrained at home by unusual circumstances, sacrifices herself upon the altar of public service in the rural school. Rather she gets up and gets out to more

remunerative fields so quickly that the country superintendents are constantly seeking out beginners for their schools who are both wholly untrained in school work and very immature in the matter of years.

In two towns, at least, this fall every young person who could be persuaded to teach was drafted into the service. Literally there was no young girl among the 6,000 inhabitants, who would consent to teach, who did not have a place. If one more teacher had been needed I do not know now where, in that section, she could be found.

Not only is the payment of less than a living wage forcing to the front the financial side of this question, but it is depriving us of our supply of teachers, regardless of quality or experience.

For the past ten years, rural communities have been feeling the need of better school support and have, under the stimulus of a few educators, striven to eliminate some of the most serious defects which were lessening the efficiency of their schools.

* * * * * *

There remains, however, the direct financial support, which, notwithstanding the greatly increased levies of taxation, is still inadequate to pay living wages to good teachers.

Therefore, I now propose to analyze briefly the manner and extent of local taxation in our State as it applies to school support. If we take Aroostook as our typical rural county (and it is probably the most typical rural section) we find that their local tax for common schools rose from \$24 upon \$10,000 of property in 1900 to \$33 in 1904, a 40 per cent increase in their school tax rate in four years.

If we compare the rates of taxation in Piscataquis county, for the same period, we find it rising from \$16 in 1900 to \$31 in 1904, almost doubling the tax rate for the support of their common schools in this brief time, in a county that contains no town of over 1,800 inhabitants. An examination of the other rural sections of our State shows these two cases to be somewhat typical of what our farming sections have been doing in this matter of increased school support.

In many instances, the increase has been from 25 per cent to 75 per cent, until they are taxing themselves now almost as high as are similar sections in Massachusetts, whose average state tax rate is \$38 as against the average of \$24 per \$10,000 in our State.

With this patriotic and praiseworthy generosity, which demands from school men a recognition we have never given rural communities, the financial side of the rural school question has not been met. If we will follow this question a little further we may be able to discover the reason of the failure.

In ten of our largest cities the average tax rate is \$24 per \$10,000 of property. In ten of our larger towns it is \$26 and in ten of our smaller towns under 1,000 inhabitants it is \$39.

Obviously, as we go from our largest cities to our smallest towns, the tax rate for school support increases rapidly. The farmer pays over 60 per cent more tax upon every dollar of his property in these towns referred to than does the citizen of the cities upon his property. This is a simple and plain illustration of how the farmer has tried to meet the needs of his schools in cash and he has failed because of the low value of his property as compared with city property. This \$24 rate in the cities yielded \$5.38 per pupil while the much higher \$39 rate of the country yielded but \$3.74 per pupil.

It is not the country spirit or the country generosity that is lacking.

To illustrate further—in two of our largest counties, in area, the taxable property amounts to \$600 and \$800 respectively per pupil, according to the last census. In this county, where we are now assembled in convention, (Cumberland) the taxable property per census pupil is \$2,700. In the first mentioned county a two mill tax rate would yield \$1.20 for the education of each child. In this county, the same rate yields \$5.40 per pupil. Stated in another way, the first county would impose a nine mill tax on its property to yield the \$5.40 per pupil which a two mill tax yields in this county. A tax double the average State tax of any state in our Union, so far as I know, for the support of common schools. Yet 115 of our small towns are taxing themselves for common schools at the rate of from four to nine mills on the dollar.

It is instructive to note that not one of our cities is taxing itself as much as four mills and only six as much as three mills. Evidently, local taxation can never equalize these unequal conditions, nor provide the remedy for the financial side of this question.

The only other supply of money of any amount that is available is our State school fund which amounts to nearly \$3 per

pupil and is divided among the towns on the basis of school population, each pupil between five and twenty-one years of age drawing his pro rata share for his town.

To illustrate the working of this plan of distribution we may examine two of our neighboring towns, Saco and Biddeford. Their proximity to each other must make their local conditions somewhat alike. Saco raises by local tax \$11,000. Biddeford raises by local tax \$12,300. Saco receives from the State \$6,375. Biddeford receives from the State \$16,258. That is Biddeford which is twice the size of Saco raises for her schools only \$1,300 more than does Saco, but receives from the State almost \$10,000 more than Saco.

A similar condition exists as regards the cities of Lewiston and Auburn, where Auburn, about half the size of Lewiston, raises more money locally for common schools, according to the last State report, than does Lewiston, taxing her property to do it twice as high as Lewiston property is taxed for the same purpose.

These peculiar cases are not confined to the cities, but (in the same inequalities) are found in the case of neighboring smaller towns, Skowhegan and Hartland, for instance, in Somerset county. These two towns tax themselves exactly alike, two mills on the dollar for common schools. In Skowhegan this rate yields \$5.19 per pupil; in Hartland the same rate yields but \$2.92. Monmouth and Readfield are similar in this matter."

Mr. Palmer's paper at this point takes up a discussion of methods for the distribution of funds. Since the purpose of this report has, as indicated elsewhere, been solely to deal with conditions we have Mr. Palmer's permission to omit this discussion. The above presentation, we believe, states fairly the conditions that obtain in the rural towns of the State and describes the method by which State funds are at present distributed.

SUMMER SCHOOLS.

The following circular of information was issued from the State Educational Department, June 1, 1905:

CIRCULAR.

The summer schools for teachers for the present season will be held as follows: Hampden, July 12-19; Union, July 24-28; Limerick, July 31 to August 4. The instructors are all recognized as experts in their several departments and the grade of work done will be equal to that offered in any summer school in the country.

Mr. C. H. Albert of the state normal school at Bloomsburg, Pa., will have charge of the work in general pedagogy and methods in the higher common school grades. Mr. Albert is already well and favorably known to many of our teachers. He is a thorough and inspiring instructor and is well versed in all the requirements of rural, village and city schools. Miss Elizabeth Hall, principal of the training school for teachers, Lewiston, will have charge of the conferences and methods in the lower common school grades. Miss Hall is a most efficient instructor and teachers may be assured that this department will be kept up to the highest rank. Mr. N. L. Mower, of Auburn, will direct the work in music. Mr. Mower has been an instructor in this branch in former summer schools and is well known throughout the State as one of the most painstaking and successful teachers in his profession.

It is hoped the teachers of Maine will fully appreciate the efforts made to place expert instruction within their reach. It is confidently expected that they will make a special effort to attend these schools and thus gain the inspiration and receive the benefits to be offered them by these leaders in educational thought.

Tuition is free in all these schools and the only expense will be for travel and board and arrangements will be made to keep these necessary expenses down to the lowest practicable figure.

For information as to board, rooms and railroad rates, please write Mr. F. H. Damon, Hampden; Miss Lillian A. Cole, Union; Prin. B. A. Sanderson, Limerick.

The schools were held at the several places mentioned in the circular and all the instructors advertised were present, bringing with them a ripe experience in the most approved methods in use in rural, village and city schools.

The attendance at the Hampden school was the largest of any similar school ever held in the State and the aggregate attendance at the three schools was also greater than in any former year. An increased interest was manifested by all in attendance and a most faithful application to the work in hand was continued throughout each of the sessions.

These schools have been of great benefit to those of our teachers who have availed themselves of the privileges thus afforded and their influence upon the schools of the State is plainly visible.

SUMMER TRAINING SCHOOLS FOR TEACHERS.

A careful study of the summer schools held in the State for the past ten years and of their influence upon the teachers and the schools has made it manifest that the time is ripe for a change in the methods of conducting them. Hitherto the work of the instructor has been confined mainly to lectures and black-board demonstrations, the student taking notes to greater or less extent and asking such questions as seemed pertinent and necessary for the proper understanding of the subject under consideration. As the work thus progressed it became evident that our teaching force needs, more than anything else, a thorough drill in the principles and facts of the common school studies. The summer school of the past has been of great benefit to the teachers and to the schools of the State and one of the most important items that should be placed to its credit is that it has made possible the summer school of the future.

Out of the summer school of the past, with its lectures and demonstrations by a corps of competent instructors, has been evolved the "Summer Training School for Teachers," with its

daily lessons which must be thoroughly learned and its recitations which are calculated to show just how intelligent a grasp each student has of the principles studied. During these recitations the instructor gives the drill which is to make the teacher-student proficient, as never before, in these most important branches.

The following circular, which may be regarded as forming the skirmish line between the summer school of the past and the Summer Training School for Teachers, as contemplated for the future, was mailed to all the superintendents in the State early in the season of 1905.

CIRCULAR.

To the Superintendent:

Many complaints have been received by the department during the past year, from parents in rural communities, stating that the teachers in charge of their schools are immature, have but a limited knowledge of the common English branches and are wanting in those qualities and characteristics fitting them to be suitable associates of children.

Many of these complaints are unjust; not a few are probably due to personal prejudice and some of them are doubtless true.

The number of letters received and the increasing anxiety expressed for better schools leads me to ask you to make a special effort, in the future, to employ teachers who meet the following requirements:

First. Those who have a thorough knowledge of the subject matter found in the ordinary text-books in reading, arithmetic, geography, United States history and English grammar.

Second. Those who are so endowed by nature and fitted by training as will make it possible for them to maintain good order without the continuous use of harsh means.

Third. Those who are possessed of such personal qualities as will enable them to exert a wholesome and stimulating influence over their pupils.

May I ask you to insist that your teachers shall not do the work assigned the children, but that the pupils shall be required to master the lessons assigned them. Thoroughness is of greater importance than the number of subjects studied, or the extent to which they are "skimmed over." Emphasis should

be placed on the work in reading, spelling, the fundamental processes in arithmetic, local geography, technical grammar and United States history.

It is suggested that you arrange for your teachers to visit schools, of same grade as their own, in charge of the best teachers in your section.

I am sure you would find local teachers' meetings of great service. The program might include class exercises and discussions of questions suggested by their daily work.

If you have teachers who are scholastically unfit to take charge of your schools, I hope they may be induced to attend some secondary school.

I trust you will urge your teachers to become familiar with and make intelligent use of the course of study prescribed for the rural school of Maine and that they also read the pamphlet on local geography and history and the manual on teachers' meetings. Copies of these documents will be sent on application to the department.

If your teachers were provided with manilla paper and encouraged to make their own charts and maps, a great service would be rendered your schools.

If inexpensive material could also be furnished, making it possible for the teacher to illustrate the work in geography and arithmetic, you would find the investment profitable.

If a school were established within a reasonable distance of your town, in which your teachers and those who wish positions in your schools could have an opportunity to review thoroughly the work in geography, arithmetic, United States history and English grammar, how many would attend such a school, provided the term commenced June 26, 1905 and continued not less than four or more than six weeks and provided farther that the expense of board did not exceed \$3.00 per week? The time will be devoted to study and recitations and talks on methods. I wish you would write me frankly in relation to this matter.

The answers received by the department to the above circular were so encouraging, both in number and in cordial interest manifested, as to warrant the immediate inauguration of the new system.

Three of these schools were maintained during the summer of 1905, being held at Fort Fairfield, in Aroostook county, Dexter, in Penobscot and Pittston, in Kennebec. They consti-

tuted what might be called a new departure and were, necessarily, somewhat tentative and experimental. They proved, however, most conclusively, that they represent a step in advance and that the course marked out for them will be followed until they, in turn, lead to something better and more desirable. At Fort Fairfield and Dexter the attendance was fully as large as could be expected and the work done was satisfactory to all concerned. At Pittston, on account of misunderstandings and other unfortunate conditions, the number was not sufficient to warrant the continuance of the school for the entire time contemplated.

The work at all the schools consisted of reviews in arithmetic, English grammar, geography and United States history.

At Fort Fairfield, Mr. A. J. Knowlton, assistant in the Aroostook State Normal School, Presque Isle, had charge of the work in history and geography; Miss Cora B. Dillingham, assistant in Gorham Normal School, arithmetic and grammar and Miss Ida L. Smith, of Auburn schools, had charge of the work in drawing.

At Dexter the instructors were, Mr. Payson Smith, superintendent of schools of Auburn, history and geography; Miss M. B. Doland, assistant in the state normal school at Fitchburg, Mass., arithmetic and grammar and Mr. E. L. Palmer, superintendent of schools of Dexter, civil government.

At Pittston, Prin. W. L. Powers, of Gardiner high school, had charge of history and geography and Mr. H. R. Williams, superintendent of schools of Foxcroft and Dover, of arithmetic and grammar. Lessons were assigned and recitations conducted very much as was the practice in the old time country school.

No attempt was made to exploit methods, illustrate devices, test theories or make experiments. The work was confined to study, recitation and thorough, continuous drill, the purpose being to enable the student-teachers to acquire a mastery of the facts and principles they are required to teach in the common schools.

Instructors held voluntary conferences at which methods, school administration and school management were freely discussed. These were independent of the regular work of the school and attendance was optional on the part of both instructors and students.

Several graduates of colleges and many graduates of secondary schools were in attendance and were among the most interested and faithful students in the several branches pursued.

On the whole, the Summer Training Schools for Teachers have amply proved their right to exist and to take a place in the educational work of Maine. It is proposed to continue them in the future and arrangements will be made for, at least, seven of these schools during the summer of 1906, provided the necessary attendance is guaranteed.

TEACHERS' INSTITUTES.

Last year, as described in the annual report of this department for 1904, a campaign of education was inaugurated and educational mass meetings were held in nearly every county at which educators of national reputation addressed the people and awakened a lively interest in the public schools.

This year no attempt was made to duplicate the campaign of 1904, but the influence of that experiment and its beneficial effects were plainly seen, as evidenced by the increased attendance at the county meetings.

Institutes were held in every county, under the auspices of the State department and personally attended, in nearly every instance, by the State superintendent of public schools.

The details, including place of meeting, program, entertainment, railroad rates, etc., etc., are looked after by the officers of the county association. The date of each meeting is decided by the State superintendent, after consultation with the local officials.

The expense of one speaker is paid by the State. This speaker is selected by the State superintendent who, in every case when possible, complies with the wishes of those who are immediately interested. All other addresses, papers and exercises are provided for by the local association.

A small fund for necessary expenses is raised by requiring every teacher attending the institute to register and pay a fee of ten cents to the treasurer of the association.

The printing of the programs is paid for by the State. As a sample of the work attempted, a specimen program is here appended.

PROGRAM.

Forenoon, 9.30 O'clock.

President's Address.

Paper, "High School English."

Discussion by Members.

Paper, "Commercial Studies in the Public Schools."

Discussion.

Paper, "The Relations of Teacher and Scholars."

Discussion.

Afternoon, 1.30 O'clock, Sharp.

Address.

Paper, "What we Must Teach."

Discussion.

Paper, "How to Keep Little Ones Busy."

Discussion.

Paper, "How Can We Do More?"

Discussion.

Evening 7 O'clock.

Music.

Lecture, by State Superintendent.

Brief addresses by several well known educators.

Tuesday Forenoon, 9 O'clock.

Paper, "Ends, Means and Methods of Teaching Reading."

Discussion.

Paper, "School Government."

Discussion.

Paper, "Conducting Recitations."

Discussion.

Paper, "Teaching English Grammar."

Afternoon, 1 O'clock, Sharp.

Teaching Exercises in Second Grade Number Work.

Discussion of number work in different grades.

Paper, "To What Extent Can the Rural Schools be Graded."

Discussion.

Paper, "The Grammar School."

Discussion.

The above program was actually carried out at one of the largest and most enthusiastic meetings held during the present year.

The plan adopted was one that gave every person present an opportunity to take part in the exercises. The papers were all upon practical subjects and, during the reading, the teachers took notes of the salient points presented and were thus able to take an intelligent part in the discussion which followed.

Some of the smaller associations held only a single day meeting and aimed to devote the entire time to practical work. The State superintendent is expected to deliver at least one address at each county institute and also to conduct the "Question Box," which is often made a very valuable addition to the work of the institute.

All present are requested to write questions, usually upon points that have been suggested by their school work and the slips upon which these questions are written are dropped into the "box."

At the appointed time the presiding officer requests some one, usually the State superintendent, if present, to take charge of the exercise of examining the contents of the Question Box. He takes a slip from the box, reads it distinctly and, unless the question is directed to himself, calls upon some one present to answer it. Sometimes brief discussion follows, ideas of importance are brought out and often this exercise proves to be the most valuable as well as the most interesting number on the program.

Teachers are, by law, allowed to suspend their schools for not more than two days in any year, for the purpose of attending the meetings in their own counties and for a like time during the sessions of the State teachers' conventions and to attend these meetings without forfeiture of pay for the time of such attendance.

STATE EXAMINATIONS.

The regular annual examinations of candidates for State certificates have been held on the last Friday in August each year since 1897. This date has proved preferable to any other for several reasons. Teachers who wish to take the examination come to it mentally fresh and vigorous after the rest of the long summer vacation. During that vacation they have had time to make any necessary preparation for passing it satisfactorily. The great majority of them are then at their homes, ready to enter upon the work of the fall terms, usually beginning the week following, and can reach the places appointed with least inconvenience. Finally, the examination, calling into sharp review their knowledge of subjects of instruction and suggestive of the best methods employed, is of no small value, as a special preparation for the work of the coming year.

Early in June circulars, calling attention to the examination, were sent to all persons whose names were on the list of eligibles kept in the department and, thereafter, to all others writing for information. The gist of these circulars is given in the following excerpts therefrom:

“The annual examinations of candidates for State certificates will be held Friday, August 25.

The places at which examinations will be held, about thirty in number, will be announced early in August and special notice thereof will be sent to all candidates registering before August 20.

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.

For further information, send for circular, ‘Examination for State Certificates.’”

“Special notice is hereby given, that in this examination, the questions in ‘Nature Study’ and ‘Theory and Practice’ respectively, will be based on subject matter contained in pamphlets issued by this department entitled ‘Improvement of School Buildings and Grounds’ and ‘Manual for use of officers and members of County Teachers’ Institutes,’ copies of which will be sent on application.”

Many teachers who have taken the examination each year have not received circulars, because their names were not on the list of eligibles and because they have not registered prior to the time of examination. Such teachers are at a great disadvantage, when they attempt to take the tests, because of failure to receive circulars of suggestion and advice, sent only to those who have registered. The examiner of the papers submitted for ranking can tell at once, in nearly every case, from the contents of those papers, whether or not the writer has received and acted upon the suggestions given in those circulars. Not a few candidates of this year have evidently failed to get such rank and to receive a certificate of such grade as they would have obtained if they had registered early and so had received all information furnished by the department to registered candidates.

The places selected for holding the examinations were this year twenty-four. Notices of these places were mailed, with copies of the “Regulations” governing the examination, to all registered candidates. The following is a list of the places selected: Athens, Bingham, Bluehill, Boothbay Harbor, Brunswick, Canaan, Corinna, Dexter, Ellsworth, Fairfield, Fort Fairfield, Grand Isle, Houlton, Jonesport, Limerick, Old Town, Pembroke, Presque Isle, Rockport, Saco, South Paris, Stockton Springs, Turner Center, Windham Center.

Sixteen candidates registered, by sending in their preliminary examination reports, who failed to appear for examination. The number actually taking the examination, in whole or part, was 194. Of this number 30 failed to pass, either by not taking the complete examination, or falling short of the required rank in one or more subjects. Certificates have, therefore, been awarded to 164 candidates, as the result of this year's regular examination.

In addition to the certificates granted as above, 123 have been issued to members of the graduating classes in the State Normal

Schools. These have heretofore been granted to such members as have successfully passed a special examination; but this year a new plan has been adopted. Instead of basing the certificates upon ranks attained in such special examination, the average final ranks attained by graduating students, in their regular school work, as appearing in the rank records of such work, were accepted. The certificates thus granted will hereafter be issued at the time of graduation, together with the regular school diplomas. They will differ from those issued to successful candidates at the regular annual examination in not being renewable at expiration of the periods for which they are granted.

All State certificates, granted as the results of the regular annual examination, are renewable at expiration of the term for which granted, for the like term as that for which they were originally issued. Such renewal will be made but once, without actual re-examination. On and after January 1, 1906, 136 certificates, heretofore granted, will cease to be in force without renewal and 22 certificates, previously renewed, will become finally invalid. Of those renewable, 71 have been properly endorsed as continued in force and have been returned to the holders.

The final record for the year, therefore, stands as follows:

Whole number of certificates granted.....	287
Whole number reissued.....	71
	<hr/>
Total issued for year.....	358

In the following table is given a succinct record showing, by counties, all the results of the examinations for the year 1905, as to number of candidates examined, number of certificates granted, together with the grades thereof and the terms for which issued.

Counties.	Number examined.		Not passed by reason of		Grades of certificates.				Periods for which certificates were granted.			
	Number passed.	Incomplete examination.	Defective rank.	Public school.	Grammar or common school.	Common school.	Primary or common school.	Life.	Five years.	Three years.	One year.	
Androscoggin.....	11	10	1	-	2	4	3	1	3	3	2	2
Aroostook.....	39	26	7	6	-	10	9	7	6	6	7	7
Cumberland.....	25	23	1	1	3	7	7	6	8	4	3	8
Hancock.....	25	19	4	2	-	2	10	7	1	3	3	12
Kennebec.....	2	2	-	-	-	1	1	-	1	1	-	-
Knox.....	2	2	-	-	-	-	1	1	-	-	-	2
Lincoln.....	6	6	-	-	2	3	1	-	4	1	-	1
Oxford.....	7	7	-	-	-	4	1	2	2	5	-	-
Penobscot.....	31	30	1	-	2	11	8	9	5	8	5	12
Piscataquis.....	1	1	-	-	-	1	-	-	-	-	-	1
Sagadahoc.....	3	2	-	1	-	1	1	-	-	-	1	1
Somerset.....	14	14	-	-	-	2	5	7	2	2	4	6
Waldo.....	5	5	-	-	-	3	2	-	1	1	1	2
Washington.....	14	12	-	2	-	-	3	9	-	5	4	3
York.....	9	5	2	2	-	1	2	2	-	2	2	1
Normal schools.....	123	123	-	-	-	56	64	3	7	17	48	51
Totals.....	317	287	16	14	9	106	118	54	40	58	80	109

CONCLUSION.

These examinations have now been held, annually, for nine years. The general results of the nine examinations, as shown by the records, may be summarized as follows:

Whole number of candidates examined.....	3,057
Whole number of certificates awarded.....	2,633
Number of certificates becoming invalid.....	1,185
Number in force January 1, 1906.....	1,448

In view of these results the statements made in this connection in the report of last year may be fitly repeated, with necessary emendations, as follows:

These results are eminently satisfactory. Almost one-fourth 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 the unorganized townships of the State for the sixth year of their maintenance, as compared with that of the preceding year, is shown in the following

STATISTICAL SUMMARIES.

	1903-4	1904-5
1. <i>Number, population, etc., of Townships.</i>		
Number of townships reported.....	52	56
Population of townships.....	1,784	2,080
Number of children of school age.....	665	701
Number of townships in which schools were maintained	41	45
Number in which children were schooled in other townships or towns.....	10	11
Number of different schools maintained..	42	47
2. <i>School Enrollment and Attendance.</i>		
Number of children schooled.....	504	585
Number schooled in home schools.....	461	533
Number schooled away from home.....	43	52
Average daily attendance.....	454	483
3. <i>Of Teachers.</i>		
Number of different teachers employed..	43	44
Number of teachers who had taught....	32	37
Number who had not taught before....	11	7
Average number of terms taught before..	10	11
Average weekly wages including board..	\$6.96	\$7.02
4. <i>Fiscal.</i>		
Amount paid for wages and board of teachers	\$6,059	\$7,082
Amount paid for transportation of chil- dren	296	225

TABLE
Deaths from all Causes by

CAUSES OF DEATH.	Sex.	Totals.						
			0.	1.	2.	3.	4.	0-4.
Broncho pneumonia	Totals.....	551	139	62	27	10	9	247
	Males.....	258	64	32	11	5	5	117
	Females....	292	74	30	16	5	4	129
	Not stated..	1	1	-	-	-	-	1
Pneumonia	Totals.....	3,479	441	161	74	36	24	736
	Males.....	1,739	245	87	39	18	14	403
	Females....	1,737	195	74	35	18	10	332
	Not stated..	3	1	-	-	-	-	1
Pleurisy.....	Totals.....	81	4	2	-	1	-	7
	Males.....	52	2	1	-	-	-	3
	Females....	29	2	1	-	1	-	4
Congestion of the lungs, pulmonary apo- plexy.....	Totals.....	235	47	11	-	3	-	61
	Males.....	119	29	5	-	1	-	35
	Females....	116	18	6	-	2	-	26
Gangrene of the lungs	Totals.....	16	-	-	-	-	-	-
	Males.....	13	-	-	-	-	-	-
	Females....	3	-	-	-	-	-	-
Asthma	Totals.....	98	6	4	1	-	-	11
	Males.....	54	3	2	-	-	-	5
	Females....	44	3	2	1	-	-	6
Emphysema of the lungs.....	Totals.....	12	-	-	-	-	-	-
	Males.....	6	-	-	-	-	-	-
	Females....	6	-	-	-	-	-	-
Other diseases of the respiratory system (phthisis excepted).....	Totals.....	110	11	2	-	-	-	13
	Males.....	53	4	-	-	-	-	4
	Females....	57	7	2	-	-	-	9
Affections of the mouth and its adnexa....	Totals.....	13	10	-	-	-	-	10
	Males.....	8	5	-	-	-	-	5
	Females....	5	5	-	-	-	-	5
Affections of the pharynx.....	Totals.....	70	7	2	1	5	5	20
	Males.....	42	4	1	-	2	3	10
	Females....	28	3	1	1	3	2	10
Affections of the esophagus.....	Totals.....	5	-	-	-	-	-	-
	Males.....	2	-	-	-	-	-	-
	Females....	3	-	-	-	-	-	-
Ulcer of the stomach	Totals.....	70	-	1	-	-	-	1
	Males.....	33	-	1	-	-	-	1
	Females....	37	-	-	-	-	-	-
Other affections of the stomach (cancer excepted).....	Totals.....	586	115	21	7	2	3	148
	Males.....	276	69	11	6	2	1	89
	Females....	290	46	10	1	-	2	59
Infantile diarrhea (under two years)	Totals.....	1,699	1,473	219	-	-	-	1,692
	Males.....	931	818	110	-	-	-	928
	Females....	767	655	109	-	-	-	764
	Not stated..	1	-	-	-	-	-	-
Diarrhea and enteritis (two years and over)	Totals.....	414	-	1	68	28	6	103
	Males.....	206	-	-	38	21	2	61
	Females....	208	-	1	30	7	4	42
Intestinal parasites.....	Totals.....	8	1	3	1	-	-	6
	Males.....	6	1	3	1	-	-	5
	Females....	2	-	-	-	-	-	1
Hernias and other intestinal obstructions.	Totals.....	276	31	9	3	2	1	46
	Males.....	139	22	6	3	1	-	32
	Females....	137	9	3	-	1	1	14
Other affections of the intestines	Totals.....	112	22	1	-	-	4	27
	Males.....	53	11	1	-	-	-	12
	Females....	59	11	-	-	-	4	15
Acute yellow atrophy of liver.....	Totals.....	17	3	-	-	-	-	3
	Males.....	10	7	-	-	-	-	2
	Females....	7	2	-	-	-	-	1
Cirrhosis of the liver	Totals.....	198	2	-	-	-	-	2
	Males.....	127	1	-	-	-	-	1
	Females....	71	1	-	-	-	-	1
Biliary calculi.....	Totals.....	49	-	-	-	-	-	-
	Males.....	17	-	-	-	-	-	-
	Females....	32	-	-	-	-	-	-

necessary. This could not be otherwise. Amounts expended for teachers and for supervision must constantly increase, as must all other needful expenses of these schools. The increase in the amount paid for teachers was \$1,023 and that in the total expenditure for all purposes was \$1,052. The expense of the five new schools supported this year, at the average weekly wages paid teachers, would be \$720 for teachers alone. The other additional expenses for fuel, janitors and supplies, together with the necessary increase in expense of management and supervision, fully accounts for the remainder of the increases shown.

5. On the whole, the foregoing statistics show that the schools in unorganized townships are increasing in efficiency and are fast becoming, in all essential respects, the equals of the rural schools in the towns.

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 1904-5, together with detailed statistics for each township:

SCHOOL STATISTICS, UNORGANIZED TOWNSHIPS, FOR THE YEAR ENDING APRIL 1, 1905.

8

Designation of Township.	County.	Persons resident in.	Number of children between 5 and 21 years of age.	Number attending school.	Average attendance.	AMOUNTS EXPENDED FOR						EXPENDED FROM			
						Wages 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.
D. R 2, W. E. L. S.	Aroostook..	45	7	15	9	\$149 00	-	-	-	\$20 00	\$160 00	\$18 00	\$21 07	\$120 93	\$160 00
8 R 3, W. E. L. S.	Aroostook..	76	21	12	16	170 90	-	-	-	11 75	182 65	30 40	16 21	136 04	182 65
8 R 4, W. E. L. S.	Aroostook..	76	21	20	14	154 00	-	-	-	2 00	156 00	30 40	60 93	64 67	156 00
9 R 4, W. E. L. S.	Aroostook..	33	17	14	13	169 00	-	-	-	-	160 00	13 20	-	146 80	160 00
11 R 4, W. E. L. S.	Aroostook..	6	3	3	3	117 00	-	-	-	6 50	123 50	2 40	32 12	88 98	123 00
17 R 4, W. E. L. S.	Aroostook..	90	36	27	22	165 00	-	-	-	2 50	173 50	36 00	20 76	116 74	173 50
A R 5, W. E. L. S.	Aroostook..	66	22	22	18	160 00	69 50	-	-	10 50	240 00	26 40	150 73	62 87	240 00
8 R 5, W. E. L. S.	Aroostook..	6	4	3	3	-	-	40 00	-	-	47 00	2 40	-	44 60	47 00
9 R 5, W. E. L. S.	Aroostook..	5	2	2	2	141 00	-	-	7 00	-	141 00	2 00	13 21	125 79	141 00
17 R 5, W. E. L. S.	Aroostook..	112	43	16	13	155 00	-	-	-	7 00	162 00	44 80	81 25	35 95	162 00
14 R 6, W. E. L. S.	Aroostook..	22	15	15	10	120 00	-	-	-	10 49	130 49	2 80	-	121 69	130 49
15 R 6, W. E. L. S.	Aroostook..	52	20	10	6	112 00	-	-	-	2 81	114 81	20 80	16 92	77 09	114 81
4 R 2 (Crockertown)	Franklin....	100	24	25	22	150 00	-	-	-	2 50	152 50	41 20	11 62	99 68	152 50
4 R 3.	Franklin....	26	9	8	7	154 00	-	-	-	-	154 00	10 40	-	143 60	154 00
1 R 8 (Skinner)	Franklin....	65	18	17	14	210 00	-	-	-	-	210 00	26 00	17 19	166 81	210 00
2 R 8 (Lowelltown)	Franklin....	57	13	6	5	110 00	-	-	-	-	110 00	22 80	-	87 20	110 00
Jerusalem	Franklin....	34	9	9	8	106 00	-	-	-	-	106 00	11 40	-	94 60	106 00
Perkins	Franklin....	71	23	12	16	245 50	-	-	-	11 90	257 40	27 60	-	229 80	257 40
Washington	Franklin....	19	3	3	2	-	25 00	-	-	-	25 00	7 60	-	17 40	25 00
No. 10	Hancock....	18	4	4	3	-	-	-	76 00	-	76 00	6 40	69 60	-	76 00
No. 23	Hancock....	14	4	4	4	-	-	90 00	28 00	-	118 00	5 60	112 40	-	118 00
No. 32	Hancock....	12	5	4	3	153 00	-	-	-	33 50	192 50	4 80	42 00	145 70	192 50
No. 39	Hancock....	30	5	11	9	180 00	-	-	-	20 00	200 00	9 60	78 67	111 73	200 00

SUPERINTENDENT'S REPORT.

SCHOOL STATISTICS, UNORGANIZED TOWNSHIPS—Concluded.

Designation of Township.	County.	Persons resident in.	Number of children between 5 and 21 years of age.	Number attending school.	Average attendance.	AMOUNTS EXPENDED FOR						EXPENDED FROM			
						Wages and board of teachers.	Transportation of scholars.	Board of scholars.	Tuition of scholars.	Fuel, janitor, supplies, etc.	Total.	Per capitol tax.	Interest on reserved lands.	State appropriation.	Total.
Great Duck Island.....	Hancock....	27	16	9	8	\$143 50	-	-	-	\$10 27	\$153 77	\$10 80	-	\$142 97	\$153 77
Andover N. Surplus.....	Oxford.....	14	6	5	5	100 00	-	-	-	6 00	106 00	5 60	\$21 30	79 10	106 00
Letter C.....	Oxford.....	7	4	4	4	108 00	-	-	-	-	108 00	2 80	22 23	82 97	108 00
Fryeburg Academy Grant.....	Oxford.....	17	3	3	3	-	-	82 25	11 75	-	94 00	6 80	-	87 20	94 00
2 R 6 (W. District).....	Penobscot..	68	27	20	16	79 00	-	-	-	15 00	94 00	27 20	-	67 80	94 00
2 R 6 (E. District).....	Penobscot..	26	18	11	9	140 00	-	-	-	30 00	170 00	10 40	-	159 60	170 00
A R 7.....	Penobscot..	25	7	3	3	-	-	120 00	48 37	-	168 37	10 00	-	158 37	168 37
5 R 7.....	Penobscot..	13	5	3	3	-	-	-	54 83	-	54 83	5 20	-	49 63	54 83
A R 8 and 9 (W. Seboois).....	Penobscot..	43	14	19	14	140 00	-	-	-	14 20	154 20	17 20	53 76	83 24	154 20
2 R 8.....	Penobscot..	14	6	6	5	140 00	-	-	-	-	140 00	5 60	-	134 40	140 00
3 Indian Purchase.....	Penobscot..	59	13	22	17	149 00	-	-	-	-	149 00	23 60	42 11	83 29	149 00
Day's Academy Grant.....	Piscataquis.	32	5	5	5	195 00	-	90 00	-	6 75	291 75	12 80	22 56	245 39	291 75
3 R 5 (Little Squaw Mt.).....	Piscataquis.	60	15	15	12	-	-	-	128 00	-	128 00	24 00	40 80	63 20	128 00
2 R 6 (Squaw Mt.).....	Piscataquis.	17	2	5	5	150 00	-	-	-	1 90	151 90	6 80	108 28	36 82	151 90
5 R 9.....	Piscataquis.	10	5	4	4	-	80 00	20 00	15 00	-	115 00	4 00	22 86	88 14	115 00
6 R 9 (K. I. Works).....	Piscataquis.	66	23	15	11	140 00	-	100 00	3 00	7 00	250 00	26 00	10 54	213 06	250 00
4 R 12.....	Piscataquis.	28	4	4	3	180 00	-	-	-	-	180 00	11 20	115 00	53 80	180 00
5 R 13 (Chesuncook).....	Piscataquis.	62	21	18	16	579 25	-	-	-	50 00	629 25	25 20	73 41	530 64	629 25
1 R 14 (Spencer Bay).....	Piscataquis.	8	6	5	5	148 00	-	-	-	6 50	154 50	3 20	-	151 30	154 50
3 R 15 (N. E. Carry).....	Piscataquis.	20	2	2	2	99 00	-	-	-	-	99 00	8 00	39 48	51 52	99 00
1 R 1 (Taunton and Raynham)...	Somerset....	17	6	5	5	117 00	-	-	-	4 00	121 00	6 80	114 20	-	121 00
1 R 1 (Rockwood Strip).....	Somerset....	86	36	26	21	203 25	-	-	-	6 13	209 38	34 40	115 04	59 94	209 38
2 R 1 (Sandwich Ac'y Grant)...	Somerset....	7	2	3	2	120 00	-	-	-	-	120 00	2 80	117 20	-	120 00

3 R 1 (Long Pond)	Somerset....	80	28	22	19	183 50	-	-	-	5 20	188 70	32 00	22 23	154 47	188 70
5 R 1 (Attean).....	Somerset....	13	3	3	3	School ed	-	in	Holeb	2 98	2 98	2 98	-	-	2 98
6 R 1 (Holeb).....	Somerset....	27	7	8	7	140 00	-	-	-	-	140 00	10 80	129 20	-	140 00
1 R 2 (Tomhegan).....	Somerset....	8	5	3	3	-	50 00	-	-	-	50 00	3 20	46 50	-	50 00
4 R 3 (Bald Mt.).....	Somerset....	8	6	4	3	-	-	-	-	40 00	40 00	3 20	-	36 80	40 00
1 R 4 (Bowtown).....	Somerset....	21	9	11	9	137 50	-	-	-	6 15	143 65	8 40	26 10	109 15	143 65
1 R 5 (Moxie Gore).....	Somerset....	14	10	6	5	241 75	-	-	-	6 85	248 60	5 60	29 39	213 61	248 60
1 R 3 (Lambert Lake).....	Washington	63	21	19	15	160 00	-	-	-	16 50	176 50	27 60	118 65	30 25	176 50
10 R 3 (Forest Station).....	Washington	27	9	8	6	160 00	-	-	-	10 00	170 00	10 80	159 20	-	170 00
No. 18, East Division	Washington	16	7	6	5	105 00	-	-	-	1 00	106 00	6 40	50 97	48 63	106 00
Kossuth	Washington	36	12	9	8	119 50	-	28 50	-	4 37	152 37	14 40	137 97	-	152 37
		2,080	701	585	483	\$7,081 65	\$224 50	\$570 75	\$371 95	\$404 25	\$8,653 10	\$824 78	\$2,383 96	\$5,444 36	\$8,653 10

SUPERINTENDENT'S REPORT.

SPECIAL STATISTICS OF ACADEMIES,
SEMINARIES, Etc.

**SPECIAL STATISTICS OF ACADEMIES, SEMINARIES AND INSTITUTES, FOR THE YEAR
ENDING JULY 1, 1905.**

NAME.	Location.	Date of incorporation.	Date of establishment.	Number of weeks in session from July 1, 1904, to July 1, 1905.	Whole number enrolled.	Average attendance.	Whole number pursuing academic studies exclusively.	Average number pursuing academic studies exclusively.	Whole number resident pupils pursuing academic studies exclusively.	Average number resident pupils pursuing academic studies exclusively.	Whole number non-resident pupils pursuing academic studies exclusively.	Average number non-resident pupils pursuing academic studies exclusively.	Whole number pursuing common school studies.	Average number pursuing common school studies.	Whole number in English academic course.	Average number in English academic course.
Anson Academy	Anson.....	1823	1823	33	43	34	43	34	21	20	22	14	-	-	26	19
Bluehill-George Stevens Acad.	Bluehill...	1891	1898	36	101	94	90	84	59	55	31	29	11	9	56	46
Bridgton Academy	Bridgton...	1808	1808	36	76	67	76	67	17	14	59	53	-	-	46	41
Calais Academy	Calais.....	1836	1836	36	152	134	152	134	138	122	14	12	-	-	71	59
Cherryfield Academy	Cherryfield.	1829	1829	36	86	78	86	78	76	69	10	9	10	-	51	46
Coburn Classical Institute	Waterville..	-	1842	37	174	160	174	160	43	40	131	120	-	-	55	50
Corinna Union Academy	Corinna.....	1852	1851	36	49	36	49	42	32	27	17	15	-	-	30	28
East Corinth Academy	Corinth.....	1846	1844	33	55	49	45	40	18	18	27	22	8	8	41	37
Erskine Academy	South China	1891	1883	30	65	41	51	38	25	18	26	20	-	-	51	38
Foxcroft Academy	Foxcroft....	1823	1822	36	126	105	126	105	52	44	74	61	-	-	91	70
Freedom Academy	Freedom....	1836	1836	36	75	73	63	61	15	14	48	47	12	12	24	24
Fryeburg Academy	Fryeburg....	1792	1792	37	121	110	121	110	47	41	74	69	37	35	34	33
Gould's Academy	Bethel.....	1836	1836	36	74	64	74	64	38	33	36	31	-	-	45	35
Hampden Academy	Hampden....	1803	1803	36	112	100	94	90	65	65	29	25	20	17	50	45
Higgins Classical Institute	Charleston.	1890	1890	36	74	65	68	62	12	10	56	52	6	6	21	17
Lee Normal Academy	Lee.....	1845	1845	33	65	59	Further	returns	lacking.							
Limerick Academy	Limerick....	1809	1808	33	45	37	45	37	33	27	12	10	-	-	30	23
Limington Academy	Limington..	1848	1848	33	52	34	37	33	23	22	14	11	15	5	30	26
Lincoln Academy	Newcastle..	1801	1805	33	116	95	110	93	24	20	86	73	-	-	50	43

Litchfield Academy.....	Litchfield...	1845	1839	36	40	37	38	35	19	19	19	16	-	-	33	31
Maine Central Institute.....	Pittsfield...	1866	1866	37	154	135	152	133	52	43	100	90	-	2	50	46
Mattanawcook Academy.....	Lincoln.....	1847	1847	36	55	48	55	48	30	26	25	22	-	-	36	30
Monmouth Academy.....	Monmouth.....	1809	1803	32	47	42	47	42	29	26	18	16	-	-	41	36
Monson Academy.....	Monson.....	1847	1847	30	42	41	42	41	31	30	11	11	-	-	23	23
North Yarmouth Academy.....	Yarmouth.....	1814	1812	36	46	35	38	28	8	6	30	22	8	6	23	19
Oak Grove Seminary.....	Vassalboro.....	1854	1850	36	97	70	83	61	41	30	42	31	-	14	58	42
Parsonsfield Seminary.....	Parsonsfield.....	1833	1833	36	65	59	65	59	43	39	22	20	-	-	50	47
Patten Academy.....	Patten.....	1847	1848	34	69	51	55	51	43	40	12	11	-	-	19	17
Ricker Classical Institute.....	Houlton.....	1848	1847	38	235	157	140	140	41	41	99	99	17	17	41	41
Somerset Academy.....	Athens.....	1846	1846	30	50	41	41	36	25	22	16	14	-	9	44	37
Springfield Normal School.....	Springfield.....	1898	1885	30	41	28	41	28	20	14	21	14	-	-	41	28
Thornton Academy.....	Saco.....	1811	1813	37	176	166	176	171	136	134	40	37	-	-	53	51
Washington Academy.....	E. Machias.....	1792	1823	38	49	43	49	43	34	29	15	14	-	-	33	30
Wilton Academy.....	Wilton.....	1867	1867	32	107	95	107	101	72	68	35	33	-	-	56	53
Wiscasset Academy.....	Wiscasset.....	1808	1808	35	67	56	67	56	54	45	13	11	-	-	55	46
Total.....	.....	-	-	1,220	3,001	2,539	2,700	2,405	1,416	1,271	1,284	1,134	169	134	1,458	1,258

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	17	15	-	-	36	43	32	29	9	17	4	2	-	-
Bluehill—George Stevens Academy...	20	18	-	-	100	100	50	35	42	20	12	4	-	1
Bridgton Academy	30	26	-	-	70	76	60	53	37	29	12	5	2	-
Calais Academy	31	75	-	-	100	152	56	54	86	105	22	-	4	-
Cherryfield Academy	35	32	-	-	69	86	42	54	28	35	11	3	-	3
Coburn Classical Institute	119	110	-	-	170	174	50	50	120	119	32	10	4	1
Corinna Union Academy	17	14	-	-	44	43	43	31	25	17	8	1	-	-
East Corinth Academy	5	5	3	3	44	44	44	29	6	9	6	2	1	-
Erskine Academy	-	-	-	-	48	51	25	40	-	25	3	1	-	2
Foxcroft Academy	35	35	-	-	120	126	68	69	30	43	5	1	-	1
Freedom Academy	26	25	13	12	65	60	10	28	18	21	11	5	1	1
Fryeburg Academy	44	42	2	2	73	89	63	52	33	44	14	5	1	-
Gould's Academy	29	29	-	-	74	74	60	41	34	29	6	3	-	-
Hampden Academy	44	40	-	-	74	94	25	20	40	44	11	4	2	1
Higgins Classical Institute	41	37	6	6	68	72	58	33	17	41	6	3	-	-
Lee Normal Academy	22	22	15	15	33	26	24	17	5	17	5	1	-	-
Limerick Academy	15	14	-	-	42	40	34	29	20	15	6	2	-	-
Limington Academy	4	4	-	-	46	47	24	21	14	19	10	2	1	1
Lincoln Academy	42	36	18	14	115	116	40	62	49	42	18	4	1	1
Litchfield Academy	7	7	-	-	40	40	15	46	11	16	4	2	-	-
Maine Central Institute	57	55	23	21	139	154	62	107	51	70	24	14	1	-

Mattawacook Academy	19	14	-	-	40	53	29	26	25	19	13	1	1	-
Monmouth Academy	6	6	-	-	47	47	42	47	6	6	12	1	-	-
Monson Academy	18	18	-	-	33	42	12	17	25	18	7	2	-	1
North Yarmouth Academy	15	10	-	-	43	36	20	14	14	22	3	1	-	-
Oak Grove Seminary	25	18	-	-	78	77	22	28	22	31	4	2	2	-
Parsonsfield Seminary	15	12	-	-	45	65	35	25	12	15	6	2	-	-
Patten Academy	36	34	-	-	50	55	30	19	25	30	-	-	-	-
Ricker Classical Institute	93	93	18	18	157	157	65	107	54	93	25	-	-	-
Somerset Academy	6	6	-	-	50	38	50	50	10	6	11	-	-	-
Springfield Normal School	3	3	38	25	41	33	11	33	5	3	5	-	-	-
Thornton Academy	81	78	-	-	131	176	99	62	77	100	25	8	5	-
Washington Academy	16	13	-	-	49	49	36	49	13	18	11	7	-	-
Wilton Academy	51	48	-	-	107	107	88	78	20	51	21	10	1	-
Wiscasset Academy	12	10	-	-	67	67	51	49	27	12	7	1	-	2
Total	1,086	1,004	136	116	2,508	2,709	1,475	1,498	1,016	1,201	392	109	31	17

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.....	6	5	3	14,000	6,000	\$200	20,200
Bridgton Academy.....	2	2	4	16,100	10,000	6,300	32,400
Calais Academy.....	-	-	7	4,150	6,000	300	10,450
Cherryfield Academy.....	-	-	2	1,000	10,000	1,254	12,254
Coburn Classical Institute.....	2	15	6	36,175	65,000	3,000	104,175
Corinna Union Academy.....	1	4	2	500	2,500	1,714	4,714
East Corinth Academy.....	-	3	3	5,600	4,500	-	10,100
Erskine Academy.....	-	-	3	7,780	3,000	500	11,280
Foxcroft Academy.....	2	2	5	2,800	15,000	1,000	18,800
Freedom Academy.....	1	2	4	-	3,500	500	4,000
Fryeburg Academy.....	6	2	2	12,000	10,000	3,500	25,500
Gould's Academy.....	2	1	4	1,000	6,000	4,000	11,000
Hampden Academy.....	-	4	3	10,800	3,000	100	13,900
Higgins Classical Institute.....	1	2	8	20,000	100,000	-	120,000
Lee Normal Academy.....	2	2	4	-	3,000	2,100	5,100
Limerick Academy.....	-	3	2	1,000	3,000	-	4,000
Limington Academy.....	2	4	3	2,500	500	-	3,000
Lincoln Academy.....	-	12	4	12,341	8,000	1,200	21,541
Litchfield Academy.....	1	*1	3	350	2,000	600	2,950
Maine Central Institute.....	3	3	9	15,650	33,000	-	48,650
Mattanawcook Academy.....	2	-	2	2,200	1,000	-	3,200

Monmouth Academy	-	11	3	2,850	2,500	300	5,650
Monson Academy.....	3	2	2	3,925	3,000	175	7,100
North Yarmouth Academy.....	1	1	4	7,200	12,000	1,600	20,800
Oak Grove Seminary	-	-	6	7,000	20,750	6,250	34,000
Parsonsfield Seminary.....	-	-	5	100,000	25,000	5,000	130,000
Patten Academy.....	-	-	3	7,200	1,000	300	8,500
Ricker Classical Institute.....	-	-	8	21,807	100,000	-	121,807
Somerset Academy.....	4	-	2	3,500	2,600	3,500	9,600
Springfield Normal School.....	-	-	3	-	4,000	-	4,000
Thornton Academy.....	1	11	10	126,038	9,000	25,000	160,128
Washington Academy.....	-	4	3	25,051	10,000	433	35,484
Wilton Academy.....	3	7	5	-	15,000	650	15,650
Wiscasset Academy.....	-	4	3	-	2,000	500	2,500
Total.....	45	116	148	\$475,017	\$504,440	\$69,976	\$1,049,433

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, 1905.	Deficiency.
Anson Academy.....	\$302	\$500	\$500	-	\$187	-	-	\$172	\$1,661	\$1,100	\$10	\$64	\$14	\$94	\$1,302	\$359	
Bluehill-George Stevens Acad.....	650	-	750	\$250	500	-	-	-	2,150	1,660	135	50	-	200	2,045	105	
Bridgton Academy.....	604	-	750	-	1,500	-	-	362	3,471	2,575	121	30	304	271	3,301	170	
Calais Academy.....	250	2,861	500	250	210	-	-	-	4,071	3,816	126	100	1	-	4,043	28	
Cherryfield Academy.....	120	900	750	250	55	-	-	1,404	3,479	1,478	78	-	55	614	2,225	1,254	
Coburn Classical Institute.....	1,576	-	500	-	4,772	-	1,390	492	8,730	5,900	420	425	350	1,635	8,730	-	
Corinna Union Academy.....	73	350	500	350	102	-	-	100	1,710	1,183	28	104	105	325	1,705	5	
East Corinth Academy.....	197	250	500	250	-	-	235	-	1,197	1,000	33	99	7	74	1,212	-	16
Erskine Academy.....	530	250	500	-	50	-	-	-	1,330	1,161	40	25	50	55	1,330	-	
Foxcroft Academy.....	88	750	750	250	1,350	-	-	60	3,248	2,685	234	-	20	375	3,314	-	66
Freedom Academy.....	-	434	1,000	-	1,000	-	-	-	2,434	2,000	60	130	-	215	2,405	-	29
Fryeburg Academy.....	457	-	750	-	2,310	\$155	-	2,100	5,772	3,800	300	214	41	1,327	5,682	90	
Gould's Academy.....	106	-	750	-	1,426	-	463	105	2,850	2,321	75	125	543	210	3,274	-	424
Hampden Academy.....	542	750	750	-	60	-	-	-	2,102	1,620	36	100	296	-	2,052	50	
Higgins Classical Institute.....	883	-	750	-	1,230	1,430	25	71	4,389	3,500	600	125	262	1,276	5,763	-	1,374
Lee Normal Academy.....	-	-	1,000	-	489	-	56	-	1,545	1,244	28	-	51	99	1,422	123	
Limerick Academy.....	40	500	-	-	-	-	-	36	576	865	30	-	-	-	895	-	319
Limington Academy.....	23	510	500	-	-	-	-	10	1,043	1,000	-	-	3	53	1,056	-	13
Lincoln Academy.....	800	-	1,000	-	2,203	-	-	-	4,003	2,658	150	47	227	278	3,360	643	
Litchfield Academy.....	-	-	500	-	561	-	127	111	1,299	897	22	57	35	97	1,108	191	
Maine Central Institute.....	600	766	1,000	250	2,121	-	-	1,221	5,958	3,540	350	352	434	1,086	5,762	196	

Mattanawcook Academy.....	132	400	500	250	-	-	-	59	1,341	1,035	35	-	13	82	1,165	176	
Monmouth Academy.....	125	750	500	-	40	-	-	-	1,415	1,260	30	31	55	145	1,521	-	106
Monson Academy.....	157	250	500	250	-	-	175	239	1,571	895	35	26	25	90	1,071	500	
North Yarmouth Academy.....	450	-	500	-	881	-	-	209	2,040	1,801	-	98	60	207	2,166	-	126
Oak Grove Seminary.....	360	700	750	-	1,054	-	1,506	5,534	9,904	2,648	1,579	645	1,045	3,949	9,866	38	
Parsonsfield Seminary.....	2,948	475	-	250	380	144	-	805	5,002	2,616	-	519	376	1,256	4,767	235	
Patten Academy.....	238	500	750	250	160	31	-	280	2,309	1,270	175	237	47	375	2,104	205	
Ricker Classical Institute.....	615	-	1,000	-	3,437	149	59	1,208	6,468	3,745	481	100	231	2,204	6,761	-	293
Somerset Academy.....	-	300	500	-	70	-	-	-	1,095	900	30	40	-	70	1,040	55	
Springfield Normal School.....	-	450	450	250	75	-	-	-	1,225	1,050	45	12	37	54	1,188	27	
Thornton Academy.....	8,609	2,560	-	250	1,040	-	1,000	-	13,459	6,050	700	-	1,463	1,115	9,328	4,131	
Washington Academy.....	1,476	-	500	-	637	-	-	39	2,652	2,125	141	29	32	402	2,729	-	77
Wilton Academy.....	-	950	750	250	608	-	500	-	3,058	2,184	100	60	440	274	3,058	-	
Wiscasset Academy.....	-	500	500	250	92	-	-	179	1,521	1,190	-	140	55	27	1,412	109	
Total.....	\$23,476	\$16,656	\$21,200	\$3,850	\$28,600	\$1,909	\$5,591	14,796	\$116,078	\$74,722	\$6,247	\$3,993	\$6,677	\$18,534	110,173	\$8,719	\$2,814

SUPERINTENDENT'S REPORT.

ANALYSIS OF SPECIAL STATISTICS OF ACADEMIES, SEMINARIES AND INSTITUTES FOR THE YEAR ENDING JULY 1, 1905.

SUMMARY.

I. <i>Assets Permanent:</i>	
Amount of endowment.....	\$475,017
Value of grounds, buildings etc.....	504,440
Value of other property.....	69,976
	<hr/>
Total assets	\$1,049,433
II. <i>Income—Current:</i>	
From invested funds.....	\$23,476
Received from towns.....	16,656
Received from State (appropriation)....	21,200
Received from State (high school fund)..	3,850
Received from tuition.....	28,600
Received from fees.....	1,909
Received from gifts.....	5,591
Received from all other sources.....	14,796
	<hr/>
Total income—current.....	\$116,078
III. <i>Expenditures—Current:</i>	
For teachers' salaries.....	\$74,722
For janitors' services.....	6,247
For books, apparatus etc.....	3,993
For repairs	6,677
For all other purposes.....	18,534
	<hr/>
Total expenditures—current.....	\$110,173
Balance—total credit balances.....	8,719
Deficiency — total balances over- expended	2,814
Net balance unexpended.....	5,905
IV. <i>Number of Pupils Who Studied</i>	
Mathematics	2,508
English	2,709

IV. <i>Number of Pupils Who Studied—Concluded:</i>	
History	1,475
Science	1,498
Modern languages	1,016
Ancient languages	1,201
V. <i>Teachers, Attendance etc.:</i>	
Number of teachers including president or principal	148
Number of weeks in session between July 1, 1904, and July 1, 1905.....	1,220
Number of pupils enrolled.....	3,001
Average number of pupils in attendance... ..	2,539
Number of pupils pursuing academic studies exclusively	2,700
Average number pursuing academic studies exclusively	2,405
Whole number resident pupils pursuing academic studies exclusively.....	1,416
Average number resident pupils pursuing academic studies exclusively.....	1,271
Number non-resident pupils pursuing academic studies exclusively.....	1,284
Average number non-resident pupils pursuing academic studies exclusively.....	1,134
Whole number pursuing common school studies	169
Average number pursuing common school studies	134
Whole number in English academic course,	1,458
Average number in English academic course	1,258
Whole number in college preparatory course	1,086
Average number in college preparatory course	1,004
Whole number in training course for teachers	136
Average number in training course for teachers	116

V. <i>Teachers, Attendance etc.</i> —Concluded:	
Number graduated present year.....	392
Number intending to enter Maine colleges	109
Number intending to enter other colleges	31
Number intending to enter technical schools	17
Number intending to enter institutions not heretofore mentioned	45
Number who do not intend entering any higher institution of learning.....	116

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 1904-5:

COMPARATIVE SUMMARY.

COMPARATIVE SUMMARY.					LARGEST ATTENDANCE.	
School.	Year ending.	Number entering.	Number graduated.	Average attendance per term.	Number.	Term.
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	418	497	
Farmington	June 15, 1905 ...	94	34	124	152	Winter.
Castine.....	June 9, 1905....	60	38	104	106	Winter.
Gorham.....	June 23, 1905....	78	38	99	108	Winter.
Presque Isle.....	June 2, 1905....	30	12	42	44	Winter.
Totals.....	.....	262	122	369	410	

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 15, 1905.

To the Trustees of the Normal Schools:

GENTLEMEN:—I have the honor to present herewith my twenty-second annual report. The attendance for the year 1904-5 has been as follows:

Number entering	94
Registered in fall term.....	103
Registered in winter term.....	152
Registered in spring term.....	118
Number of different pupils.....	204
Number graduating	34

The teachers for the year have been: principal, Geo. C. Purington, A. M.; assistants, Wilbert G. Mallett, A. B., Hortense M. Merrill, Kate H. Pattangall, A. M., Katherine E. Abbott, Helen M. Marsh, Louise W. Richards. Training schools: principal and critic teacher, Lillian I. Lincoln; assistants, Louise W. Richards, grammar grades; Celia B. Leland, intermediate grades; Ethel M. Edwards, third and fourth grades; Myrtie R. Garvin, first and second grades.

Having faithfully fulfilled the requirements of the State, the following are recommended for graduation:

Ora Bates, Abbot; Velma G. Brackett, Auburn; Bertha L. Brown, East Livermore; Sylvia M. Crockett, Foxcroft; Minnie E. Davenport, Phillips; J. May Farnham, Bangor; Bertha L. Frank, Gray; Edna E. Frost, Monmouth; Eva M. Garvin, Sanford; Lizzie F. Gilman, Bingham; Ethel M. Gilmore, Brewer; Ethel N. Grant, Freeport; Minnetta Hayward, Milltown; Flora E. Hebb, Bridgton; Maisie G. Hutchins, Chesterville; Rubie Ireland, Wilton; Caro E. Jacobs, Farmington; Flaville S. Jones, Georgetown; Alma N. Kyes, North Jay; Alice G. Lee, Ashland; F. Burnham McLeary, Farmington; Zulettta Morse, Friendship; Augusta E. Newbegin, Shapleigh; Lila M. Northrop, Palermo; Maude P. Oliver, Georgetown; Marian P. Payne, Anson; Hattie B. Reed, Boothbay Harbor; Gertrude E. Richardson, Monmouth; Harriette J. Ricker, Turner; Lena Schenk, Norway; Bertha M. Stevens, Saco; Mabelle A. Tarr, Bowdoinham; Edna D. Taylor, Norridgewock; Helen A. Whittier, Farmington.

The same praise can be given this class that I have been able to bestow upon their predecessors,—they have done their work faithfully, and will be a great gain to the teaching force of the State if they can be induced to remain within its borders. It is a fact to be deplored that so many of our teachers, and many of them among our best, find it necessary to leave the State to secure the financial compensation and social recognition that they feel that they deserve, and the opportunities for professional advancement they desire.

The demand upon the school during the past year for teachers has been unprecedented, and we have no doubt that the scarcity of teachers has been one of the main causes of the small attendance upon the normal schools. Several students who intended to graduate this year have deferred the completion of the course to accept schools.

The work of the year has been harmonious, the relations of teachers and pupils unusually pleasant, but the cares of the school have been largely increased through sickness among the pupils, unusual in amount and variety, none of which, however, do we believe the school is responsible for. The death of our faithful janitor, Mr. James Goodwin, has been a great loss to the school. For more than twenty years he had performed his work with rare efficiency and fidelity, respected and beloved by a generation of students for his faithful ministrations.

Generous appropriations made by the last Legislature will enable us to take one step more towards the completion of the building, and to make some very necessary repairs. We shall also be able to purchase new text-books to replace some that have become hygienically unsafe, as well as scientifically useless.

The time has come when we ought to expand our work. Manual training ought to become a part of our course at once, and also there should be an extension of our work in the so-called "library method." With one more teacher this can be done with great advantage to the school and to the State. I recommend the election of another teacher so that we may be enabled to make the desired extensions in our work.

I am still a believer in the advanced courses, and think I can see a serious loss to the school in both attendance and spirit by their abolition. I am sure that several scholars who went elsewhere, would have entered the past year, if they could have taken

advanced studies in connection with their regular work, and I trust you will see fit to re-establish the courses.

I again recommend that someone be provided to do a part, or all, of the large amount of clerical work that seems necessary in connection with the school.

Respectfully submitted,

GEO. C. PURINGTON.

CASTINE, MAINE, June 9, 1905.

To the Trustees of the State Normal Schools:

GENTLEMEN:—I respectfully submit my sixteenth report of this school.

Number entering the school.....	60
Number attending the fall term.....	101
Number attending the winter term.....	106
Number attending the spring term.....	105
Total enrollment for the year.....	312
Number graduating.....	38
Number graduating from advanced course.....	1
Number graduating from regular course.....	37

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; Mary L. Hastings, 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 teachers.

The work of Mary L. Hastings as critic teacher has proved that no mistake was made in her election a year ago. In this we are to be congratulated, as the real success of a normal school depends so much upon the work of the critic teacher.

THE YEAR'S WORK.

The past year has been a very pleasant one with us. We have had no occasion to suspend a pupil, nor to use unkind criticism. The attendance has been smaller than last year, as was to be expected with another normal school established in eastern Maine, and with a higher standard of admission. The number entering has been 60 against 102 last year.

One pupil has finished the advanced course which she began last year. It seems to me, as it evidently did to the trustees, that this course has been tried long enough.

MODEL SCHOOL.

The greatest difficulty connected with this school has always been in relation to the so-called model school, and this is an indispensable adjunct to every normal school.

One teacher has been doing the same work as is done by the two teachers in the village primary and intermediate schools, as the pupils from the model school are prepared for the village grammar school. It has been impossible for one teacher to teach the six grades and do it well. The result has been that the school has not been well patronized, notwithstanding its superiority in other respects. Recently, however, the numbers have increased somewhat and, with the erection of the new building and the division of the school, with another teacher, all these difficulties will be obviated. I recommend that the division be made at once, and that Miss Bernice Philbrook be elected one of the model teachers. We can use small chairs, some of which we already have, and put one division in Room C till the new building is ready for use.

NEEDS.

The money appropriated by the last legislature for text-books will be a great advantage to this school. Our books are old, worn and soiled. We need at least \$500 for reference books. The building ought to be repainted, the grounds graded, and some minor repairs and improvements are needed, but the greatest need is one already mentioned, the division of the model school.

CLASS OF 1905.

I recommend for graduation the 38 persons named below, one having taken the advanced course. We have never graduated a better class. All except two of them have had experience as teachers, the average teaching work done by the class being over two years.

ADVANCED COURSE.

Vivian K. Conner, Castine.

REGULAR COURSE.

Bertha M. Archer, Cherryfield; Florence E. Chandler, Foxcroft; Eunice F. Coggins, Lamoine; Inez M. Ford, Marlboro; Electa M. Gray, Little Deer Isle; Una B. Greye, West Penobscot; Ruby M. Gould, Kenduskeag; Mary E. Griffin, Park; Edith H. Gushee, Appleton; Emma W. Hinckley, Bluehill; Lida C. Hughes, Frankfort; Eleanor M. Hill, Winterport; Maribeth M. Jellison, Tenant's Harbor; Mabelle B. Joy, Vinalhaven; Florence Kimball, Belfast; Edna M. Lamb, Lynn, Mass.; E. Elizabeth Leonard, Rockland; Nina J. Linscott, East Jefferson; Edith C. Lynott, Bangor; Daniel MacHatton, Jr., Cherryfield; Louisa M. McIntyre, Bluehill; Frederick M. Nickerson, Searsport; Alice A. Oliver, East Holden; Minta M. P. Perkins, North Castine; Bernice Philbrook, Castine; Grace E. Piper, Belfast; Prudence B. Piper, Belfast; Beulah M. Rhodes, Northport; Elsie M. Robbins, Pretty Marsh; Selma B. Simpson, Stonington; Edward A. Smalley, Thomaston; Hattie M. Soper, Orland; Chandler A. Stetson, East Jefferson; Carrie B. Tabbutt, Columbia Falls; Ada S. Varney, Winterport; Inez R. Ward, Frankfort; Agnes A. Williams, Islesboro.

Respectfully submitted,

ALBERT F. RICHARDSON.

GORHAM, MAINE, June 23, 1905.

To the Trustees of the State Normal Schools:

GENTLEMEN:—I have the honor to submit the following report of the Western Normal School for the year ending June 23, 1905:

Number entering during the year.....	78
Number attending spring term.....	91
Number attending fall term.....	98
Number attending winter term.....	108
Number of different pupils enrolled.....	135
Number graduated	38

SCHOLARS.

I recommend twenty-nine pupils of the present class for diplomas—a very excellent class.

The school has graduated thirty-eight pupils during the current year.

LIBRARY.

No books, save a few text-books, have been added to the library this year.

The school is crippled by lack of books in every department of study. It needs, absolutely and immediately, at least two thousand dollars to be expended in books and apparatus. It must have them, if it is to do even good work.

I understand the Gorham school board will pay the expense of an additional teacher for the practice school, and I recommend the acceptance of this offer.

With an additional room and teacher the school will have one of the most efficient practice systems in New England. No school sends its pupils to their work better fitted to enter upon the profession of teacher than does this school, and this result is very largely due to our excellent system of practice work.

TEACHERS.

For the year just closed the board of instruction has consisted of the following teachers: Principal, W. J. Corthell; associates, W. E. Russell, Viola M. White, Katharine Halliday, Gertrude L. Stone, M. Grace Fickett, Gertrude H. Nourse, Cora B. Dil-

lingham, Ella F. Johnson; janitor, Edwin Merrill. The teachers have all been anxious to give their best efforts for the good of the school.

RECOMMENDATIONS.

The gymnasium should be finished and furnished, manual training established, rooms prepared for laboratory work in agriculture, grounds for school gardens procured and prepared as soon as possible.

Satisfactory progress cannot be made without these much needed improvements.

Respectfully submitted,

W. J. CORTHELL.

PRESQUE ISLE, MAINE, June 2, 1905.

To the Trustees of the State Normal Schools:

GENTLEMEN:—I have the honor of submitting herewith my second annual report of the Aroostook State Normal School for the year ending June 2, 1905.

Number attending fall term.....	40
Number attending winter term.....	44
Number attending spring term.....	41
Total number registered.....	125
Number of different pupils registered.....	58
Number entered.....	30
Number graduated.....	12

INSTRUCTORS.

Irving O. Bragg, A. B., principal; assistants, Alonzo J. Knowlton, Ardelle M. Tozier, Mary F. Kauffmann (fall and winter), Martin L. Kidder (spring), Marion S. Peabody (spring), Florence M. Hale, critic teacher and principal of the training school, Nellie W. Jordan, assistant in the training school.

At the opening of the spring term Miss Kauffmann was obliged to give up her work on account of poor health. Her work in music was conducted by Miss Peabody and in drawing by Miss Tozier.

Miss Hale comes to us from Massachusetts. She graduated from the regular and advanced courses of the Fitchburg Normal School and has done considerable work in Columbia University in psychology and pedagogy. She has had several years of experience in graded and high school work and is well qualified for her work.

Miss Jordan is a graduate of the Chelsea, Mass., high school and from Gorham Normal School. She has had much experience in the grades and is especially well fitted for the work here.

Mr. Kidder is a graduate of the Randolph Normal School and has been in Tufts College three years as student and assistant instructor in mathematics. He had considerable experience before coming here.

TRAINING SCHOOL.

The training school opened early in January with Miss Florence M. Hale, principal, and Miss Nellie W. Jordan, assistant. Only six grades were represented this year, but it will be advisable to increase this to seven next year. The school opened with full attendance and many applications were refused. The excellent work done in the school and the superior advantages it offers are already largely recognized by the parents and applications for all vacancies are constantly on file.

The tendency among the foremost normal schools is to increase the length of the training period. We believe that this is a step in the right direction, and while for various reasons we could not give this part of the course the prominence it should have, we have arranged to give each student seven weeks of uninterrupted teaching in the training school. During a part of this time she has entire charge of a room, which gives to each pupil and to her teachers some idea of her ability as a disciplinarian. In this work she plans and executes her whole program. The school should have sufficient rooms to permit each student to have entire control of a room for a considerable length of time.

I do not expect that the two teachers in the training school will be able to do all the work that should be done with the seven grades. In case it is found too hard, an assistant could be secured from our recent graduates who, for the sake of the benefit to be derived from the training, would be willing to teach for about the cost of living here, or for \$200 to \$250 per year.

LIBRARY.

A considerable number of reference books of history, literature and nature study have been added during the year. The school is now well supplied with text-books. The appropriation of the last Legislature will make possible the addition of many much needed reference books in literature, art, pedagogy and science.

LABORATORIES.

By carefully expending the appropriation for laboratories we were able to equip the chemical and physical laboratories with good tables and desks, the latter supplied with sinks and water, and all the most essential apparatus. Good dissecting microscopes were purchased for the biological department. The chemical laboratory needs a hood for conducting the disagreeable and poisonous gases out of the room. It need not be expensive. A simple arrangement costing some \$25 will meet our present needs. The physical laboratory needs physical apparatus, nearly all small but necessary for the demonstration of principles. It is estimated that \$50 will purchase all that is absolutely necessary in this department.

The platform leading from the main building to the laboratories should have a roof to protect classes filing to and from these rooms from the rain and snow. A neat storm front could then be put on in the fall, making a respectable and very useful passage.

GENERAL.

Our hall should have a hard wood floor. The present floor is unsightly and open in many places into the basement. Such a floor will cost about \$75. Outside windows would prevent a large waste of fuel. Sixty dollars will provide windows for the assembly hall and laboratories. It is costing too much to heat this building and the above suggestion will be economy.

The appropriation of \$20,000 by the last Legislature has removed our most serious difficulty. It is hoped that the dormitory will be completed in time for the opening of the fall term, August 22. It is intended to operate this on the co-operative plan, thus securing everything to the student at cost.

The building, as designed, will be built entirely of brick. It will be finished in hard wood, with hard wood floors throughout

and will accommodate when complete ninety-one teachers and pupils. It will contain all the conveniences found in a first-class dormitory.

GRADUATING CLASS.

The following students have completed the prescribed course of study and I recommend that diplomas be granted them:

Beckwith, Blanche Ethel, Presque Isle; Gallagher, Norman Ivan, Limestone; Hammond, Carrie Maude, Presque Isle; Howard, Alice Mae, Washburn; Jenkins, Elizabeth Mildred, Presque Isle; McLaughlin, Julia Louise, Caribou; McLellan, Mary Loucretia, Castle Hill; McNally, Ada Hews, Ashland; Page, Lillian Louise, Sprague's Mill; Shorey, Nellie Lydia, Presque Isle; Sylvester, Effie Mildred, Perham; Wilder, Katharine Rhoda, Woodland.

Most of the class have been teachers who have taken the course at considerable sacrifice. They came to the school when its facilities were meagre in the extreme. Board and rooms could be found only with the greatest difficulty and then only at prices beyond the means of many. Many boarded long distances from the school or brought food from home and boarded themselves. All these things were endured, or overcome, with fortitude and twelve of the seventeen who entered in the fall of 1903 are deserving of the highest honor you can confer upon them. Most of the class have already secured desirable positions.

CONCLUSION.

While there have been several changes in our teaching staff, yet the work has gone very smoothly and all have worked faithfully to promote the interests of education in this part of the State. I feel that the year has been a thoroughly successful one and we are looking forward to an increased attendance and, therefore, increased usefulness another year.

Very respectfully,

IRVING O. BRAGG.

FORT KENT, MAINE, May 29, 1905.

To the Trustees of the State Normal Schools:

GENTLEMEN:—The following is a report of the Madawaska Training School for the year ending May 26, 1905:

ATTENDANCE.

Number entering the school.....	75
Number attending the autumn term.....	104
Number attending the winter term.....	125
Number attending the spring term.....	63
Number of different pupils.....	137
Number graduating.....	9

The teachers for the year have been Mary P. Nowland, May Brown, Jos. C. Morin, Joséphine L. L'abbé.

Miss Conry, who had been connected with the Training School during the past seven years and had done most loyal and efficient work, asked for a year's leave of absence, and Mrs. Joséphine L. L'abbé was elected to fill the vacancy thus made.

Much hard work has been done during the past year—much very pleasant work. The class beginning the work in the autumn has been unusually large, and very interesting, because interested.

The class just graduated, though small in number, is of more than usual excellence, seven of the number being teachers who are ambitious to excel.

We do very much desire another teacher—we very much need another teacher.

Needed work has been done in both schoolroom and boarding-house during the year. In the school building floors have been stained and walls in both halls painted. In the boarding-house, besides a painting of floors throughout, articles adding to the comfort and beauty of the building have been procured. All the improvements made have been paid for from the income of the school. During the autumn, sixty-three scholars were in the boarding-house, during the winter term, seventy-nine.

During the very severe weather of the past winter, we were not able to keep the house as warm as we could wish, but this will be forgotten when the appropriation made by the last Legislature has enabled us to replace, by steam heat, that now in use.

The exercises of examination and graduation were made more than usually interesting by the presence, in addition to that of the State Superintendent of Public Schools and Hon. George W. Warren of Castine, of the chairman and several other members of the Educational Committee of the Legislature. One of these, Mr. Briggs of Auburn, was a member of the Legislature through whose action the Madawaska Training School was established. This, and the fact that he remembered the passage of the act, added to the interest of what he said to the school.

THE GRADUATING CLASS OF 1905.

Emilie Bellefleur, Saint David; Joséphine Bernard, Grand Isle; William H. Cunliffe, Fort Kent; Jessie M. Daigle, New Canada; Edna J. Daigle, Saint David; Frédéric Hébert, Saint David; Annie Laferrière, Fort Kent; Saul Michaud, Eagle Lake; Mattie J. White, Fort Kent.

Very respectfully,

MARY P. NOWLAND.

FISCAL STATEMENT.

The resources and expenditures for the normal and training schools, for the fiscal year 1905, 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, 1905.

Annual appropriation for normal schools	\$43,000 00
Special appropriation for Farmington Normal School	1,500 00
Special appropriation for Castine Normal School	6,000 00
Special appropriation for Gorham Normal School	5,500 00
Special appropriation for Presque Isle Normal School	13,000 00
Special appropriation for Madawaska Training School	1,500 00
Special appropriation for text-books for normal schools	1,600 00
Total resources	\$72,100 00

EXPENDITURES, 1905.

For salaries	\$37,959 38
fuel	3,355 04
water	193 84
light	362 15
books	302 13
diplomas	62 35
repairs	363 62
apparatus	401 49
Farmington (special appropriation)	1,500 00
Castine " "	6,000 00
Gorham " "	5,500 00
Presque Isle " "	13,000 00
Fort Kent " "	1,500 00
text-books " "	1,600 00
Total expenditures	\$72,100 00

COMMON SCHOOL STATISTICS.

Statistics are statements of facts which can be expressed in numerical values and are more or less reliable according to the care exercised in fixing those values. Taken singly these facts have a certain definite value. It is of interest to know, for instance, that 132,448 children attended our common schools during the year 1904-5. But these facts get a larger and more general value when used as data from which to deduce other facts which can, or can not be, numerically stated. When the fact just recited is coupled and compared with the fact that, for the same year, there were 207,284 children of school age in the State, we can infer therefrom several other facts more important than either of the two compared, which give rise to questions whose answers are to be sought in the coupling and comparing of other related facts.

In their usual place in the appendix to this report will be found statistics of the common school systems of every city, town and plantation in the State. These items are grouped in counties so arranged as to show, in consecutive order, facts regarding school enrollment; attendance and length of school year; number and condition of schoolhouses; number and training of teachers employed; cost of supervision and amounts available and expended for school purposes. Appended to these are other statistics showing, by counties, special facts regarding the character of schools, teachers, supervision and expenditures. Summaries of these detailed statistics, so grouped as to be best studied in their relations to the like statistics of the preceding year, thus showing both the actual and comparative condition of these schools as a State system, are presented in the following

COMPARATIVE SUMMARIES.

I. *Of Scholars and School Attendance.*

	1904.	1905.
Whole number of persons in State		
between ages of 5 and 21.....	206,214	207,284
Increase	1,070	

Whole number of different scholars attending school	1904. 131,249	1905. 132,448
Increase	I,199	
Average registered attendance per term, Increase	116,357	116,548
Increase	I91	
Average daily attendance per term.....	98,257	97,845
Decrease	412	

II. *Length of Schools.*

Average length for year.....	27w 4d	27w 4d
Aggregate number of weeks for year..	130,892	128,111
Decrease	2,781	

III. *Teachers.*

Number of different teachers employed during year	6,693	6,658
Decrease	35	
Number continued in same school during year	2,483	2,584
Increase	101	
Number who had had previous experience	5,678	5,682
Increase	4	
Number who were graduates of normal schools	1,478	1,613
Increase	135	
Number holding State certificates.....	1,010	1,100
Increase	90	
Number who attended teachers' meetings	3,522	3,505
Decrease	17	
Number who attended summer schools for teachers	1,012	1,101
Increase	89	
Number of male teachers in spring terms	406	339
Decrease	67	
Number of male teachers in fall and winter terms	631	542
Decrease	89	

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Number of female teachers in spring terms	1904. 4,355	1905. 4,398
Increase	43	
Number of female teachers in fall and winter terms	4,701	4,667
Decrease	34	
Average wages of male teachers per month	\$38.61	\$38.32
Decrease	\$0.29	
Average wages of female teachers per week	\$6.70	\$7.37
Increase	\$0.67	
Amount paid for teachers' services and board and janitors' services.....	\$1,275,471	\$1,293,608
Decrease	\$18,137	

IV. *Text-books, School Libraries and School Appliances.*

Amount expended for free text-books..	\$99,434	\$99,235
Decrease	\$199	
Number of schools having libraries....	784	713
Decrease	71	
Number of volumes in school libraries..	33,427	35,464
Increase	2,037	
Amount expended for new buildings, repairs, insurance and school appliances	\$438,268	\$343,714
Decrease	\$94,554	
Value of schoolroom and school yard improvements not paid for by town...	81,340	\$7,319
Decrease	\$74,021	

V. *Number and Character of Schools.*

Whole number of schools in State.....	4,689	4,605
Decrease	84	
Number of graded schools.....	1,840	1,992
Increase	152	
Number of ungraded schools.....	2,849	2,613
Decrease	236	

Number of schools located in rural communities	1904. 2,851	1905. 2,737
Decrease	114	
Number of different pupils registered in rural schools	56,200	55,444
Decrease	756	
Number of schools located in villages..	1,071	1,057
Decrease	14	
Number of different pupils registered in village schools.....	41,408	41,766
Increase	358	
Number of schools located in cities....	767	811
Increase	44	
Number of different pupils registered in city schools	33,641	35,238
Increase	1,597	
Number of rural schools using a prescribed course of study.....	763	933
Increase	170	
Number of village schools not using a prescribed course of study.....	236	198
Decrease	38	
Number of schools having active School Improvement Leagues	512	519
Increase	7	

VI. *Number and Condition of Schoolhouses.*

Number of schoolhouses in State.....	3,926	3,889
Decrease	37	
Number reported in good condition....	3,269	3,245
Decrease	24	
Number supplied with flags.....	2,095	2,002
Decrease	93	
Number built during year.....	55	60
Increase	5	
Cost of same.....	\$250,266	\$211,148
Decrease	\$39,118	
Estimated value of all school property..	\$5,436,816	\$5,416,628
Decrease	\$20,188	

VII. *School Superintendence.*

Number of terms of school not visited as required by law	1904. 313	1905. 295
Decrease	18	
Number of teachers who failed to return registers	11	14
Increase	3	
Amount paid by towns for superintendence	\$64,122	\$67,736
Increase	\$3,614	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries, Increase	\$983,151 \$1,705	\$984,856
Amounts available from State Treasury, Decrease	\$603,898 \$36,706	\$567,192
Amounts derived from local funds, Increase	\$33,975 \$11,633	\$45,608
Total current resources (school fund proper)	\$1,621,024	\$1,597,656
Decrease	\$23,368	
Total school expenditures (school fund proper)	\$1,522,480	\$1,518,797
Decrease	\$3,683	
Balance unexpended (school fund proper)	\$98,544	\$78,859
Decrease	\$19,685	
Amounts expended for new school-houses	\$250,266	\$211,148
Decrease	\$39,118	
Amounts expended for insurance, repairs, apparatus, etc.	\$188,002	\$132,566
Decrease	\$55,436	
Amounts expended for free text-books. Decrease	\$99,434 \$199	\$99,235
Amounts expended for local superintendence	\$64,122	\$67,736
Increase	\$3,614	
Total expenditures for common schools. Decrease	\$2,080,109 \$59,761	\$2,020,348

Amount of common school fund voted	1904.	1905.
by towns	\$869,470	\$882,355
Increase	\$12,885	
Amount raised per scholar.....	\$4.21	\$4.24
Increase	\$0.03	

ANALYSIS AND INTERPRETATION OF STATISTICS.

1. *Of Scholars and School Attendance:*

The essential purpose of any school system is instruction,—the development and training of youth to fitness for right living. The largest purpose of school statistics is to show how well the schools are subserving this end. So far as practicable they should be interpreted with reference to their bearing upon this purpose.

Instruction has both a quantitative and a qualitative value. The former is measured by two factors—the quantity of material brought under the process of instruction and the length of time during which it is subject to that process. The statistics in group I have more or less direct bearing upon this quantitative value.

The annual enrollment of all persons between the ages of five and twenty-one years of age, in the State, forms the basis upon which State common school funds are apportioned. It also shows the number of persons in each municipality entitled to free instruction in the public schools thereof. Any increase in the enrollment, the amount of State funds remaining unchanged, causes decrease in the rate of apportionment per individual. Such increase, under normal conditions, should be followed by a nearly equal increase in the number of different children attending school and in registered term and daily attendance. The statistics show an increase of 1,070 in the enrollment over that of the school year 1903-4.

The increase thus shown in the number of persons entitled to the privileges of the public schools, appears to have been followed by the larger increase of 1,199 in the whole number of different persons attending the common schools, by a small increase of 191 in the average registered term attendance and by a decrease of 412 in the average daily attendance. How are these facts to be explained and what is their special significance as affecting the quantitative value of school work?

There are four forces which affect school attendance: First, parental interest in the education of the child; second, popular interest in the education of every child, because such education makes for public well being; third, the character of the instruction given in the school, as appealing to and enlisting the child's interest in his school work; fourth, weather conditions as affecting travel to and from school and sometimes health conditions, frequently seriously affect the regular attendance of pupils, especially in late fall and winter terms. The attendance is also materially decreased by the discontinuance of small schools and growing feeling on the part of parents that children are sent to school too young. This last item is influencing parents to an appreciable and gratifying extent.

The increase in the number of different children attending school would seem to indicate that both parental and public interest were, at least, as fully operative as during the preceding year and the comparatively small increase in the average registered term attendance is not necessarily at odds with this assumption. It indicates, rather, that more than the usual number of children were, for some reason, in attendance for but one term. Probably that reason would be found in weather conditions making it imprudent to send the younger children to the winter terms.

The decrease of 412 in average daily attendance is difficult to explain except upon the assumption that both weather and health conditions were the causes of it, for there is nothing shown in the statistics indicating the character of the instruction given in the schools, which would lead to the conclusion that any lack of efficiency therein was sufficient cause for the condition shown.

In these statistics of attendance taken as a whole and fairly interpreted, there is no evidence of any diminution in parental or public interest in their work, or that their instruction was any less efficient than in the preceding year.

2. Of Length of Schools.

The second factor determining the quantitative value of school instruction is length of schools. As determined by average length of terms for the year the quantity of instruction given was practically the same for the two years. As determined by the aggregate number of weeks of all terms of all common schools in the State, the value was apparently slightly less than in the

preceding year. But this decrease in value was not real. The decrease in the number of schools in the State for the year as shown by the statistics in group V, fully accounts for the decrease of 2,781 in the aggregate number of weeks and, in view of the fact that the pupils who would have attended the schools evidently abolished by being joined with others, attended those other schools, it is evident that there was no actual diminution in the amount of school work done as measured by aggregate length of schools.

3. *Of Teachers:*

The qualitative value of instruction cannot be numerically measured. It has to be inferred from the values of such of its factors as can be deduced from others, or can be so measured and expressed. The first and most important of these factors is the efficiency of the teaching force employed in the schools, the value of which factor can be inferred from a variety of facts showing the character of the teaching force, which can be numerically expressed more or less definitely. These facts are shown in the statistics collated in group III.

The quality of the instruction in any school, other things being equal, is directly conditioned upon its uniformity and continuity from term to term. Better work will be done by keeping the same teacher in the same school for successive terms, or successive years, than will be done by a succession of different teachers. Hence, the close approximation of the whole number of different teachers employed for the year in any system to the whole number of schools is strongly indicative of efficiency in instruction and, hence, the statistics in group III showing a decrease of 35 in the number of teachers employed and an increase of 101 in the number continued in the same school during the year, agree in indicating improvement in the quality of instruction.

The efficiency of teachers depends largely upon skill in methods, acquired by experience and professional training. While it may be sometimes true that a teacher does her best work in her first school the opposite is generally true. While, also, it is true that a person with a special gift for teaching will do better work than one greatly lacking in that power who has had professional training, yet, as a rule, the efficiency of any teacher is largely enhanced by such training. Hence, the increase of 4 in the number of experienced teachers and of 135

in the number who had the full training of our normal schools, are evidences of improvement in the quality of instruction.

Teaching efficiency is to be inferred from evidences of ambition to excel and of efforts for professional self-improvement. The holding of a State certificate and attendance on teachers' meetings and summer schools are direct evidence of such ambition and efforts. The statistics showing increases in the number of teachers holding such certificates and attending summer schools, are, therefore, specially indicative of improved instruction.

Because of the fact that women command less pay than men for the same kind of work, the substitution of a female for a male teacher is generally evidence of an effort to secure better work. Hence, the decrease shown in the number of male as compared with that of female teachers employed, may be fairly taken as evidence of effort on the part of superintendents to improve the instruction given in their schools.

The rate of wages paid for work indicates the quality of that work. Increase in monthly wages of teachers is a natural consequence of demand for better work in the schools. Hence the increase of \$2.68 in the average monthly wages of female teachers as compared with the decrease of \$0.29 in those of male teachers, when taken in connection with the fact that the ratio of female to male teachers employed was as ten to one, is very strong evidence that the teachers employed for the year and the quality of school work done were distinctly superior to the teachers employed and the work done in the schools of the preceding year.

In view of the character and force of all the facts giving evidence of improvement in the quality of instruction given in the schools, the decrease of \$18,137 in the aggregate amounts paid teachers and janitors can hardly be taken as evidence contradictory of those facts. It can be accounted for in part on the assumption that superintendents exercised a more careful oversight over expenditures and in part by the decreases in the number of schools supported and of male teachers employed.

Fairly interpreted, in short, all the facts disclosed in the statistics, indicating the quality of the instruction given in the common schools for the year, concur in giving evidence of improvement.

4. *Text-books and School Appliances:*

Both the amount and quality of school work depend largely upon the use of certain aids to instruction. Foremost among these means, and absolutely necessary in everything except the most elementary instruction, are school text-books. For the most efficient work these must be of the best and in full supply.

There is nothing in the statistics to show the character of the books used in the schools of the State. Almost any of the modern text-books the fit teacher will find suitable for the use of his pupils. The important thing is that the supply of these be ample. In this regard, under our system of free supply to pupils, in the amount annually expended for books is found evidence as to whether or not the supply is kept constant and full.

For the present year, as compared with the year before, there was the comparatively small decrease of \$199 in the amounts expended for school books. But during the past five years the average yearly amount so expended has been \$93,052, as against \$99,044 for this year. The amount expended this year was, therefore, \$5,992 in excess of the average for five years. It would appear, then, that in the last two years there have been special efforts made to secure the full supply essential to the best results in both quantity and quality of instruction.

Next to text-books, in importance as a means to the highest efficiency in instruction, are books of reference and for supplementary reading and study. Such books are among the essentials of fitly chosen school libraries.

There is an apparent decrease of 71 in the number of schools having libraries, as compared with the number for the preceding year; but it appears that the number of volumes in these libraries increased by 2,037. Probably the decrease shown may be due, in part, at least, to the reduction in the number by combining and grading as shown in the statistics in group V. In this view of the case the decrease shown is not to be taken as evidence that fewer pupils had the advantages found in the use of such libraries.

The statistics of the number and size of school libraries were first collected and tabulated for the school year 1901-2. The number of such libraries that year was 419 and the number of volumes contained in them was 27,671. During the three years since, therefore, the increases in the number of libraries and volumes have been 294 and 7,793 respectively. Stated in other

terms, during the last three years libraries have been put into 294 schools, each library averaging 26 volumes.

Beside books, there are certain school appliances which are so valuable as aids in instruction that no school can do its best work without them. With some of these the ingenious teacher will provide herself and hold them as her own property. Others, such as globes, wall maps and printed charts of various sorts, should form a part of the permanent furnishings of every schoolroom.

This item of expense is so combined in the statistics with amounts expended for new buildings, repairs and insurance, that it cannot be even approximately estimated. It is safe to assume, however, that the growing popular appreciation of the value of helps to instruction, manifest in the furnishing of school libraries, has also been finding expression in the furnishing of these other valuable helps.

The very large decrease of \$74,021, shown by the statistics in the value of school yard and schoolroom improvements not paid for by towns, is evidently misleading. These statistics are intended to show the annual value of the work of the School Improvement Leagues and it is hardly credible that there should have been a difference of \$74,021 in such values in two consecutive years. An examination of the detailed statistics of last year reveals the fact that the cost of a new school house, donated to one of our cities and reported by the school authorities thereof as costing \$75,000, somehow got included in this item. Deducting this from the amount reported as the value of improvements not paid for by towns and the actual value of such improvements will stand as \$6,340. Hence, instead of the decrease shown, there was an actual increase of \$979. Otherwise stated, the 519 School Improvement Leagues, active in as many schools during the year 1904-5, did work, in the way of improvements in schoolrooms and school grounds, the value of which exceeded the value of that done by the 512 leagues active in 1903-4 by \$979.

But the value of these leagues, as agencies for the betterment of school conditions and school work, is shown only in part by these statistics. Other results were wrought by them which cannot be measured or valued in numerical form. The increase, in interest of pupils, teachers and parents in the work of the schools, inevitably consequent upon the work of these agencies,

must have affected for the better both the quantity and quality of the regular instruction of the schools.

It is safe to conclude that the statistics, relating to the supply of school text-books and school appliances, are in substantial agreement with others thus far considered, as furnishing evidence of improvement.

5. *Number and Character of Schools:*

In order to secure the best results, schools should be neither too small, nor too large. In the too small school the interest of both teacher and pupils in their work is liable to flag, while in the too large school, work is apt to be hurried and superficial. Hence, a reduction in the number of schools, by the abolition of too small schools through union with others, is indicative of improvement in the work done. Again, the grading of schools, bringing into play in instruction the principles of division of labor and specialization of effort, increases the efficiency of the schools thus treated.

The decrease of 84 in the number of schools in the State, as compared with the number reported for the preceding year, the increase of 152 in the number of graded schools and the decrease of 236 in the number of the ungraded, are all positive evidences of improvement in instruction. Especially marked has been the improvement in these regards during the ten years since 1895. Within that time, as shown by the statistics, the number of graded schools has increased from 1,060 to 1,992, and the number of the ungraded has decreased from 3,326 to 2,613. Evidently the abolition of the school district system in 1893 and the growth of an intelligent popular interest in the betterment of the schools, have not been without their legitimate effects.

All the other statistics in this group are in keeping with those already considered in showing marked improvements in the conditions making for more efficient instruction. The decrease of 114 in the number of schools in rural communities probably shows very nearly the number of schools too small for efficiency. The decrease of 756 in the number of pupils registered in rural schools, is doubtless due in large part to the fact just noted and accounts in part for the increases of 358 and 1,597 shown in registered attendance in village and city schools respectively.

The efforts made in the last ten years to render the instruction in rural schools more efficient, by providing them with practic-

able courses of study, are evidently meeting with the approval of school boards and superintendents, as shown by the increase of 170 in the number of schools using such courses. Stated in another way, the statistics show that, last year, 27 per cent and this year 34 per cent of the ungraded schools did their work in accordance with prescribed courses of study. While those percentages are much smaller than are to be desired, yet the results already attained may be regarded as sure promises of larger gains in the future.

Of like significance, as evidencing improvement, is the decrease of 38 in the number of village schools not using courses of study. The relative per cents of these schools, whose work was regulated by prescribed courses for the two years compared, were respectively .78 and .81. It was to have been expected that the relative number of village schools using courses would exceed that of the rural schools. In the larger villages the schools have been more or less closely graded for a considerable period and such grading presupposes the adoption of courses of study. It is probable, however, that more effort has been made to bring the instruction of the ungraded schools in small villages under courses, than that of the smaller schools in rural communities. Indeed, it requires the exercise of less effort on the part of superintendents to keep the work of the former under courses, than that of the latter, because of the class of teachers employed, whose continuous co-operation is necessary to success.

On the whole, the important task of bringing system into the work of all our common schools, by the use of courses of study, seems to have made very hopeful progress.

Taken as a whole, the facts disclosed by the statistics in group V may be fairly considered as evidences that the work of the common schools, both in quantity and quality, was in advance of that of the preceding year.

6. Number and Condition of Schoolhouses:

Schoolhouses are educational workshops in which children are to be fashioned for right living in after years. They are more than this—they are, in themselves, educational agencies for building into character, tastes, habits and ideals, which make for refinement in thought, feeling and action. Considered under either aspect, they must possess special adaptation to the purposes they are to serve. The schoolroom must be of suffi-

cient capacity, well ventilated, well warmed, well lighted, fitly arranged and furnished and clean and attractive withal. The building itself, in architecture and outward aspects, with all its surroundings, should be made attractive in such ways as will make constant appeal to that inborn sense of beauty in nearly all children. Schoolhouses are in "good condition" only as they conform to these conditions. To what extent the schoolhouses reported from year to year as in good condition actually conform to these conditions, it is impossible to determine from any available facts.

The statistics show that, while the number of schoolhouses in use in the State was 35 less than in the preceding year, the number reported in good condition was but 23 less. Some slight improvement in condition is thus shown.

Every new schoolhouse means a better school for, by reason of more intelligent conceptions of what the schoolhouse should be, every new building will be an improvement on the one whose place it takes. The erection of 60 new buildings during the year, at an average cost of \$3,500 each, is, therefore, among the more significant facts showing improvement in instruction.

Notwithstanding the large sum expended for new buildings during the year, there appears to have been a decrease of \$19,288 in the estimated value of all school property in the State. But there were 35 fewer school buildings occupied and included in that estimate. It would appear, then, that this decrease in value was due either to the giving up for school purposes of 35 old buildings, worth on the average \$550 each, while those continued in use were unchanged in value, or to the giving up of the same number of a larger average value, while those retained in use increased in value. In either case, this comparatively small decrease in value is not to be taken as indicating any real diminution in the value of school work, as affected by the condition of school buildings and their surroundings.

7. School Superintendence:

There is no more important factor making for the efficiency of a system of schools than a wise, vigilant, constant superintendence. It exercises a twofold function—it is both provisional and supervisory. In its provisional function it selects teachers, outlines their work in courses of study, provides text-books and other school appliances and, so far as practicable, sees that

schoolrooms are in fit condition and are properly cared for. In its supervisory function, it seeks to inspire in both teacher and pupils the spirit of honest, earnest work, gives wise help to the teacher, seeks to secure the prompt and regular attendance of the children by helping parents feel their responsibilities therefor and, when necessary, by strict enforcement of compulsory and truant laws. Finally, it gives close inspection to work, both in its progress and in its results. In the proportion that superintendence measures up to this ideal of its functions, is it efficient.

There are but three items in the statistics in group VII which directly indicate the character and efficiency of the local superintendence given the schools. Two of these items give direct and positive evidence of increase in efficiency.

First, the decrease shown in the number of terms not visited and inspected at least twice each term as required by law, gives evidence of increased vigilance in the performance of duty on the part of superintendents. That less than 300 out of a probable 14,000 terms failed to register two visits from superintendents, in view of unfavorable weather and travel conditions and of those unforeseen circumstances which not infrequently make necessary the premature closing of schools in rural communities, is a fact strongly indicative of faithful service on the part of superintendents.

Second, the increase of \$3,626 in the amounts paid for superintendence still more strongly indicates increase in efficiency. It is evidence that superintendents gave more time to their duties. Indirectly, also, it is evidence of a growing public appreciation of the value of intelligent superintendence of the public schools.

A comparison of these two items, for this year, with the same items in the statistics of 1895, shows that improvement in the efficiency of superintendence has been constant and marked for the past ten years. In 1895 the number of terms not visited at least twice was 496 and the amount paid for superintendence was \$57,472. In other words, 201 less terms failed to be visited at least twice this year than in 1895 and \$10,264 more was paid for superintendence.

Herein, again, are found evidences of increase in the value of the instruction given in the schools; for increased efficiency in superintendence necessarily causes increased efficiency in instruction, because of the intimate relations of the one to the other.

8. *Resources and Expenditures:*

Those statistics grouped under this head, which have any significance as directly indicating the value of the instruction given in the schools, have already been considered in their proper connection. Of this sort are all items showing the amount and purpose of expenditures made. As it has been the purpose of this analysis and interpretation of statistics to ascertain and show the comparative efficiency of the schools as conditional upon the quantity and quality of instruction given in the two years compared, it is unnecessary to enter upon any analysis of the other statistics contained in the group. It is only necessary to say that the group is here submitted as a balance sheet showing briefly and succinctly the comparative financial condition of our common school system for the two years.

9. *Summary:*

The facts disclosed by this analysis of statistics of common schools may be summarized as follows:

1. The value of the schools, as conditioned upon the quantitative value of the instruction given for the year 1904-5, was somewhat larger than that of the preceding year, as indicated by statistics showing attendance upon and length of schools.

2. Their value, as conditioned upon the quality of instruction given, was distinctly greater than in the preceding year, as evidenced by statistics relating to the character of teachers employed and text-books and school appliances furnished.

3. Their value, as conditioned upon both quantity and quality of instruction, as disclosed in statistics relating to number and character of schools, number and condition of schoolhouses and efficiency of superintendence, was still more distinctly superior to that of the preceding year.

4. These gains are to be credited to citizens who have given of their substance and time and have cast their influence in favor of school officers and teachers in all their efforts for the improvement of the public schools.

FREE HIGH SCHOOLS.

A complete tabulation of the free high schools of the State, with the various statistical items relating thereto, will be found in the latter part of the appendix to this report.

This tabulation shows, in detail, the number and condition of these schools for the year ending July 1, 1905, as compared with the corresponding items for the year next preceding.

The returns show an increase of 21 in the total number of these schools, a decrease of 116 in the total number of pupils registered and an increase of 125 in the average attendance for the school year.

These figures, when carefully examined in the light of existing conditions, are not only consistent, but encouraging.

The increase in the number of schools comes from a desire on the part of towns to provide instruction at home for pupils desiring to attend secondary schools, rather than to pay tuition for them in schools of this grade in other towns.

In towns where the number of this class of pupils is small, it is manifestly more economical to pay tuition than to establish schools of standard grade; but where there are any considerable number who wish to pursue studies in higher branches, there are incentives to provide the requisite instruction at home. Hence the increase of the number of free high schools shown in this year's returns.

The decrease in the number of pupils registered is caused by the fact that the rank of the high schools and of the requirements for entrance have been gradually raised, while the accompanying increase in the average attendance shows a greater degree of interest on the part of those pursuing the higher branches.

COMPARATIVE STATEMENT.

I. *Number and Length.*

	1904.	1905.
Number of free high schools receiving aid from the State.....	218	239
Increase	21	
Number established by towns.....	235	237
Increase	2	
Number established by precincts.....	1	2
Increase	1	
Total number of weeks.....	6,501	6,503
Increase	2	
Average number of weeks to each school	29w 4d	29w 4d

II. *Attendance.*

Number of pupils registered.....	13,033	12,917
Decrease	116	
Average attendance	11,337	11,462
Increase	125	
Per cent of average attendance.....	.87	.89
Increase .....	.02	
Number of common school teachers who were pupils	501	503
Increase	2	
Number attending from rural communities	4,467	4,346
Decrease	121	
Number attending from villages.....	4,888	4,987
Increase	99	
Number attending from cities.....	3,686	3,584
Decrease	102	

III. *Scope of Instruction.*

Number pursuing academic studies exclusively	10,137	10,539
Increase	402	
Number of resident pupils pursuing academic studies exclusively.....	9,351	9,483
Increase	132	

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Number of non-resident pupils pursuing academic studies exclusively.....	1904. 1,106	1905. 1,140
Increase	34	
Number pursuing common school studies	1,905	1,568
Decrease	337	
Number pursuing English academic course	5,643	5,748
Increase	105	
Number pursuing college preparatory course	3,146	3,639
Increase	493	
Number pursuing training course for teachers	217	116
Decrease	101	
Number studying higher mathematics..	11,120	11,165
Increase	45	
Number studying English literature, rhetoric, etc.	11,708	11,784
Increase	76	
Number studying ancient and modern history	6,895	6,803
Decrease	92	
Number studying the natural sciences..	6,018	6,130
Increase	112	
Number studying modern languages...	3,471	3,935
Increase	464	
Number studying ancient languages...	5,518	5,127
Decrease	391	
Number who were graduated the present year	1,593	1,638
Increase	45	
Number who intend to enter a Maine college	341	352
Increase	11	
Number who intend to enter other colleges	86	86
Number who intend to enter technical schools	95	104
Increase	9	

	1904.	1905.
Number who intend to study in institutions not named above.....	301	272
Decrease		29
Number rural residents intending to enter college	354	377
Increase		23
Number village residents intending to enter college	626	670
Increase		44
Number city residents intending to enter college	405	392
Decrease		13

APPENDIX--I.

COMMON SCHOOL STATISTICS.

2

Compiled from Annual Returns of School Superintendents and Fiscal Returns of Municipal Officers, for the
Year Ending April 1, 1905.

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.
Auburn	3,818	1,702	1,635	1,719	1,547	.41	2,147	12	24	2,160	33	31	30	-	-	\$104,000	3	4	67	69	28	14	21
Durham	486	176	143	165	129	.27	216	10	11	320	11	10	9	-	-	5,000	-	1	10	10	1	-	-
East Livermore	611	383	383	452	396	.59	496	12	11	441	8	8	6	-	-	39,000	2	2	14	16	6	5	20
Greene	No return.																						
Leeds	292	180	156	171	145	.51	195	9	9	243	10	9	7	-	-	3,000	1	1	9	9	3	3	1
Lewiston	7,915	2,535	2,152	2,520	2,131	.27	2,927	10	29	2,580	24	24	19	-	-	300,750	5	5	82	83	61	-	-
Lisbon	1,221	727	639	730	669	.53	791	12	24	900	19	19	19	-	22,000	55,000	3	4	24	24	10	2	2
Livermore	265	129	118	150	134	.47	164	10	20	240	7	4	4	-	-	4,500	-	3	6	11	1	-	-
Mechanic Falls	405	273	245	269	236	.59	284	12	12	144	4	3	3	-	-	13,000	-	3	2	8	-	-	-
Minot	187	122	106	114	95	.53	131	9	20	203	7	6	10	-	-	2,000	1	1	13	12	6	4	6
Poland	342	261	216	265	233	.65	284	10	9	28	16	16	16	-	-	16,300	1	2	13	12	3	4	6
Turner	456	229	201	215	191	.40	250	10	9	415	18	12	6	-	-	7,000	1	-	13	14	3	-	6
Wales	114	67	60	61	53	.48	72	9	9	108	7	4	3	-	-	1,600	1	-	3	4	1	-	-
Webster	331	201	199	180	175	.56	206	11	11	276	8	3	3	-	-	7,500	1	-	10	10	4	-	-
Total	16,443	6,985	6,203	7,011	6,134	.35	8,166	10	2 15	1	8,068	172	149	115	1	22,000	16	23	266	275	124	29	58

PUBLIC SCHOOLS.

ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Auburn.....	73	\$75 10	\$9 01	\$1,660	\$23,000	\$12,649	-	\$6 02	.003 3-10	\$23,000	\$9,967	\$29	\$32,996	\$29,862	\$3,134	
Durham.....	3	36 00	8 19	100	1,100	116	-	2 26	.003 2-10	1,599	1,070	-	2,669	2,402	267	
East Livermore.....	12	44 00	8 50	150	2,200	497	-	3 60	.002 1-10	2,260	1,663	384	4,307	5,863	-	\$1,556
Greene.....		No return.			1,000	339	-	-	.003 3-10	982	503	32	1,517	1,469	48	
Leeds.....	14	26 00	6 50	84	860	8	-	2 94	.002 6-10	889	837	45	1,771	1,759	12	
Lewiston.....	67	115 00	10 52	1,900	22,600	3,591	-	2 86	.001 6-10	22,600	21,902	589	45,091	37,964	7,127	
Lisbon.....	19	68 00	8 00	300	4,375	1,493	-	3 57	.002	4,375	3,390	475	8,240	7,194	46	
Livermore.....	-	48 00	7 50	98	1,500	600	-	5 62	.003 3-10	1,875	754	54	2,683	2,514	169	
Mechanic Falls.....	10	-	8 00	100	2,200	850	-	5 43	.002 6-10	2,306	1,162	-	3,468	3,353	115	
Minot.....	-	28 00	5 85	75	850	204	-	4 54	.002 5-10	782	631	30	1,443	1,426	17	
Poland.....	14	22 00	4 98	163	2,250	932	-	6 57	.002 7-10	2,167	1,059	160	3,386	3,579	-	193
Turner.....	12	24 00	6 96	164	2,000	526	-	4 38	.002 8-10	2,396	1,348	-	3,744	3,625	119	
Wales.....	-	28 00	5 56	25	650	301	-	5 70	.003 2-10	665	323	11	999	990	9	
Wester.....	6	-	6 52	80	1,750	845	-	5 28	.003 2-10	1,750	926	105	2,781	2,837	-	56
Total.....	230	\$46 73	\$7 23	\$4,839	\$66,335	\$22,951	-	\$4 03	.002 2-10	\$67,646	\$45,535	\$1,914	\$115,095	\$105,837	\$11,063	\$1,805

APPENDIX.

AROOSTOOK 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 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.				
	a.	d.	w.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.	a.	d.							
Amity.....	137	86	73	63	45	.43	103	10	9	985	5	5	3	3	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
Ashland.....	536	322	321	352	274	.53	515	10	20	313	10	10	10	10	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Bancroft.....	153	No data.					10	10	10	98	5	5	3	3	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Benedicta.....	148	75	53	119	91	.48	132	9	12	94	4	4	3	3	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Blaine.....	373	229	186	240	165	.47	285	9	9	222	6	6	3	3	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Bridgewater.....	387	259	202	232	174	.48	266	9	10	280	10	10	3	3	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Caribou.....	1,819	1,065	852	1,082	880	.47	1,311	10	10	840	25	25	3	3	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Castle Hill.....	208	104	95	124	84	.43	140	8	8	145	3	3	1	1	8	7	8	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Crystal.....	169	93	74	83	65	.41	105	10	10	10	4	4	1	1	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
Dyer Brook.....	95	80	57	81	55	.58	90	10	17	112	4	3	1	1	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Easton.....	423	263	202	275	215	.61	307	9	9	297	10	10	3	3	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Fort Fairfield.....	1,736	753	680	729	625	.37	856	10	20	777	23	23	3	3	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Fort Kent.....	1,299	-	814	756	58	.84	-	18	18	574	12	12	6	6	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
Frenchville.....	675	291	227	233	160	.28	217	10	10	401	12	12	7	7	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
Grand Isle.....	463	262	187	193	164	.37	312	12	12	267	3	3	3	3	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Haynesville.....	96	75	63	68	54	.60	76	10	9	94	4	3	1	1	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
Hersey.....	70	34	25	34	26	.36	42	10	11	55	2	1	1	1	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
Hodgdon.....	389	236	197	260	166	.62	305	9	10	291	10	10	1	1	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
Houlton.....	1,544	885	663	914	748	.45	938	10	11	708	12	12	3	3	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
Island Fall.....	477	277	241	291	248	.51	325	10	11	228	3	3	3	3	9	7	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10			
Limestone.....	467	310	224	468	378	.64	370	10	15	277	10	10	2	2	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
Linneus.....	260	166	128	170	130	.49	175	12	12	236	10	10	2	2	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Littleton.....	307	189	150	201	123	.44	227	10	11	321	10	10	9	9	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	

PUBLIC SCHOOLS.

Ludlow	99	74	61	64	48	.56	74	10	14		102	5	4	4	-	-	1,300	-	-	5	4	2	9	3
Madawaska	736	424	313	286	225	.35	465	10	10		416	16	13	4	1	294	4,100	-	-	15	16	8	2	10
Mapleton	277	152	138	148	138	.48	159	8	9		221	8	8	2	1	1,039	6,400	-	-	8	7	1	1	
Mars Hill	476	307	222	337	228	.45	376	9	9		320	11	11	-	1	700	5,500	-	-	12	21	1	1	
Masardis	208	123	120	113	111	.55	123	8	12		96	4	3	-	-	-	4,000	-	-	3	2	2	2	2
Monticello	432	233	181	210	160	.39	297	10	11		286	9	9	4	-	-	3,500	-	-	7	6	6	1	2
New Limerick	188	120	95	118	96	.50	165	10	10		145	6	6	4	-	-	2,800	-	-	5	5	2	3	6
New Sweden	348	164	119	166	128	.35	330	12	13		200	7	7	4	-	-	2,500	-	-	7	6	2	1	3
Oakfield	266	217	164	199	146	.58	240	11	11		229	9	9	-	1	432	3,500	-	-	6	8	1	-	8
Orient	63	48	37	55	42	.62	46	8	16		58	3	2	3	-	-	500	-	-	3	2	1	-	
Perham	239	134	107	129	94	.42	166	9	9		140	5	5	3	-	-	3,000	-	-	5	9	3	2	
Presque Isle	1,503	913	749	905	753	.49	939	8	4 21	4	943	25	22	16	3	-	50,000	-	-	32	31	15	7	1
Sherman	324	217	153	186	132	.43	211	9	8		183	7	7	7	-	-	3,500	-	-	7	7	3	3	
Smyrna	136	72	56	67	52	.39	83	10	10		122	4	4	2	-	-	2,000	-	-	4	4	1	1	
St. Agatha	600	566	438	184	145	.48	573	11	2 10		274	10	9	4	1	190	2,000	-	-	3	7	5	5	
van Buren	923	503	375	571	405	.42	703	11	24		594	13	11	5	2	-	4,000	-	-	2	13	15	1	1
Washburn	461	287	235	274	217	.46	306	10	16		260	11	8	3	-	502	5,000	-	-	1	9	9	2	2
Westfield	145	85	66	90	60	.43	97	9	3 17		107	4	4	3	-	-	1,500	-	-	1	4	5	1	3
Weston	126	84	72	77	54	.50	95	8	17		103	4	4	-	-	-	2,000	-	-	4	3	4	1	
Woodland	335	236	185	242	181	.46	285	12	15		270	11	9	1	-	-	3,400	-	-	9	6	3	6	

AROOSTOOK COUNTY—CONTINUED.

PLANTATIONS.	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.															
Allagash	84	-	-	29	25	.28	29			42	1							\$500								
Cary	140	78	63	20	65	.45	80	22		12		21	4	3				1,000								
Caswell	175	150	95	73	52	.42	103	10		10		40	4					400								
Chapman	148	79	65	68	54	.40	99	7	4	4	3	107	5	2	1		334	1,000	1							
Connor	236	211	136	66	47	.38	216	18		9		102	6	3	1		235	800		1						
Cyr	242	164	62	162	62	.25	164	10		10		164	5	4				700								
E	47	32	25			.53	32	20				40	2					350								
Eagle Lake	282			192	152	.53	171			19	2	97	5	4	1		1,251	4,751					5			
Garfield	42	21	15	22	16	.41	27	10		10		30	2	2	1			900								
Glenwood	58	44	35	36	29	.55	44	11		11		66	3	3				550								
Hamlin	212	121	82	91	60	.33	148	16		15		144	6	3				1,100								
Hammond	33	22	17	13	13	.45	23	12		12		24	1	1	1			450								
Hill	76	52	35	42	28	.41	45	16		6		44	2	1				455		1						
Macwahoc	40	32	29	33	38	.33	38	10		10		29	2	1	1			600								
Merrill	110	90	56	87	51	.48	90	12		12		23	3		2			150								
Moro	81	71	60	57	44	.64	74	10		10		90	3	2				550								
Nashville	8	8	8	8	8	.10	6	20		12		32	1	1				200								
New Canada	215			127	117	.53	135			8		64	4	4	3		150	850			2					
Oxbow	44	28	19	29	21	.45	33	12		9		50	2	2				2,000								
Portage Lake	182	110	29	102	20	.13	143	12		12		98	2	2	2			4,000		1						
Reed	191	92	75	101	75	.39	121	8		10		119	4	4	4		400	1,200								
Silver Ridge	67	30	22	42	34	.41	47	10		10		36	1	1				400								
St. Francis	300	172	140	133	104	.46	172	9		7	4	167	5	3	2	1		1,200								

PUBLIC SCHOOLS.

St. John.....	188	85	61	73	55	.30	85	15	11		80	3	3	2	-	-	500	-	1	3	2	4	2	4	
Stockholm.....	175	91	68	84	55	.35	112	12	16		56	2	2	-	-	-	500	1	1	1	1	-	1		
Wade.....	111	78	65	-	-	.58	78	11			89	5	5	-	-	-	1,000	1	-	3					
Wallagrass.....	383	170	144	107	89	.30	19	11	7		103	6	6	1	-	-	3,600	-	-	6	6	1	1	5	
Westmanland.....	52	24	15	23	18	.33	47	12	15		27	1	1	-	-	-	460	-	-	1	1				
Total	24,118	13,130	10,207	13,236	10,373	.50	16,105	10	4	12	1	14,738	486	393	194	18	10,976	\$357,266	42	64	455	529	145	124	120

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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Amity.....	4	-	\$7 00	\$30	\$350	\$27	-	\$2 55	.005	\$439	\$439	\$148	\$1,026	\$1,102	-	\$76
Ashland.....	4	\$30 00	8 00	200	1,800	590	-	3 33	.004 1-10	1,930	1,440	379	3,749	3,479	-	-
Bancroft.....	-	No data.	-	25	300	46	-	1 95	.005 3-10	305	491	50	716	747	\$270	31
Benedicta.....	-	43 00	7 50	20	307	21	-	2 07	.005 3-10	307	423	50	780	696	-	-
Blaine.....	5	50 00	7 43	50	763	-	-	2 04	.004 1-10	854	1,063	18	1,969	1,644	-	-
Bridgewater.....	1	30 00	7 25	100	1,100	157	-	2 84	.003 1-10	1,115	1,085	18	2,324	2,179	324	-
Caribou.....	47	33 40	8 50	400	3,507	1	-	2 09	.002 4-10	7,059	5,014	122	12,158	9,937	145	-
Castle Hill.....	-	28 00	7 00	40	506	52	-	2 43	.004 7-10	520	564	25	1,138	997	2,221	-
Crystal.....	-	24 00	6 75	45	425	129	-	2 51	.004 8-10	479	459	54	1,099	1,074	25	178
Dyer Brook.....	3	-	7 25	45	350	126	-	3 68	.004	468	242	197	907	886	21	-
Easton.....	10	-	7 50	200	1,000	28	-	2 36	.002 8-10	1,446	1,187	122	2,755	3,106	-	351
Fort Fairfield.....	26	-	8 23	500	5,000	1,655	-	2 88	.003 4-10	10,166	4,583	105	14,854	11,623	3,231	612
Fort Kent.....	-	45 00	6 81	100	350	-	-	2 6	.000 8-10	714	3,673	40	4,432	5,044	-	-
Frenchville.....	12	26 00	4 98	2,185	375	-	-	5 55	.003 1-10	407	1,869	48	2,354	2,395	59	-
Grand Isle.....	-	30 00	5 20	25	250	-	-	5 4	.002 2-10	289	1,267	6	1,562	1,749	-	187
Haynesville.....	3	-	7 00	15	350	97	-	3 04	.005	376	289	169	834	771	63	-
Hersey.....	-	-	6 40	23	250	91	-	3 56	.004 1-10	277	195	50	522	494	23	-
Hodgdon.....	10	34 00	7 21	120	1,200	296	-	3 08	.004 4-10	1,577	1,112	57	2,746	2,450	266	-
Houlton.....	12	44 00	9 17	300	5,200	451	-	3 40	.001 9-10	5,430	4,121	41	9,642	9,613	29	-
Island Falls.....	2	20 00	9 57	75	950	100	-	1 99	.003 1-10	1,116	1,326	205	2,647	2,614	33	-
Limestone.....	5	-	8 24	100	1,400	495	-	2 99	.003 7-10	1,433	1,218	144	2,815	2,879	-	64

PUBLIC SCHOOLS.

Linnetus	10	36 00	7 11	75	800	133	-	3 07	.003 3-10	975	679	209	1,863	1,849	14
Littleton	-	-	7 18	100	1,500	735	-	4 88	.004 6-10	1,587	867	-	2,454	2,424	30
Ludlow	4	-	7 00	30	320	5	-	3 23	.002 8-10	531	281	60	872	808	64
Madawaska	12	24 00	5 00	50	325	-	-	44	.001 7-10	381	2,072	105	2,558	2,482	76
Mapleton	-	37 00	6 71	75	682	-	-	2 10	.002 6-10	928	845	50	1,823	1,741	82
Mars Hill	-	32 00	7 15	100	1,500	554	-	3 15	.005 2-10	1,630	1,338	65	3,033	2,786	247
Masardis	4	40 00	5 50	35	800	450	-	3 84	.005 1-10	800	492	19	1,311	1,343	-
Monticello	-	40 33	7 00	90	1,066	-	-	2 46	.003	1,449	1,196	61	2,706	2,758	-
New Limerick	6	-	7 18	75	600	120	-	3 19	.003 3-10	708	581	47	1,336	1,267	69
New Sweden	-	30 00	7 25	50	700	6	-	2 01	.004 2-10	807	979	105	1,891	1,723	168
Oakfield	6	36 35	8 49	80	688	-	-	2 58	.006 4-10	1,623	951	441	3,015	2,598	417
Orient	4	-	7 00	20	200	34	-	3 17	.004	369	178	196	743	741	2
Perham	-	-	8 19	38	465	1	-	1 94	.003 2-10	902	668	367	1,837	1,740	97
Presque Isle	25	26 00	7 80	524	5,500	2,457	-	3 85	.003 3-10	5,560	4,152	132	9,844	9,647	197
Sherman	4	40 00	9 00	69	784	-	-	2 41	.003 3-10	865	915	212	1,982	2,122	-
Smyrna	3	-	7 00	27	700	371	-	5 14	.005 9-10	715	362	30	1,107	1,017	90
St. Agatha	-	33 00	5 00	40	575	-	-	6 20	.003 6-10	435	1,869	1	2,305	1,912	393
Van Buren	20	38 75	6 24	15	1,502	-	-	1 62	.004 4-10	2,469	2,225	45	4,739	4,938	-
Washburn	-	36 00	7 50	125	1,000	20	-	2 16	.003 5-10	2,257	1,343	117	3,717	2,674	1,043
Westfield	-	45 00	8 00	35	300	93	-	2 06	.002 3-10	353	364	154	871	843	28
Weston	-	28 82	6 12	30	320	26	-	2 54	.005 4-10	403	364	62	829	786	43
Woodland	6	30 60	6 87	100	900	23	-	2 27	.004 4-10	928	1,073	245	2,246	1,793	453

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APPENDIX.

AROOSTOOK COUNTY—CONCLUDED.

PLANTATIONS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Allagash	2		\$ 25	\$15	No	return s.										
Cary			25	29	\$320			\$2 28	.001	\$411	\$303	\$90	\$804	\$926		
Caswell	3	\$34 00	05	19	294			1 68	.005 5-10	840	542	-	1,382	735	\$647	
Chapman		29 00	25	5	300	72		2 02	.004 4-10	418	456	51	925	852	67	
Connor		28 00	05	30	200			85	.003	363	706	-	1,069	778	291	
Cyr			90	28	75			30	.001 5-10	230	650	138	1,018	840	178	
E Plantation	1		11 50	16	150	115		3 19	.002 9-10	233	119	-	352	249	108	
Eagle Lake	4		1 50	45	100			35	.000 7-10	220	798	62	1,080	819	261	
Garfield	2	40 00	00	5	135	46		3 21	.001 6-10	189	108	201	498	423	75	
Glenwood	2		7 00	15	167	25		2 87	.004 2-10	167	311	24	502	468	34	
Hamlin		30 00	46	25	195			91	.002 3-10	348	637	18	1,003	881	122	
Hammond	1		7 00	15	100	7		3 03	.001	508	151	-	659	235	424	
Hill	2	27 00	00	20	80			1 00	.001 2-10	110	196	-	306	276	30	
Macwahoc	1		8 75	8	150	28		3 75	.003	155	274	-	429	422	7	
Merrill	4		1 87	25	260	22		2 36	.003 2-10	371	309	218	898	873	20	
Moro			7 00	14	160			1 97	.003 1-10	247	234	241	722	658	64	
Nashville	1		6 50	5	50	24		6 25	.000 6-10	391	25	159	575	258	317	
New Canada	4	28 00	00	20	100			46	.002 6-10	162	561	129	852	862		
Oxbow			9 25	15	150	28		3 40	.002 5-10	231	136	193	560	556	4	
Portage Lake		69 00	00	25	250	57		1 37	.002 7-10	526	445	47	1,018	996	22	
Reed			7 70		320	1		1 67	.002 6-10	15	682	-	1,044	941	103	
Silver Ridge			9 17	5	151	17		2 25	.003 9-10	264	266	-	530	512	18	

St. Francis.....	6	-	6 90	33	150	-	-	5 00	.001 6-10	539	826	24	1,389	1,292	97	
St. John	5	24 00	6 66	12	100	-	-	53	.002 1-10	100	523	8	631	618	13	
Stockholm	1	47 00	7 50	15	200	47	-	1 14	.001 6-10	581	397	-	978	573	405	
Wade.....	-	36 00	6 81	50	300	83	-	2 70	.004 7-10	612	305	-	920	887	33	
Wallagrass	1	-	5 33	25	100	-	-	26	.001 7-10	229	1,090	40	1,359	1,268	91	
Westmanland	-	-	7 55	6	94	14	-	1 80	.001 1-10	132	139	-	271	241	30	
Total	294	\$34 68	\$7 16	\$6,913	\$51,711	\$9,982	-	\$2 14	.003	\$72,044	\$66,986	\$6,864	\$145,894	\$134,165	\$13,773	\$2,044

CUMBERLAND COUNTY.

PUBLIC SCHOOLS.

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 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.
Baldwin	184	110	95	95	84	.48	128	10	10	146	7	6	2	-	-	\$2,000	1	1	4	4	1	1	4
Bridgton	703	441	393	422	351	.52	517	11	10	511	14	12	10	-	-	253	-	-	17	17	5	3	4
Brunswick	2,075	825	706	1,587	1,295	.48	1,042	10	2	1,056	23	23	20	-	-	65,000	1	1	36	13	3	2	6
Cape Elizabeth	223	105	89	114	96	.40	121	11	11	165	5	5	5	-	-	3,500	-	-	4	4	2	2	3
Casco	226	135	117	136	99	.47	140	9	17	169	8	8	2	-	-	4,000	-	-	6	5	5	3	6
Cumberland	386	214	175	337	270	.57	222	11	24	231	6	8	-	-	-	8,600	-	1	7	7	7	7	13
Falmouth	452	234	205	251	229	.47	254	10	10	330	12	11	11	-	-	20,000	1	1	12	12	5	3	3
Freeport	665	430	377	405	341	.53	442	11	11	410	19	17	12	1	540	19,000	1	1	16	16	11	7	2
Gorham	722	432	374	403	323	.47	506	9	2	507	11	10	10	-	-	30,000	-	-	9	17	2	2	2
Gray	361	201	172	202	142	.43	240	9	18	243	8	6	6	1	800	10,000	-	4	14	12	8	1	2
Harpwell	460	306	263	327	247	.55	349	10	9	426	16	12	10	-	-	5,000	-	-	8	9	1	1	1
Harrison	241	156	149	142	134	.58	160	9	9	207	9	9	9	-	-	6,000	1	2	9	8	6	3	4
Naples	187	134	115	132	114	.60	149	7	12	176	10	10	10	-	-	12,000	-	2	7	15	2	2	2
New Gloucester	332	207	171	190	155	.49	252	10	20	270	12	12	8	-	-	3,500	-	-	4	4	2	1	1
North Yarmouth	180	99	87	96	85	.47	113	11	11	165	6	5	5	-	-	2,600	-	-	3	8	1	1	1
Otisfield	165	105	93	99	84	.53	122	8	9	195	11	8	3	-	-	3,600	-	3	8	9	1	1	1
Portland	15,040	7,341	6,016	7,787	6,404	.41	9,694	11	11	8,712	36	36	36	-	-	688,450	21	21	228	229	154	7	10
Pownall	139	105	80	85	68	.53	115	10	10	180	7	7	5	-	-	3,300	1	1	5	5	1	1	1
Raymond	202	143	122	125	105	.55	152	8	8	99	8	5	5	-	-	3,300	-	-	6	5	-	-	-
Scarboro	474	298	259	287	206	.48	338	11	20	341	11	10	7	-	-	7,700	-	-	12	12	4	2	2

Sebago	150	94	82	102	85	.55	103	9	8	208	8	5	1	-	-	1,600	-	-	8	8	-	2	
South Portland	1,791	1,164	1,035	1,198	1,074	.58	1,348	11	14	1,116	13	12	8	1	15,955	55,000	1	1	33	33	24	12	4
Standish	404	212	188	199	169	.44	235	10	11	320	13	5	5	-	-	6,500	1	2	9	19	1	7	1
Westbrook	2,743	988	906	1,095	1,002	.34	1,271	10	26	1,090	10	10	9	-	-	100,000	3	3	33	32	22	9	9
Windham	477	297	255	296	257	.52	345	10	21	434	15	12	10	-	-	8,500	2	2	14	14	2	-	2
Yarmouth	654	370	337	369	324	.50	419	11	11	265	8	8	4	-	-	26,740	-	-	14	15	4	3	
Total	29,653	15,146	12,863	16,486	13,743	.44	18,781	9	4	17,972	308	274	212	3	17,295	1,097,243	41	52	537	567	285	101	69

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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Baldwin.....	1	\$32 40	\$6 75	\$54	\$800	\$143	-	\$4 34	.002 3-10	\$1,321	\$634	\$72	\$2,027	\$1,567	\$460	
Bridgton.....	17	-	9 00	400	4,300	2,006	-	6 11	.003	4,357	2,063	472	6,892	6,826	66	
Brunswick.....	17	27 34	8 20	600	5,728	283	-	2 76	.001 4-10	5,728	5,567	118	11,413	12,247	-	\$834
Cape Elizabeth.....	4	-	8 25	50	1,000	290	-	4 38	.001 2-10	1,300	615	-	1,915	1,535	380	
Casco.....	2	26 00	7 10	65	900	274	-	3 98	.003 2-10	900	625	125	1,650	1,619	31	
Cumberland.....	2	-	7 40	169	1,404	281	-	3 63	.001 5-10	1,723	1,076	82	2,881	2,635	246	
Falmouth.....	13	40 00	7 96	140	2,000	791	-	4 36	.001 6-10	2,008	1,223	-	3,231	3,236	-	5
Freeport.....	10	60 60	7 30	180	2,800	929	-	4 21	.002 2-10	3,549	1,780	-	5,329	5,188	141	
Gorham.....	8	60 00	7 32	225	3,000	968	-	4 12	.002	3,473	2,033	8	5,514	5,455	59	
Gray.....	4	-	7 07	85	1,200	90	-	3 32	.002 2-10	1,309	1,015	40	2,364	2,286	78	
Harpwell.....	6	38 36	7 17	140	2,000	600	-	4 34	.002 5-10	2,040	1,215	-	3,255	3,596	-	341
Harrison.....	-	-	7 15	100	1,200	425	-	4 97	.002 8-10	1,284	659	138	2,081	1,657	424	
Naples.....	5	30 00	6 10	75	850	200	-	4 54	.003 2-10	913	603	-	1,516	1,506	10	
New Gloucester.....	2	28 00	7 31	75	1,800	870	-	5 42	.001 6-10	3,445	918	167	4,530	2,469	2,061	
North Yarmouth.....	1	-	8 50	65	800	286	-	4 44	.002 4-10	890	473	179	1,542	1,594	-	52
Otisfield.....	-	27 50	5 95	40	1,000	412	-	6 06	.004 2-10	1,079	481	90	1,650	1,619	31	
Portland.....	250	155 00	13 10	2,250	136,996	96,880	-	9 10	.002 6-10	136,996	41,843	-	178,839	178,839	-	
Pownall.....	3	26 00	6 07	45	700	226	-	5 03	.002 6-10	1,030	409	54	1,493	1,377	116	
Raymond.....	2	32 00	7 00	70	718	60	-	3 55	.003 2-10	764	626	130	1,520	1,501	19	
Scarboro.....	4	-	7 88	110	2,000	508	-	4 22	.001 8-10	2,359	1,476	-	3,835	3,456	379	

Sebago	4	-	5 25	75	800	338	-	5 33	.004 8-10	850	464	6	1,320	1,252	68	
South Portland.....	34	66 66	9 69	700	8,700	3,670	-	4 85	.003 1-10	8,722	4,972	260	13,954	13,706	248	
Standish	8	30 66	7 75	132	1,800	597	-	4 45	.002 5-10	2,120	1,134	134	3,388	3,054	334	
Westbrook	33	114 81	10 28	800	10,557	4,731	-	3 84	.002 4-10	10,557	7,325	80	17,962	17,962	-	
Windham	10	50 00	7 34	158	2,900	1,357	-	6 23	.002 2-10	3,305	1,351	151	4,807	4,887	-	
Yarmouth.....	-	-	8 40	100	3,407	1,588	-	5 20	.003 3-10	3,770	1,780	47	5,597	5,597	-	
Total	451	\$49 72	\$8 51	\$6,924	\$199,360	\$118,809	-	\$6 72	.002 5-10	\$205,792	\$82,360	\$2,353	\$290,505	\$286,766	\$5,151	\$1,412

PLANTATIONS.

Coplin	23	10	9	7	5	30	10	7	12	19	1	1	1	-	-	500	-	-	1	1	1				
Dallas	61	34	31	37	32	51	38	9	12	43	2	2	2	-	-	600	-	-	2	2	1				
Lang	37	35	24	34	25	66	37	8	14	48	2	2	2	1	521	1,200	-	1	1	1	1				
Rangeley	21	14	10	10	10	47	16	9	14	47	2	2	1	1	524	1,200	-	-	2	3	3				
Sandy River	22	13	10	11	8	40	13	10	10	20	1	-	1	-	-	50	-	-	1	1	1				
Total	4,999	3,010	2,613	3,583	2,866	54	3,524	8	2	13	1	3,801	144	108	87	3	10,400	\$130,862	17	25	136	168	73	15	32

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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Avon	4	-	\$5 72	\$40	\$500	\$142	-	\$4 42	.003 5-10	\$680	\$315	\$5	\$1,000	\$850	\$150	
Carthage	18	-	6 56	59	312	45	-	2 81	.002 1-10	327	295	6	626	687	-	\$61
Chesterville	-	-	7 22	51	800	233	-	5 16	.003 2-10	1,283	467	37	1,787	1,761	-	26
Eustis	-	32 00	7 83	40	600	251	-	3 84	.003 8-10	396	409	174	979	1,147	-	168
Farmington	2	46 00	7 82	250	2,700	70	-	3 46	.001 4-10	2,797	2,219	1,436	6,452	5,997	455	
Freeman	1	28 00	6 05	42	317	-	-	3 33	.003 2-10	460	278	50	788	753	-	
Industry	-	35 00	5 75	33	650	208	-	4 74	.006	680	356	-	1,036	971	65	
Jay	13	42 80	8 50	108	2,500	294	-	2 92	.001 5-10	2,608	1,955	84	4,647	6,045	-	1,398
Kingfield	5	64 00	7 52	35	1,205	651	-	5 12	.003 4-10	1,205	679	102	1,986	1,919	67	
Madrid	-	28 00	6 80	28	260	-	-	2 85	.003 4-10	310	264	35	609	686	-	77
New Sharon	-	32 25	6 82	100	1,000	241	-	4 09	.002 6-10	1,239	682	52	1,983	1,734	249	
New Vineyard	3	-	5 97	49	500	33	-	3 62	.003	669	397	-	1,066	962	104	
Phillips	5	60 00	7 80	200	1,650	531	-	3 99	.002 7-10	1,782	1,196	114	3,092	2,855	237	
Rangleley	10	32 00	7 43	100	1,200	431	-	4 84	.002 2-10	1,257	720	54	2,031	2,192	-	161
Salem	1	-	7 75	7	166	10	-	5 45	.003 1-10	338	133	-	471	317	154	
Strong	4	-	8 82	66	750	240	-	3 78	.002 8-10	753	472	84	1,309	1,514	-	205
Temple	2	20 00	5 95	13	361	46	-	3 43	.002 7-10	431	309	4	744	673	71	
Weld	1	18 00	5 22	76	650	60	-	2 90	.002 8-10	650	612	-	1,262	1,262	-	
Wilton	8	28 66	7 72	175	1,446	128	-	3 17	.001 6-10	1,432	1,237	266	2,935	3,231	-	296

PUBLIC SCHOOLS.

PLANTATIONS.																
Coplin	-	-	7 00	3	100	44	-	1 91	.001	254	53	59	366	203	163	
Dallas	-	-	7 78	9	153	15	-	2 50	.001 5-10	545	231	-	776	350	426	
Lang	-	1 34 00	7 50	21	70	-	-	1 89	.001	420	215	125	760	536	224	
Rangeley	-	-	8 00	17	45	-	\$33	2 14	.000 2-10	696	53	446	1,195	444	751	
Sandy River	1	-	6 00	1	No returns.											
Total	63	\$37 19	\$7 07	\$1,526	\$17,935	\$3,673	\$33	\$3 36	.002 1-10	\$21,212	\$13,555	\$3,133	\$37,900	\$37,089	\$3,177	\$2,366

Sorrento	30	20	18	22	16	.56	25	12	14	50	2	2	2	-	-	700	-	1	2	1	1	1			
Southwest Harbor	253	-	-	-	-	-	-	-	-	-	4	3	2	-	-	4,500	-	-	-	-	-	-			
Stonington	611	363	315	412	367	.55	427	10	10	330	6	5	5	-	-	7,000	-	1	11	10	-	6	6	12	
Sullivan	322	192	170	176	123	.43	226	10	8	216	6	6	6	-	-	5,000	-	4	6	7	-	1	1	1	
Surry	255	167	145	167	142	.56	185	9	8	184	9	7	4	-	-	4,000	2	1	6	6	7	3	2	2	
Swan's Island	208	126	113	130	106	.52	144	10	11	121	3	3	3	-	-	6,500	1	1	5	6	4	4	1	1	
Tremont	404	377	341	312	309	.80	466	8	10	28	9	7	7	-	-	10,000	-	4	16	21	3	3	2	2	
Trenton	113	65	55	82	67	.53	85	10	12	88	6	4	4	-	-	3,500	-	3	4	1	3	2	2	2	
Verona	74	38	30	35	30	.40	40	10	12	66	4	4	2	-	-	750	-	-	3	3	-	3	1	2	
Waltham	49	41	16	41	16	.32	41	12	12	48	2	2	2	-	-	1,600	-	-	2	2	1	2	2	2	
Winter Harbor	174	89	81	112	93	.50	113	8	9	106	1	1	-	-	-	1,500	-	1	4	6	1	1	1	1	
PLANTATIONS.																									
Long Island	74	49	46	43	30	.51	60	8	14	46	2	2	1	-	-	750	-	1	4	1	-	5	1	1	
No. 8	10	5	3	9	9	.60	9	10	10	20	1	1	1	-	-	500	-	-	1	1	-	-	-	-	-
No. 21	13	10	9	10	8	.65	10	12	12	24	1	1	1	-	-	400	-	-	1	1	-	-	-	-	-
No. 33	32	20	14	19	14	.43	21	9	15	24	1	1	-	-	-	500	-	-	1	1	-	-	-	-	-
Total	11,014	6,980	6,104	6,926	5,972	.54	7,910	9	5	10	5	261	238	174	3	\$5,918	\$261,565	28	47	271	290	90	101	80	

APPENDIX.

HANCOCK COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Amherst	-	\$20 00	\$6 40	\$24	\$291	-	-	\$2 97	.003 8-10	\$283	\$310	\$74	\$667	\$677	-	\$10
Aurora	2	-	6 50	10	140	18	-	2 97	.003 4-10	268	128	52	454	270	\$184	-
Bluehill	6	32 40	6 18	235	1,800	338	-	3 27	.003 1-10	2,117	1,568	176	3,861	3,700	161	-
Brooklin	5	-	7 37	75	1,000	251	-	3 62	.005 2-19	1,000	734	26	1,760	1,760	-	-
Brooksville	2	36 00	7 00	65	939	2	-	2 57	.003 8-10	1,066	1,076	-	2,142	2,006	136	-
Bucksport	-	-	2 53	300	3,000	1,129	-	5 59	.003 1-10	2,984	1,437	130	4,551	4,691	-	-
Castine	2	84 84	2 80	97	1,200	460	-	4 85	.002 2-10	1,200	695	50	1,945	2,344	-	399
Cranberry Isles	2	-	1 00	39	800	501	-	2 22	.004 4-10	901	258	-	1,159	1,333	-	174
Dedham	6	30 00	6 75	39	350	29	-	3 15	.003 7-10	409	353	84	846	843	3	-
Deer Isle	24	30 00	7 75	425	2,400	754	-	3 24	.006 2-10	2,792	2,074	17	4,883	4,506	377	-
Eastbrook	-	30 00	6 00	30	275	77	-	3 52	.005 5-10	360	225	24	609	541	68	-
Eden	24	94 11	9 91	1,200	8,000	4,497	-	7 48	.001 4-10	10,075	3,098	186	13,359	12,434	925	-
Ellsworth	21	33 60	8 20	550	3,500	62	-	2 48	.001 2-10	6,357	3,924	-	10,281	8,104	2,177	-
Franklin	-	46 00	7 00	82	961	-	-	2 48	.002 4-10	1,014	1,076	-	2,090	2,114	-	-
Gouldsboro	12	40 00	7 42	84	1,007	-	-	2 48	.003 2-10	1,029	934	53	2,016	2,132	-	116
Hancock	6	34 40	7 64	74	720	-	-	2 84	.002 3-10	726	756	-	1,482	1,510	-	28
Isle au Haut	-	-	8 60	100	525	379	-	2 20	.007 4-10	656	161	-	817	744	73	-
Lamoine	6	-	7 45	54	581	106	-	3 45	.003	579	464	31	1,074	1,074	-	-
Mariaville	4	-	5 25	20	225	51	-	3 57	.004 5-10	272	200	50	522	487	35	-
Mt. Desert	-	53 00	8 38	125	3,000	1,720	-	5 96	.001 6-10	3,902	1,284	-	5,186	4,710	476	-
Orland	-	40 00	7 60	140	1,200	199	-	3 70	.004 8-10	1,200	887	135	2,222	2,279	-	57
Otis	-	-	6 00	8	125	4	-	3 47	.003 2-10	566	116	-	682	146	536	-
Penobscot	3	-	7 30	100	1,167	242	-	3 63	.004 3-10	1,216	923	-	2,139	2,109	30	-
Sedgwick	12	30 00	7 08	104	1,200	478	-	4 52	.005 7-10	1,228	785	54	2,067	1,918	149	-

Sorrento	2	30 00	8 00	15	300	206	-	10 00	.001 5-10	354	75	-	429	434	-	5
Southwest Harbor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stonington	20	40 00	8 50	300	1,670	352	-	2 73	.006 1-10	1,696	1,535	-	3,231	3,387	-	156
Sullivan	8	10 14	8 36	100	1,150	323	-	3 57	.003 5-10	1,150	951	128	2,229	2,268	-	39
Surry	3	27 00	7 10	110	720	-	-	2 82	.004 1-10	740	700	96	1,536	1,543	-	7
Swan's Island	3	41 00	8 30	85	652	46	-	3 13	.004 4-10	678	636	-	1,314	1,290	24	-
Tremont	-	44 00	8 23	250	3,015	1,407	-	7 46	.005	4,210	1,929	-	6,139	4,856	1,283	-
Trenton	3	40 00	7 00	37	500	133	-	4 42	.003 7-10	511	306	-	817	817	-	-
Verona	2	-	6 00	12	232	45	-	3 13	.003 6-10	269	198	-	467	457	10	-
Waltham	2	-	7 75	14	200	46	-	4 08	.002 6-10	296	151	46	493	426	67	-
Winter Harbor	-	-	8 69	77	480	24	-	2 75	.001 2-10	480	467	-	947	1,053	-	106
PLANTATIONS.																
Long Island	-	42 00	7 00	10	300	161	-	4 05	.001 2-10	956	189	-	1,145	391	754	-
No. 8	-	-	6 00	5	80	66	-	8 00	.004 1-10	127	22	-	149	125	24	-
No. 21	2	-	6 50	1	100	54	-	7 69	.003 6-10	233	49	3	285	172	113	-
No. 33	1	-	6 50	5	68	2	-	2 12	.001 5-10	207	94	-	301	177	124	-
Total	184	\$39 49	\$7 42	\$5,001	\$43,873	\$14,222	-	\$3 98	.002 5-10	\$54,107	\$30,768	\$1,421	\$86,296	\$79,828	\$7,729	\$1,261

APPENDIX.

KENNEBEC 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 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.	
	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 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.																							
Albion	245	162	151	161	160	.63	201	10	224	27	20	2	1	-	\$4,000	-	2	2	6	6	1	1	15	4	2	2	20,354	154,354	4	4	54	54	6	6	1	1	1	1								
Augusta	3,236	1,526	1,337	1,565	1,438	.42	1,608	10	1,656	27	20	2	1	-	1,034	154,354	-	4	54	6	1	1	15	4	2	2	1,034	6,850	-	4	54	54	6	6	1	1	1	1								
Belgrade	296	189	170	195	174	.56	218	9	243	12	10	4	-	-	6,165	-	-	9	11	-	-	1	1	12	4	-	-	-	4,000	-	-	9	10	12	12	-	-	-	-	-	-					
Benton	265	144	129	169	126	.48	177	9	218	9	9	9	-	-	4,000	-	-	9	10	-	-	1	1	12	4	-	-	-	4,000	-	-	9	10	20	20	-	-	-	-	-	-					
Chelsea	266	153	125	149	110	.44	153	10	270	9	9	9	-	-	4,000	-	-	9	11	-	-	1	1	12	4	-	-	-	4,000	-	-	9	10	20	20	-	-	-	-	-	-					
China	334	191	150	199	164	.47	216	9	275	12	10	10	-	-	4,000	-	-	10	10	-	-	1	1	12	4	-	-	-	4,000	-	-	10	20	20	20	-	-	-	-	-	-					
Clinton	346	272	240	304	286	.76	220	7	236	12	10	9	-	-	11,000	-	-	10	11	-	-	1	1	12	4	-	-	-	11,000	-	-	10	20	20	20	-	-	-	-	-	-					
Farmingdale	187	109	94	100	89	.48	137	12	144	3	3	3	-	-	4,160	-	-	10	10	-	-	1	1	12	4	-	-	-	4,160	-	-	5	5	6	6	2	2	2	2	2	2					
Fayette	146	92	78	74	64	.48	99	10	173	3	3	3	-	-	2,500	-	-	9	9	-	-	1	1	12	4	-	-	-	2,500	-	-	6	6	5	5	2	2	2	2	2	2					
Gardiner	1,466	803	724	846	754	.50	925	12	674	13	11	11	-	-	40,425	-	-	11	21	-	-	1	1	12	4	-	-	-	40,425	-	-	11	21	21	21	11	2	1	1	10	2					
Hallowell	732	393	365	404	385	.51	470	12	432	8	7	7	-	-	24,000	-	-	14	12	-	-	-	-	12	4	-	-	-	24,000	-	-	12	12	19	19	11	2	1	1	10	2					
Litchfield	272	145	123	144	128	.46	167	10	245	11	7	7	-	-	5,000	-	-	17	17	-	-	1	1	12	4	-	-	-	5,000	-	-	7	7	3	3	-	-	-	-	-	-					
Manchester	133	77	70	76	63	.50	91	10	112	7	5	5	-	-	4,000	-	-	9	9	-	-	1	1	12	4	-	-	-	4,000	-	-	7	7	3	3	-	-	-	-	-	-					
Monmouth	299	169	153	189	160	.52	196	10	233	10	9	9	-	-	7,000	-	-	9	11	-	-	1	1	12	4	-	-	-	7,000	-	-	7	7	11	11	4	4	1	1	10	2					
Mt. Vernon	190	126	107	142	117	.58	142	9	215	10	9	9	-	-	4,900	-	-	8	9	-	-	1	1	12	4	-	-	-	4,900	-	-	9	9	8	8	-	-	-	-	-	-					
Oakland	592	274	244	281	242	.41	350	12	280	5	5	5	-	-	13,000	-	-	12	13	-	-	1	1	12	4	-	-	-	13,000	-	-	10	10	11	11	4	4	1	1	10	2					
Pittston	267	152	115	159	121	.44	192	10	279	12	12	10	-	-	5,500	-	-	17	17	-	-	1	1	12	4	-	-	-	5,500	-	-	10	10	11	11	4	4	1	1	10	2					
Randolph	268	161	152	169	149	.56	184	12	180	2	1	1	-	-	3,800	-	-	24	24	-	-	1	1	12	4	-	-	-	3,800	-	-	5	5	5	5	-	-	-	-	-	-					
Readfield	265	166	138	260	230	.69	185	10	196	6	6	6	-	-	5,000	-	-	13	13	-	-	1	1	12	4	-	-	-	5,000	-	-	6	6	6	6	4	4	1	1	10	2					
Rome	130	85	63	105	65	.48	118	8	125	6	5	5	-	-	1,200	-	-	13	13	-	-	1	1	12	4	-	-	-	1,200	-	-	6	6	5	5	-	-	-	-	-	-					
Sidney	194	146	120	151	109	.58	169	9	182	12	9	9	-	-	3,600	-	-	17	17	-	-	1	1	12	4	-	-	-	3,600	-	-	7	7	9	9	-	-	-	-	-	-					

Vassalboro.....	695	269	226	503	413	.45	345	10	20	350	10	10	4	-	-	7,600	1	1	11	21	1	4	4		
Vienna	98	63	54	65	49	.52	72	9	9	101	4	4	2	-	-	1,000	-	-	4	4	5	1	1		
Waterville	3,047	1,189	1,035	2,409	2,059	.50	1,358	11	25	1,368	6	6	5	1	38,904	90,400	-	-	42	42	18	30	42		
Wayne	172	94	83	96	85	.48	108	10	19	145	8	4	6	-	-	4,500	-	2	5	3	3	5	6		
West Gardiner.....	170	101	86	91	78	.48	109	10	10	180	8	7	6	-	-	3,000	-	-	6	6	3	5	6		
Windsor.....	198	137	104	112	98	.51	149	9	16	175	8	6	4	-	-	3,650	-	2	7	6	1	2	3		
Winslow	725	264	229	262	210	.30	288	10	23	374	16	10	7	1	8,500	17,200	-	-	13	12	2	2	5		
Winthrop	559	293	254	296	247	.44	310	10	22	275	6	6	6	-	-	10,000	-	2	8	8	8	1	5		
Unity Pl.....	12	11	9	10	9	.75	11	8	14	22	1	1	-	-	-	175	-	-	1	1	1	1	1		
Total	15,805	7,962	6,928	9,686	8,382	.48	8,968	9	4	15	1	9,582	271	226	184	5	68,792	\$450,719	13	23	321	369	107	80	136

KENNEBEC COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Albion	-	\$27 00	\$6 82	\$75	\$1,000	\$298	-	\$4 08	.002 6-10	\$1,289	\$637	-	\$1,926	\$1,759	\$167	
Augusta	50	105 50	10 00	525	9,346	-	-	2 88	.001 2-10	9,346	5,640	\$2,664	26,650	24,487	2,163	
Belgrade	100	-	6 65	100	1,300	454	-	4 38	.002 9-10	1,412	239	40	2,291	2,170	121	
Benton	15	-	6 55	94	1,400	1,242	-	5 28	.003	1,400	787	13	2,200	2,242	-	\$42
Chelsea	-	-	5 75	56	900	-	-	3 39	.003 8-10	1,020	726	-	1,746	1,684	62	
China	6	29 00	6 64	100	1,656	552	-	4 95	.003 1-10	1,753	968	7	2,728	2,706	22	
Clinton	2	-	7 40	116	1,560	382	-	4 33	.002 5-10	1,568	923	19	2,510	2,716	-	206
Farmingdale	5	-	7 60	60	1,260	522	-	6 41	.002 1-10	1,150	472	-	1,622	1,448	174	
Fayette	-	28 75	6 36	52	945	497	-	6 47	.004 6-10	993	436	-	1,429	1,229	200	
Gardiner	32	88 75	9 98	400	10,000	5,600	-	6 82	.002 7-10	10,000	5,031	453	15,484	10,919	4,565	
Hallowell	12	-	8 66	250	2,650	479	-	3 62	.001 7-10	2,650	1,943	390	4,983	4,983	-	
Litchfield	6	26 00	6 00	81	1,000	154	-	3 64	.002 8-10	1,160	695	48	1,903	1,847	56	
Manchester	1	32 00	7 17	25	700	286	-	5 26	.002 5-10	709	325	102	1,136	964	172	
Monmouth	2	28 00	6 42	100	1,200	211	-	4 01	.001 8-10	1,375	793	2	2,170	2,118	52	
Mt. Vernon	4	24 00	6 25	76	1,000	275	-	5 26	.003	1,053	542	67	1,662	1,495	167	
Oakland	6	-	8 00	200	2,000	470	-	3 37	.002	4,076	1,510	163	5,749	4,015	1,734	
Pittston	6	24 00	5 86	100	1,200	258	-	4 49	.002 5-10	1,123	772	-	1,901	1,886	15	
Randolph	5	-	8 20	40	862	-	-	3 21	.002 7-10	862	754	32	1,628	1,785	-	157
Readfield	4	32 00	7 14	61	800	5	-	3 01	.001 5-10	1,656	748	-	2,404	1,940	464	
Rome	1	-	6 00	25	400	64	-	3 07	.004 3-10	415	372	-	793	888	-	95
Sidney	1	-	6 57	101	1,500	646	-	7 73	.003 5-10	1,531	548	122	2,201	2,192	9	

PUBLIC SCHOOLS.

Vassalboro.....	14	40 00	7 47	150	2,500	850	-	3 59	.002 5-10	2,507	1,705	-	4,212	4,684	-	472
Vienna.....	2	-	6 44	30	370	46	-	3 77	.002 9-10	592	250	-	842	734	108	
Waterville.....	42	-	10 65	1,500	14,500	6,918	-	3 77	.002 5-10	17,854	8,265	15	26,134	24,514	1,620	
Wayne.....	7	32 00	6 87	48	610	44	-	3 54	.002 7-10	709	467	106	1,282	1,224	58	
West Gardiner.....	-	-	6 27	60	1,000	446	-	5 88	.003 3-10	974	506	4	1,484	1,444	40	
Windsor.....	5	40 00	6 75	65	850	224	-	4 29	.003 5-10	952	586	-	1,538	1,455	83	
Winslow.....	14	-	7 83	160	3,000	1,178	-	4 13	.001 4-10	4,874	2,055	-	6,929	5,552	1,377	
Winthrop.....	-	50 00	8 71	200	2,500	830	-	4 47	.002	2,521	1,616	180	4,317	4,124	193	
Unity Plantation.....	-	-	6 00	4	75	25	-	6 25	.004 4-10	115	44	-	159	142	17	
Total.....	248	\$40 47	\$7 23	\$4,848	\$67,964	\$22,956	-	\$4 30	.002 1-10	\$77,639	\$43,947	10,427	\$132,013	\$119,346	\$13,639	\$972

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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Appleton	-	\$24 00	\$5 75	\$69	\$1,000	\$220	-	\$3 66	.004 2-10	\$1,000	\$765	\$30	\$1,795	\$1,731	\$64	
Camden	17	75 00	7 75	300	2,500	240	-	3 71	.001	3,755	2,616	-	6,371	6,344	27	
Cushing	4	31 00	6 02	37	555	72	-	3 30	.004 7-10	578	447	-	1,025	1,048	-	
Friendship	-	52 00	6 50	75	750	99	-	3 29	.003 4-10	750	623	-	1,373	1,386	-	\$23
Hope	3	-	5 90	30	600	121	-	4 05	.002 9-10	626	420	60	1,106	1,095	11	13
Hurricane Isle	1	-	11 52	12	450	244	-	5 92	.008 4-10	1,124	225	-	1,349	1,792	557	
North Haven	3	-	7 66	56	700	259	-	4 57	.002 8-10	744	422	-	1,172	1,169	3	
Rockland	37	-	11 11	1,100	12,000	5,480	-	6 06	.002 1-10	12,094	5,545	407	18,046	17,989	57	
Rockport	5	60 00	7 50	190	3,100	1,249	-	5 40	.002 4-10	3,996	1,632	-	5,642	5,342	300	
South Thomaston	13	24 00	7 33	100	1,500	359	-	3 60	.004	1,846	1,162	-	3,014	2,641	173	
St. George	15	37 36	7 53	135	1,765	-	-	2 30	.004 3-10	1,755	2,132	-	3,893	4,173	-	
Thomaston	13	87 50	8 29	250	2,850	700	-	4 35	.002 1-10	2,929	1,891	26	4,846	4,824	12	280
Union	13	-	6 00	143	1,200	202	-	4 33	.002 2-10	1,363	803	-	2,166	2,004	162	
Vinalhaven	24	36 00	9 00	425	3,000	1,114	-	3 90	.004 5-10	3,006	2,033	-	5,039	5,155	-	114
Warren	20	28 00	6 60	167	2,200	545	-	4 54	.002 7-10	2,282	1,362	358	4,002	3,887	115	
Washington	3	28 00	6 86	75	815	-	-	3 62	.003	971	640	66	1,677	1,530	147	
Crlehaven P1	-	-	7 00	-	75	29	-	6 25	.005 6-10	96	32	-	128	124	4	
Matinicus Isle P1	1	-	10 00	10	200	53	-	3 50	.005 2-10	521	125	-	646	359	287	
Total	174	\$43 89	\$7 68	\$3,174	\$35,260	\$10,986	-	\$4 30	.002 3-10	\$39,436	\$22,899	\$955	\$63,290	\$61,801	\$1,919	\$430

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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Alna.....	5	-	\$6 75	\$45	\$500	\$145	-	\$4 13	.003	\$616	\$306	\$11	\$933	\$849	-	\$34
Boothbay.....	12	\$31 00	7 39	220	2,200	757	-	4 09	.003 9-10	2,200	1,490	20	3,770	3,806	-	\$36
Boothbay Harbor.....	18	\$2 00	6 75	50	2,425	884	-	3 26	.002 2-10	2,425	1,796	25	4,246	4,266	-	20
Bremen.....	2	\$24 00	6 63	47	530	5	-	4 14	.003 9-10	582	339	-	921	921	-	-
Bristol.....	3	\$2 00	7 83	200	3,500	1,442	-	5 29	.004 2-10	3,599	1,938	-	5,537	5,422	115	-
Damariscotta.....	10	-	6 50	40	700	-	-	4 24	.001 5-10	629	501	37	1,167	1,145	22	-
Dresden.....	6	-	7 00	46	710	5	-	3 28	.002	817	606	-	1,423	1,490	-	67
Edgecomb.....	3	-	7 02	50	550	64	-	3 35	.003	562	492	-	1,060	1,012	48	-
Jefferson.....	8	\$40 00	6 49	100	1,100	176	-	3 80	.002 5-10	1,132	598	8	2,038	2,031	7	-
Newcastle.....	2	-	7 35	75	1,500	640	-	5 85	.002 1-10	1,539	740	-	2,279	2,290	-	11
Nobleboro.....	5	\$27 00	7 00	75	1,300	652	-	6 56	.005 5-10	1,251	589	-	1,840	2,274	-	434
Somerville.....	1	\$28 00	6 76	28	345	46	-	3 08	.006 3-10	679	281	-	960	696	264	-
Southport.....	4	\$42 00	10 00	60	500	78	-	3 54	.001 3-10	544	387	-	931	1,183	-	252
Waldoboro.....	25	\$36 00	6 95	250	3,400	884	-	3 83	.000 3-10	3,603	2,394	12	6,009	6,064	-	55
Westport.....	-	\$36 00	7 55	20	300	36	-	3 09	.003 3-10	362	298	-	660	666	-	6
Whitefield.....	-	-	5 82	75	1,000	75	-	4 13	.002 3-10	1,572	840	48	2,460	1,811	649	-
Wiscasset.....	12	-	7 62	90	1,300	282	-	3 56	.002 7-10	1,549	1,031	-	2,580	2,519	61	-
Monhegan Pl.....	1	-	8 28	12	200	125	-	5 40	.005 4-10	253	98	-	351	277	74	-
Total.....	123	\$34 80	\$7 44	\$1,483	\$22,060	\$6,326	-	\$4 20	.002 9-10	\$23,920	\$15,024	\$221	\$39,165	\$38,722	\$1,324	\$881

APPENDIX.

Porter	245	198	172	200	159	.67	202	8	16		216	9	5	1	-	-	5,500	1	2	8	7	1	-	1	
Roxbury	97	68	50	70	48	.50	73	8	2	8	90	4	4	1	-	-	1,500	-	1	4	3				
Rumford	2,285	871	725	884	789	.33	1,117	12	11	11	382	17	17	14	1	10,000	50,000	-	-	31	30	8	10	3	
Stoneman	87	59	49	52	42	.52	67	10	9	9	84	3	3	1	-	-	800	-	-	4	4				
Stowe	70	69	65	69	65	.92	69	9	9	9	63	5	4	1	-	-	2,000	-	-	3	3		6		
Summer	230	143	126	149	116	.52	202	8	18	18	834	9	6	3	-	-	3,500	1	1	8	13	1	1	1	
Sweden	65	42	38	45	36	.56	46	10	13	13	92	7	7	1	-	-	2,800	-	-	4	4				
Upton	65	52	44	48	38	.63	52	9	11	11	20	1	1	1	-	-	1,500	-	-	2	3			1	
Waterford	231	161	147	169	160	.66	175	7	3	8	216	12	9	5	-	-	5,500	1	2	8	16	1	1	3	
Woodstock	186	128	109	133	101	.56	151	8	9	9	200	7	7	6	-	-	5,000	2	2	6	5		1	2	
PLANTATIONS.																									
Lincoln	18	17	12	16	12	.66	17	14	13		29	1	1	1	-	-	700	1	1						
Magalloway	27	22	14	21	14	.51	26	10	18		28	1	1	1	-	-	500	1	2						
Milton	74	29	24	39	27	.34	42	8	16		24	1	-	-	-	-	600	-	1	1	1				
Total	9,794	5,634	4,820	5,751	4,857	.49	6,547	9	2	12	2	7,441	277	224	139	4	16,913	\$224,620	15	32	270	286	75	75	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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Albany	-	-	\$5 04	\$60	\$550	\$120	-	\$4 22	.003 9-10	\$552	\$364	\$32	\$954	\$1,046	-	\$92
Andover	6	-	7 00	85	900	318	-	4 26	.003 8-10	900	506	321	1,727	1,711	\$16	-
Bethel	10	52 00	6 75	125	2,500	1,032	-	3 70	.002 8-10	2,500	1,254	211	3,995	4,249	-	254
Brownfield	-	34 00	6 50	90	1,315	500	-	3 64	.004 9-10	1,372	687	115	2,174	2,142	32	-
Buckfield	-	28 00	6 11	35	1,200	289	-	3 22	.002 9-10	1,347	734	126	2,207	3,182	-	-
Byron	-	-	6 50	27	250	87	-	4 54	.002 7-10	320	153	22	495	471	24	-
Canton	3	36 00	7 13	100	1,050	293	-	3 30	.003 9-10	1,424	795	99	2,318	2,205	113	-
Denmark	2	-	5 53	80	800	293	-	3 58	.002 6-10	1,133	414	106	1,653	1,311	342	-
Dixfield	12	35 00	17 15	100	841	-	-	3 05	.002 3-10	960	756	-	1,716	1,965	-	279
Fryeburg	10	32 00	7 00	125	2,000	899	-	5 55	.002 4-10	2,000	820	-	2,820	3,086	-	266
Gilead	-	-	6 75	25	322	50	-	7 66	.002 4-10	353	136	15	504	475	29	-
Grafton	-	-	6 50	6	150	85	-	10 00	.002 4-10	174	53	37	249	249	65	-
Greenwood	-	-	5 32	72	850	257	-	4 37	.004 9-10	855	542	29	1,426	1,466	-	40
Hanover	7	-	7 00	9	250	79	-	5 95	.003	250	122	12	384	416	-	32
Hartford	1	31 00	6 30	63	800	272	-	4 30	.003	859	542	70	1,471	1,455	16	-
Hebron	3	26 00	6 20	50	500	105	-	4 90	.002 2-10	865	267	233	1,367	1,188	179	-
Hiram	-	-	7 00	80	1,300	486	-	5 26	.003 6-10	1,444	730	-	2,174	1,892	282	-
Lovell	-	24 00	6 90	50	1,000	446	-	7 24	.002 5-10	1,044	395	165	1,607	1,573	34	-
Mason	1	-	6 50	5	100	46	-	3 70	.002 2-10	118	83	-	201	198	3	-
Mexico	15	-	6 73	300	2,950	2,297	-	4 94	.006 1-10	3,160	1,435	-	4,595	3,899	696	-
Newry	4	26 00	6 50	25	800	271	-	6 17	.003 7-10	567	234	-	891	821	70	-
Norway	-	30 00	6 98	317	3,850	1,529	-	5 45	.003	4,630	1,877	-	6,507	6,251	256	-
Oxford	2	24 00	7 20	113	1,200	135	-	3 97	.002 5-10	1,054	931	1,005	2,990	3,075	-	85
Paris	24	28 00	7 70	300	4,568	1,982	-	5 90	.003 3-10	4,568	2,428	296	7,292	7,236	56	-
Peru	10	-	6 51	98	1,000	382	-	4 44	.004 1-10	1,016	590	34	1,640	1,578	62	-

Porter	-	26 00	6 50	75	900	191	-	3 67	.003 7-10	897	714	262	1,873	1,843	30	
Roxbury	2	30 00	6 07	32	400	210	-	4 12	.005 9-10	455	261	-	716	652	64	
Rumford	31	-	9 10	1,100	9,600	6,584	-	4 20	.003 1-10	10,747	4,764	369	15,880	11,972	3,908	
Stoneham	2	-	6 50	25	300	73	-	3 44	.002 8-10	392	203	-	595	578	17	
Stow	3	-	6 00	25	500	284	-	7 14	.003 9-10	558	164	-	722	596	126	
Sumner	7	30 00	5 82	105	900	258	-	3 91	.003 5-10	1,031	631	108	1,770	1,715	55	
Sweden	4	-	5 00	29	350	124	-	5 38	.002	343	167	61	571	567	4	
Upton	3	-	6 37	10	250	56	-	3 84	.002 3-10	292	195	150	637	552	85	
Waterford	-	30 00	6 75	100	1,200	466	-	5 19	.003 8-10	1,527	684	18	2,229	2,126	103	
Woodstock	2	23 00	6 73	67	1,000	347	-	5 37	.003 8-10	1,112	601	11	1,724	1,551	173	
PLANTATIONS.																
Lincoln	-	46 00	-	8	58	-	-	3 22	.001 2-10	2,212	570	65	2,847	433	2,414	
Magalloway	-	53 28	-	21	No re	turns.	-	-	-	-	-	-	-	-	-	
Milton	1	36 60	7 00	100	275	113	-	3 71	.004 4-10	282	206	-	488	468	20	
Total	170	\$32 39	\$6 96	\$4,087	\$46,479	\$20,967	-	\$4 74	.003 2-10	\$53,313	\$26,038	\$4,123	\$83,474	\$75,223	\$9,299	\$1,048

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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Alton	-	-	\$6.06	\$25	\$400	\$149	-	\$5.00	.005 2-10	\$475	\$261	-	\$736	\$735	\$1	-
Argyle	3	28.89	13.50	20	529	273	-	7.14	.009 3-10	545	189	-	734	731	-	3
Bangor	99	138.89	13.07	1,800	40,000	22,520	-	7.01	.002 3-10	40,000	15,945	573	56,518	56,626	-	\$108
Bradford	3	28.00	-	-	1,000	237	-	3.42	.003 2-10	1,000	698	105	1,803	1,874	-	71
Bradley	3	-	22.06	50	660	114	-	3.47	.003 2-10	660	547	99	1,306	1,295	-	-
Brewer	32	-	22.24	300	4,300	432	-	3.30	.002 3-10	4,480	3,621	58	8,159	8,067	-	868
Burlington	12	34.00	22.40	25	315	-	-	2.63	.002 2-10	315	320	201	836	782	-	54
Carmel	1	25.00	17.11	86	800	54	-	3.29	.002 2-10	1,044	729	64	1,837	1,656	-	181
Carroll	10	-	22.00	50	500	134	-	2.82	.004 6-10	517	534	71	1,122	1,088	-	24
Charleston	7	-	22.66	85	900	226	-	4.32	.003	903	623	79	1,605	1,703	-	98
Chester	10	-	17.00	35	400	110	-	3.66	.005 2-10	458	339	123	920	905	-	15
Clifton	1	-	22.67	25	189	-	-	3.63	.003 2-10	259	131	103	493	473	-	20
Corinna	5	39.00	17.73	100	1,200	264	-	3.64	.002 6-10	1,197	800	-	1,997	2,009	-	-
Corinth	14	40.00	17.00	100	1,000	166	-	4.85	.002 3-10	1,213	609	63	1,885	1,812	-	73
Dexter	18	-	22.00	600	No returns.			-	-	-	-	-	-	-	-	-
Dixmont	2	36.00	17.75	674	-	-	-	3.24	.002 7-10	732	584	85	1,421	1,426	-	5
Eddington	4	-	22.42	35	600	70	-	3.63	.003 7-10	620	414	-	1,034	1,001	-	33
Edinburg	1	-	22.00	10	40	-	\$12	3.33	.001 8-10	269	36	26	331	159	-	172
Enfield	5	42.00	22.90	50	900	50	-	2.71	.003 9-10	925	862	63	1,850	1,823	-	27
Etna	4	24.00	22.06	56	422	-	-	2.60	.003 4-10	422	428	56	906	900	-	-
Exeter	5	20.00	17.22	65	710	7	-	3.30	.002 3-10	769	628	176	1,573	1,571	-	2
Garland	7	20.00	17.25	100	900	214	-	4.39	.003	854	514	145	1,513	1,474	-	39
Glenburn	3	-	17.00	36	500	131	-	4.90	.003 9-10	485	292	182	959	856	-	103

PUBLIC SCHOOLS.

Greenbush	9	-	7 70	50	500	31	-	3 18	.006	514	484	30	1,028	984	44		
Greenfield	1	-	6 50	18	300	172	-	5 88	.008	2-10	496	150	-	646	520	126	
Hampden	23	-	8 50	200	2,800	1,054	-	4 61	.004	-	5,074	1,632	-	6,706	4,408	2,303	
Herkon	15	40 00	6 05	110	1,150	204	-	2 98	.003	1-10	1,236	1,031	23	2,290	1,252	38	
Holden	2	28 82	6 69	55	700	219	-	4 04	.004	4-10	700	520	27	1,247	2,254	-	
Howland	-	-	8 50	45	600	185	-	3 40	.002	1-10	600	450	-	1,050	1,049	1	
Hudson	-	-	7 00	23	350	6	-	3 33	.003	4-10	552	287	111	950	912	38	
Kenduskeag	-	48 00	9 00	25	500	162	-	4 03	.002	9-10	512	330	60	902	937	35	
Kingman	7	46 00	8 80	65	1,000	251	-	3 02	.006	3-10	1,128	965	63	2,156	2,101	55	
Lagrange	9	-	7 11	57	600	141	-	3 31	.002	9-10	593	472	2	1,067	1,083	16	
Lee	10	-	6 95	57	790	149	-	3 07	.006	2-10	871	708	60	1,639	1,476	163	
Levant	8	40 00	8 25	76	631	-	-	2 80	.002	6-10	1,087	595	85	1,767	1,502	265	
Lincoln	22	60 00	7 13	175	2,500	1,115	-	3 84	.004	8-10	2,500	1,618	200	4,318	4,317	1	
Lowell	4	-	5 80	18	240	-	-	2 82	.003	4-10	240	242	66	548	582	34	
Mattamiscontis	2	-	6 00	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mattawamkeag	6	36 00	7 88	32	422	-	-	2 79	.003	1-10	622	470	262	1,354	1,358	4	
Maxfield	1	-	5 16	10	185	93	-	6 16	.006	8-10	219	92	-	311	286	25	
Medway	4	28 00	6 54	25	240	2	-	1 52	.003	9-10	492	434	112	1,038	947	91	
Millford	-	64 00	8 00	50	889	219	-	3 03	.002	9-10	981	903	-	1,884	1,849	35	
Millinocket	9	-	10 00	200	1,500	585	-	1 80	.002	-	3,248	2,210	400	5,858	4,000	1,858	
Mt. Chase	1	36 00	6 00	40	300	61	-	2 45	.004	7-10	532	345	145	1,022	901	121	
Newburg	5	28 00	5 50	60	900	313	-	5 58	.003	5-10	948	500	-	1,448	1,409	39	
Newport	12	-	7 75	125	1,700	474	-	5 29	.002	8-10	1,854	1,232	152	3,238	3,394	156	
Old Town	27	60 00	9 40	700	7,000	2,390	-	4 04	.003	8-10	7,086	4,669	348	12,103	12,132	29	
Orono	20	-	9 00	125	3,250	644	-	3 47	.003	2-10	3,250	2,933	-	6,183	7,284	1,101	
Orrington	20	29 40	7 35	158	1,400	377	-	3 95	.003	4-10	1,411	951	72	2,434	2,435	1	
Passadumkeag	5	40 00	8 25	30	600	273	-	4 10	.001	2-10	606	411	-	1,017	1,029	12	
Patten	10	40 00	8 75	125	1,675	737	-	3 78	.003	-	1,838	1,260	147	3,245	3,001	244	
Plymouth	1	24 00	6 00	60	700	174	-	3 93	.004	1-10	701	464	8	1,173	1,171	2	
Prentiss	-	-	6 63	30	402	-	-	2 37	.005	1-10	473	523	119	1,115	1,044	71	
Springfield	8	28 00	6 00	25	450	24	-	2 90	.003	8-10	615	417	72	1,104	997	107	
Stetson	-	28 00	5 45	65	500	-	2	3 64	.002	5-10	782	353	162	1,277	1,126	151	
Veazie	3	-	8 50	25	450	6	-	3 28	.001	6-10	805	392	-	1,197	1,046	151	
Winn	5	55 00	7 00	72	700	150	-	2 80	.004	5-10	830	745	158	1,733	1,728	5	
Woodville	6	-	7 08	35	112	-	16	2 19	.001	8-10	194	164	154	512	-	15	
PLANTATIONS.																	
Drew	4	25 32	6 08	17	600	504	-	8 82	.006	7-10	634	208	-	842	809	33	
Lakeville	2	-	5 68	13	107	4	-	2 60	.000	9-10	119	397	12	528	441	87	
Grand Falls	-	-	7 00	5	50	8	-	2 08	.000	8-10	50	70	56	176	143	33	
Seboids	-	-	7 00	12	125	48	-	3 56	.003	4-10	144	75	-	219	198	21	
Stacyville	-	-	7 00	50	300	14	-	1 66	.003	5-10	837	489	12	1,338	1,153	185	
Webster	1	-	6 75	5	100	1	-	2 50	.002	7-10	394	179	-	573	192	381	
Total	510	\$39 72	\$7 14	\$6,872	\$94,257	\$35,941	\$30	\$4 30	.002	7-10	\$103,910	\$59,474	\$5,390	\$168,774	\$163,908	\$7,432	\$2,566

PLANTATIONS.

Barnard.....	28	22	18	20	18	.64	23	10	20	30	1	1	1	-	-	500	-	-	1	1					
Bowerbank.....	19	13	12	13	10	.56	13	10	10	30	2	1	1	-	-	650	-	-	1	1					
Elliottsville.....	22	13	11	15	13	.54	15	11	9	40	1	1	-	-	-	400	-	-	2	2					
Kingsbury.....	54	34	32	36	35	.63	38	8	6	66	3	3	-	-	-	600	-	-	3	3	3				
Lake View.....	46	25	23	28	19	.45	35	7	11	30	1	1	1	-	-	600	-	-	1	2	1				
Total	4,534	3,145	2,742	3,198	2,710	.56	3,435	9	3	12	5	3,625	132	106	54	1	\$1,000	\$115,300	6	5	129	137	55	33	23

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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Abbot	13	-	\$7 00	\$125	\$1,000	\$427	-	\$4 85	.005 2-10	\$973	\$564	\$102	\$1,639	\$1,582	\$57	
Atkinson	2	-	6 50	50	600	204	-	4 72	.003 9-10	628	394	100	1,122	1,067	55	
Blanchard	2	\$31 00	7 75	16	250	52	-	3 37	.003 5-10	284	206	41	531	536	-	\$5
Brownville	6	-	8 00	125	2,000	744	-	4 07	.004 1-10	2,000	1,273	158	3,431	3,391	40	
Dover	18	-	8 98	400	2,200	689	-	5 41	.002 3-10	2,211	1,135	100	3,446	3,558	-	112
Foxcroft	12	-	9 48	400	2,000	697	-	4 43	.002 7-10	2,000	1,198	88	3,287	3,282	5	
Greenville	5	-	10 00	200	1,600	706	-	4 49	.003 5-10	3,160	993	50	4,203	3,389	814	
Guilford	12	-	8 00	400	2,400	1,165	-	5 71	.003 8-10	2,525	1,137	80	3,742	3,741	1	
Medford	2	-	7 41	26	450	224	-	6 42	.002 2-10	460	189	6	655	714	-	59
Milo	12	-	8 79	100	2,000	1,050	-	4 04	.003 2-10	2,373	1,365	79	3,817	3,068	749	
Monson	13	41 66	6 60	85	893	-	-	2 18	.003 4-10	991	1,160	34	2,185	2,038	147	
Orneville	2	-	4 00	42	397	137	-	2 89	.003 6-10	564	305	40	909	858	51	
Parkman	6	31 50	6 50	60	700	226	-	3 34	.003 1-10	922	573	37	1,532	1,484	98	
Sangerville	-	-	8 03	400	1,700	685	-	5 32	.003 2-10	1,945	865	89	2,899	3,095	-	196
Sebec	5	-	7 16	65	900	426	-	4 94	.005 2-10	1,070	451	103	1,654	1,529	125	
Shirley	3	36 00	7 50	25	232	34	-	3 13	.002 8-10	272	243	144	659	666	-	7
Wellington	2	24 00	5 54	34	375	45	-	3 26	.003 5-10	410	292	-	702	718	-	16
Williamsburg	1	-	5 75	11	250	156	-	6 09	.005 2-10	185	100	46	331	402	-	71
Willimantic	3	32 00	6 57	20	340	5	-	4 04	.003 9-10	361	228	195	784	723	61	

PUBLIC SCHOOLS.

PLANTATIONS.

Barnard	1	-	7 00	-	85	7	-	3 03	.002 5-10	214	84	-	298	217	81
Bowerbank	-	-	6 50	5	75	22	-	3 94	.000 5-10	140	47	20	207	207	
Elliottsville	-	-	5 65	8	150	81	-	6 81	.001 5-10	468	44	-	512	228	284
Kingsbury	-	-	5 47	20	250	165	-	4 62	.002 9-10	250	150	-	400	373	27
Lake View	1	-	8 75	7	275	137	-	5 97	.001 9-10	277	127	-	404	357	47
Total	120	\$32 69	\$7 20	\$2,624	\$21,122	\$8,114	-	\$4 36	.003 2-10	\$24,683	\$13,154	\$1,512	\$39,349	\$37,173	\$2,642 \$466

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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Arrowsic	-	-	\$6 75	\$12	\$225	\$81	-	\$3 68	.003 4-10	\$247	\$131	-	\$375	\$357	\$21	
Bath	54	\$63 16	38 58	1,600	23,820	14,438	-	2 00	.003 3-10	23,820	8,690	\$318	32,828	30,988	1,840	
Bowdoin	12	-	6 50	80	1,100	350	-	3 81	.003 4-10	1,182	770	1	1,953	1,945	5	
Bowdoinham	10	36 00	6 75	80	1,400	356	-	4 19	.002 5-10	1,685	842	-	2,527	2,357	170	
Georgetown	30	00	7 50	35	800	161	-	3 94	.003 3-10	913	609	-	1,522	1,406	116	
Perkins	-	20 00	-	5	70	21	-	7 00	.001 6-10	70	25	-	95	97	-	
Phippsburg	7	32 00	7 54	75	1,100	97	-	3 08	.002 6-10	1,100	981	-	2,081	2,080	21	
Richmond	3	36 25	6 90	250	2,500	861	-	5 53	.002 4-10	2,953	1,296	-	4,249	3,940	309	
Topsham	23	-	6 87	165	2,500	822	-	4 22	.002 1-10	3,837	1,649	33	5,519	4,481	1,038	
West Bath	4	-	7 00	32	600	363	-	7 50	.004 1-10	607	229	-	836	833	3	
Woolwich	5	-	7 50	68	950	246	-	5 05	.002 8-10	999	648	-	1,647	1,599	48	
Total	118	\$36 23	\$10 18	\$2,402	\$35,065	\$17,861	-	\$6 33	.003 1-10	\$37,413	\$15,870	\$352	\$53,635	\$50,066	\$3,571	\$2

APPENDIX.

PLANTATIONS.

Bigelow.....	21	15	13	14	11	.57	15	10	10	20	1	1	-	-	-	700	1	-	-	1				
Brighton.....	145	63	54	84	59	.38	91	10	10	160	9	3	2	-	-	900	2	-	-	14	2	1		
Caratunk.....	74	48	40	52	44	.56	55	12	12	66	2	1	1	-	-	1,500	-	-	3	3	2	3	2	
Dead River.....	33	25	21	23	20	.62	25	10	10	40	2	2	1	-	-	300	-	1	2	1				
Dennistown.....	41	32	26	27	25	.62	33	10	10	40	2	2	1	-	-	400	-	-	2	2	1	1	1	
Flagstaff.....	46	34	28	17	15	.46	37	10	10	51	1	1	1	-	-	1,650	-	-	2	1	2			
Highland.....	25	16	15	15	11	.52	19	14	14	25	1	1	1	-	-	600	-	-	1	1				
Jackman.....	93	52	34	34	25	.31	69	8	8	60	1	1	1	-	-	3,000	1	1	1	1				
Lexington.....	66	49	13	55	14	.20	57	11	11	62	3	3	-	-	-	300	-	-	3	3				
Mayfield.....	18	16	14	13	10	.66	17	10	10	20	2	2	1	-	-	500	-	-	1	1				
Moose River.....	78	41	31	33	27	.37	51	10	10	70	2	1	2	-	-	700	-	1	3	2	1			
Pleasant Ridge.....	36	20	16	18	14	.41	21	10	10	20	2	-	-	-	-	100	-	-	1	1				
The Forks.....	67	48	40	46	38	.58	50	10	10	66	3	-	3	-	-	600	-	-	3	3	2	2	2	
West Forks.....	60	42	36	40	37	.60	47	10	15	50	2	1	-	-	-	1,100	-	-	2	2	-	3	2	
Total.....	9,648	5,698	4,886	6,560	5,568	.54	6,772	9	1 11	1 6,794	261	194	117	4	17,815	\$230,765	19	34	244	254	67	65	43	

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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Anson	-	\$29 00	\$6 94	\$142	\$3,461	\$1,967	-	\$6 54	.005	\$4,235	\$1,482	-	\$5,717	\$5,567	\$150	-
Athens	9	-	6 55	120	805	38	-	3 35	.002 5-10	892	662	312	1,866	1,571	295	-
Bingham	-	-	6 39	127	1,000	327	-	4 13	.003 6-10	1,029	642	85	1,756	1,750	6	-
Cambridge	-	30 00	5 33	25	364	73	-	4 42	.003	396	261	35	692	665	27	-
Canaan	13	24 00	3 21	32	823	41	-	3 46	.002 6-10	952	729	75	1,756	1,572	184	-
Concord	-	30 00	5 99	29	275	45	-	4 27	.003 7-10	308	217	-	526	534	-	-
Cornville	4	30 00	6 00	50	800	249	-	1 27	.002 6-10	868	528	142	1,478	1,579	-	101
Detroit	6	28 00	7 00	45	475	53	-	3 38	.002 9-10	619	297	50	966	1,018	-	52
Embden	2	32 00	6 50	50	579	125	-	4 38	.003 2-10	579	456	-	1,035	1,005	30	-
Fairfield	23	52 00	7 80	600	5,000	1,398	-	2 17	.003 1-10	7,370	3,302	5	10,677	7,991	2,686	-
Harmony	8	-	5 81	34	457	-	-	2 65	.002 1-10	524	50	422	996	1,058	62	-
Hartland	4	-	7 50	100	1,000	108	-	5 15	.002 2-10	1,045	923	255	2,223	2,502	279	-
Madison	22	30 06	7 84	400	4,200	1,989	-	4 66	.002 3-10	4,801	2,044	218	7,063	7,611	548	-
Mercer	1	28 00	6 50	40	600	206	-	4 58	.003 7-10	636	359	6	1,001	892	109	-
Moscow	4	-	6 68	42	400	98	-	3 84	.003 4-10	400	395	36	831	851	20	-
New Portland	-	36 00	6 37	100	1,000	270	-	4 65	.003 5-10	1,015	687	30	1,732	1,737	-	-
Norridgewock	5	-	6 00	150	1,950	-	-	4 65	.003 3-10	2,447	1,179	-	3,626	3,125	501	-
Palmyra	10	-	5 75	84	732	-	-	2 98	.002 1-10	806	681	85	1,572	1,378	194	-
Pittsfield	11	-	9 81	275	3,300	1,487	-	3 67	.002 7-10	3,651	2,085	4	5,740	6,077	337	-
Ripley	-	30 80	5 50	35	382	23	-	8 83	.002 7-10	430	306	82	768	785	17	-
Skowhegan	-	-	9 20	1,200	7,000	2,856	-	5 04	.001 9-10	7,304	3,746	-	11,050	11,050	-	-
Smithfield	-	26 00	6 02	32	500	141	-	3 74	.003 7-10	522	331	-	853	877	-	-
Solon	-	30 00	6 00	61	1,200	403	-	4 00	.003 1-10	1,200	792	60	2,052	1,987	65	-
St. Albans	13	50 00	5 00	80	1,300	470	-	4 20	.003 3-10	1,173	845	61	2,079	2,013	66	-
Starks	7	25 00	6 57	48	1,000	491	-	5 72	.004 7-10	1,017	486	12	1,515	1,474	41	-

PUBLIC SCHOOLS.

PLANTATIONS.

Bigelow.....	1	29 00	7 50	5	80	34	-	3 80	.001 1-10	170	72	3	245	212	33	
Brighton.....	2	26 00	4 50	20	400	108	-	2 75	.005 6-10	446	411	-	857	817	40	
Caratunk.....	3	-	8 97	20	300	128	-	4 05	.003 2-10	315	211	141	667	598	69	
Dead River.....	-	28 00	6 50	8	80	7	-	2 42	.001 2-10	126	98	128	352	270	82	
Dennistown.....	-	-	6 00	6	133	56	-	3 24	.002	137	127	-	264	262	2	
Flagstaff.....	1	-	8 31	12	100	8	-	2 17	.001 4-10	162	105	149	416	400	16	
Highland.....	1	-	7 50	5	53	-	-	2 12	.000 9-10	87	70	95	252	236	16	
Jackman.....	2	44 00	8 00	9	300	18	-	3 22	.002 2-10	445	267	65	777	777	-	
Lexington.....	-	-	6 41	16	200	15	-	3 03	.003	243	198	13	454	413	41	
Mayfield.....	-	-	5 25	5	150	79	-	8 33	.001 9-10	160	66	-	228	149	84	
Moose River.....	3	48 00	6 60	27	220	29	-	2 82	.002 1-10	336	256	251	843	694	149	
Pleasant Ridge.....	-	-	7 00	18	No returns.	-	-	-	-	-	-	-	-	-	-	
The Forks.....	3	-	8 33	50	350	224	-	5 22	.004 8-10	644	170	68	882	570	312	
West Forks.....	3	-	9 25	50	120	-	\$8	3 00	.003 9-10	445	287	10	742	531	211	
Total.....	152	\$30 83	\$6 80	\$4,208	\$41,592	\$14,894	\$8	\$4 31	.002 7-10	47,876	\$25,823	\$2,848	\$76,547	\$72,591	\$5,409	\$1,453

Swanville	139	98	79	99	82	.57	99	8	16	112	6	6	5	-	-	2,800	-	2	5	6	4				
Thorndike	132	79	64	94	73	.51	110	7	13	127	6	6	3	-	-	4,000	-	-	6	6	1	2			
Troy	179	101	88	124	101	.52	124	5	14	158	11	5	5	-	-	1,500	-	1	7	7	1	1			
Unity	228	124	96	108	87	.49	137	8	12	167	7	5	5	-	-	5,000	-	2	8	6	2	-			
Waldo	120	97	85	93	81	.69	102	8	8	122	7	5	2	-	-	750	-	-	5	6	4				
Winterport	491	268	240	280	258	.50	314	10	16	360	12	10	11	1	\$550	1,500	2	4	10	8	7	8			
Total	6,207	3,778	3,238	3,936	3,272	.52	4,269	8	4	12	1	5,076	210	157	102	1	\$550	\$93,373	13	41	182	191	64	38	35

WALDO COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Belfast	25	\$57 12	\$33 65	\$1,000	\$7,500	\$3,808	-	\$7 07	.002 7-10	\$7,500	\$3,207	\$171	\$10,878	\$10,764	\$114	-
Belmont	-	-	6 00	15	500	-	218	5 37	.004 9-10	523	203	19	1,745	756	-	41
Brooks	33	30 00	6 25	50	535	-	-	2 69	.002	580	533	-	1,133	241	186	-
Burnham	9	22 50	6 00	48	683	70	-	3 06	.002 9-10	709	670	12	1,451	1,422	29	-
Frankfort	33	60 00	6 93	100	971	2	-	2 75	.003 8-10	995	1,056	-	2,051	2,066	-	15
Freedom	3	5 75	5 75	21	383	-	-	3 16	.002 2-10	641	339	-	980	784	196	-
Islesboro	1	11 33	9 30	74	1,000	262	-	3 32	.001 1-10	1,043	728	-	1,771	2,145	-	377
Jackson	2	9 00	6 50	37	500	149	-	3 73	.003 4-10	615	542	-	957	900	57	-
Knox	-	27 00	19 20	39	446	-	-	3 49	.002 3-10	478	350	-	828	783	45	-
Liberty	-	-	5 37	59	635	45	-	3 17	.003	654	517	80	1,281	1,268	-	17
Lincolnton	-	30 00	6 60	80	1,050	72	-	3 51	.003 4-10	1,258	1,004	18	2,280	2,209	71	-
Monroe	-	28 00	5 30	66	1,000	234	-	5 20	.003 5-10	1,025	606	-	1,631	1,568	63	-
Montville	3	26 00	5 60	66	1,000	214	-	4 20	.003 2-10	1,086	653	-	1,739	1,642	97	-
Morrill	-	26 00	7 00	25	386	50	-	3 57	.003	457	350	-	807	715	92	-
Northport	6	28 00	7 00	36	700	264	-	6 25	.002 2-10	700	549	-	1,049	1,003	46	-
Palermo	2	27 50	6 45	60	757	152	-	4 02	.004 2-10	831	536	31	1,398	1,438	-	40
Prospect	8	-	7 33	71	563	45	-	3 25	.003 3-10	662	506	89	1,257	1,214	43	-
Searsmont	9	31 00	5 75	67	949	190	-	4 41	.002 9-10	1,206	703	-	1,909	1,814	95	-
Searsport	10	26 00	7 70	150	1,100	21	-	3 03	.001 7-10	1,116	967	-	2,083	1,732	350	-
Stockton Springs	10	40 00	6 50	90	800	102	-	3 82	.003	939	553	-	1,492	1,454	38	-
Swanville	-	36 00	6 00	40	550	148	-	3 95	.003 5-10	657	439	2	1,098	940	158	-

PUBLIC SCHOOLS.

Thorndike	2	-	6 48	56	430	32	-	3 25	.002 1-10	475	392	-	867	938	-	71
Troy	2	32 00	5 25	86	700	87	-	3 88	.002 6-10	710	533	49	1,292	1,213	79	182
Unity	5	24 00	5 77	70	701	-	-	3 06	.002	701	640	-	1,341	1,523	-	182
Waldo	5	-	6 00	30	500	126	-	4 16	.003 4-10	670	347	20	1,037	984	53	
Winterport	16	28 00	7 50	160	1,800	502	-	3 66	.003 1-10	1,972	1,212	-	3,184	3,090	94	
Total	131	\$29 92	\$7 96	\$2,596	\$26,139	\$6,793	-	\$4 21	.002 6-10	\$28,293	\$17,755	\$491	\$46,539	\$45,376	\$1,906	\$743

WASHINGTON 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.																
Addison.....	289	196	173	190	168	.59	207	8	4	15	1	264	11	10	8	1	\$700	\$6,550	2	4	9	7	12	2	7	
Alexander.....	135	75	68	119	103	.63	89	10	11	11	10	10	4	3	1	-	-	15,000	-	2	4	4	4	-	-	
Baileyville.....	70	56	51	52	49	.71	58	10	10	120	6	4	6	4	-	-	-	1,500	-	6	6	6	1	-	-	
Baring.....	76	54	51	51	43	.61	58	10	24	1	1	1	1	1	1	-	-	2,000	1	2	1	1	1	-	-	
Beddington.....	15	16	15	13	11	.86	16	10	12	38	2	2	2	2	2	-	-	1,100	1	1	1	1	1	-	-	
Brookton.....	101	61	50	61	49	.49	72	10	20	60	2	2	2	2	2	-	-	2,500	1	1	1	1	1	-	-	
Calais.....	2,481	1,250	1,197	1,312	1,223	.48	2,031	10	12	1,050	13	12	13	13	13	-	-	45,000	3	37	37	36	5	10	10	
Centerville.....	32	24	20	22	17	.59	25	12	10	22	1	1	1	1	1	-	-	350	-	3	1	1	1	24	-	
Charlotte.....	82	49	13	53	12	.15	54	8	13	87	4	1	3	3	3	-	-	1,400	-	1	4	5	5	-	-	
Cherryfield.....	533	410	380	388	337	.67	442	11	10	3	409	10	10	10	10	-	-	15,800	2	1	13	14	4	2	2	
Columbia.....	158	126	103	117	87	.69	135	9	8	121	5	5	5	5	5	-	-	2,000	1	1	4	4	4	2	2	
Columbia Falls.....	200	122	80	180	142	.57	137	10	10	100	4	4	3	3	3	-	-	5,400	2	1	2	2	2	2	2	
Cooper.....	65	41	28	51	39	.51	52	9	10	60	4	4	4	4	4	-	-	1,000	-	3	3	3	-	-	2	
Crawford.....	30	24	18	24	23	.68	26	11	11	44	2	2	2	2	2	-	-	500	-	2	2	2	2	-	-	
Cutler.....	194	102	81	188	143	.57	133	9	1	137	6	4	2	1	1	-	535	3,000	1	4	4	5	1	2	-	
Danforth.....	372	309	263	290	220	.64	313	10	3	10	1	1	1	1	1	-	-	2,500	3	3	7	6	6	-	-	
Deblois.....	19	16	15	15	13	.73	16	10	10	20	1	1	1	1	1	-	-	450	-	1	1	1	2	-	1	
Dennysville.....	185	89	71	161	127	.53	98	10	22	65	2	2	2	2	2	-	-	2,400	1	2	1	1	1	-	-	
East Machias.....	455	287	235	312	220	.50	332	9	20	295	2	2	2	2	2	-	-	5,200	-	2	10	9	1	4	6	
Eastport.....	1,835	872	733	908	763	.40	982	11	27	912	2	2	4	4	4	-	-	35,000	3	4	24	24	11	16	-	
Edmunds.....	208	129	100	116	90	.45	136	10	14	120	6	5	5	5	5	-	-	1,200	-	5	5	1	5	-	-	
Forest City.....	34	26	22	29	20	.61	31	10	14	24	1	1	1	1	1	-	-	400	-	-	1	1	1	-	-	
Harrington.....	280	193	162	190	167	.58	215	10	10	224	2	2	2	2	2	-	-	5,000	2	2	6	6	2	3	-	

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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Addison.....	11	\$26 00	\$6 92	100	\$1,045	\$198	-	\$3 60	.005 4-10	\$1,106	\$881	-	\$1,987	\$1,974	\$13	
Alexander.....	-	43 50	5 69	25	266	-	-	1 96	.004 4-10	347	367	\$97	811	761	50	
Baileyville.....	3	-	5 30	35	400	228	-	5 71	.004 9-10	400	211	-	611	662	-	\$51
Baring.....	3	27 00	6 00	25	277	92	-	3 59	.002 1-10	300	236	13	549	526	23	
Beddington.....	-	27 00	5 14	13	120	51	-	90 00	.003 8-10	146	50	71	267	227	40	
Brookton.....	-	50 93	7 50	15	275	47	-	72 72	.004	407	247	102	756	704	52	
Calais.....	37	73 15	7 29	750	6,169	45	-	88 88	.002 1-10	6,169	7,247	189	13,605	14,315	-	710
Centerville.....	-	-	8 00	5	80	-	-	50 50	.001 5-10	170	103	30	303	215	88	
Charlotte.....	-	-	5 16	25	275	23	-	35 35	.003 4-10	302	222	48	572	558	14	
Cherryfield.....	-	34 00	7 62	175	1,545	58	-	29 29	.003 1-10	1,763	1,562	39	3,364	3,477	-	113
Columbia.....	-	41 28	7 67	29	600	187	-	79 79	.006 2-10	674	437	73	1,184	1,182	2	
Columbia Falls.....	1	40 00	8 55	50	460	5	-	30 30	.003 3-10	635	536	109	1,172	1,161	11	
Cooper.....	4	31 00	5 00	13	170	4	-	61 61	.003 7-10	182	189	109	480	508	-	28
Crawford.....	-	-	6 00	10	145	55	-	4 83	.003 9-10	145	95	34	274	274	-	
Cutler.....	-	39 00	6 00	35	530	78	-	73 73	.006 2-10	901	534	56	1,521	1,312	209	
Danforth.....	-	39 00	8 10	75	1,000	127	-	88 88	.004 2-10	1,097	1,165	49	2,311	2,216	95	
Deblois.....	2	-	7 25	4	97	49	-	50 10	.004 5-10	119	50	-	169	167	2	
Dennysville.....	3	53 25	9 00	35	385	-	-	38 08	.002 6-10	464	481	76	1,021	962	59	
East Machias.....	9	40 00	7 35	100	1,310	93	-	87 87	.003 2-10	1,363	1,226	-	2,589	2,586	3	
Eastport.....	28	72 00	8 50	530	8,076	3,827	-	4 40	.004 7-10	8,076	4,874	152	13,102	12,979	123	
Edmunds.....	-	-	7 35	35	393	439	-	1 88	.003 9-10	439	578	-	1,097	1,077	20	
Forest City.....	1	-	8 25	10	121	-	-	3 55	.001	841	102	-	943	225	718	
Harrington.....	5	43 00	7 00	60	980	48	-	3 50	.003 6-10	980	806	-	1,786	1,753	33	

Jonesboro	-	37 50	6 82	38	500	15	-	2 43	.004	8-10	576	614	24	1,214	1,116	98	
Jonesport	25	42 50	7 00	280	1,800	101	-	2 06	.003	8-10	1,800	2,366	125	4,291	4,130	161	
Lubec	22	-	8 50	550	2,700	286	-	2 20	.003	1-10	2,955	3,197	75	6,227	6,207	20	
Machias	4	-	7 30	100	1,800	154	-	3 24	.002	-	2,273	1,590	17	3,880	3,944	-	64
Machiasport	7	48 00	7 10	75	1,200	226	-	2 91	.006	-	1,210	1,187	-	2,397	2,309	-	38
Marion	1	-	6 00	5	125	49	-	4 46	.003	9-10	125	67	13	205	194	11	
Marshfield	1	-	8 43	10	185	3	-	3 62	.003	4-10	270	152	-	422	405	17	
Meddybemps	-	-	7 00	7	125	2	-	2 60	.004	3-10	125	142	-	267	259	8	
Milbridge	-	9 46 00	7 62	100	1,600	63	-	2 96	.003	7-10	1,904	1,542	-	3,446	3,178	268	
Northfield	-	-	8 75	8	150	50	-	5 00	.004	1-10	231	106	41	378	273	105	
Pembroke	12	26 00	6 00	75	1,322	-	-	2 42	.003	9-10	1,339	1,415	-	2,754	2,789	-	35
Perry	11	-	7 32	48	760	-	\$236	2 42	.004	1-10	1,010	909	294	2,213	2,115	-	98
Princeton	5	44 00	6 90	300	936	61	-	2 94	.003	6-10	1,075	915	83	2,073	2,107	-	34
Robbinston	18	39 00	6 25	60	700	25	-	2 67	.004	7-10	725	717	101	1,543	1,506	-	37
Rogue Bluffs	1	-	6 40	5	175	41	-	4 26	.006	2-10	210	111	-	321	332	-	11
Steuben	4	24 00	6 00	50	960	239	-	3 90	.005	3-10	964	679	18	1,661	1,562	99	
Talmage	1	-	7 00	7	80	6	-	2 85	.001	3-10	98	89	78	265	242	23	
Topsfield	6	36 00	7 00	38	400	174	-	3 16	.004	6-10	497	258	120	875	737	138	
Truscott	3	36 00	6 73	25	372	2	-	2 31	.006	6-10	456	464	-	920	837	83	
Vanceboro	4	-	9 50	50	440	-	-	2 60	.002	8-10	1,145	529	150	1,824	1,470	354	
Walte	-	28 00	6 00	10	125	17	-	3 20	.004	-	129	105	97	331	293	38	
Wesley	1	40 00	6 00	20	360	202	-	5 53	.008	4-10	587	192	78	657	658	-	1
Whiting	-	31 00	6 70	30	320	1	-	2 05	.003	5-10	446	400	116	962	805	157	
Whitneyville	2	-	9 44	20	340	1	-	4 04	.007	2-10	387	331	20	738	705	33	
PLANTATIONS.																	
Codyville	1	-	6 00	7	60	6	-	2 60	.001	-	156	107	-	263	172	91	
Grand Lake Stream	1	-	6 33	12	180	3	-	1 91	.002	-	473	250	68	791	641	150	
No. 14	2	-	6 87	15	60	-	1	2 00	.001	3-10	134	103	192	419	323	91	
No. 21	1	39 00	5 50	6	125	56	-	3 12	.002	4-10	125	97	70	292	250	42	
Total	249	\$39 70	\$7 08	\$4,105	\$42,619	\$6,395	\$237	\$2 93	.003	4-10	\$48,271	\$40,833	\$2,999	\$92,103	\$89,385	\$3,765	\$1,047

YORK 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.
Acton	151	104	85	102	75	.52	109	10	12	176	9	9	4	-	-	-	\$3,000	-	-	2	8	-	-	12
Alfred	210	145	122	135	115	.55	170	10	10	192	5	4	3	-	-	-	1,200	-	-	5	5	-	-	1
Berwick	578	314	232	309	269	.47	346	10	12	382	12	10	4	-	-	-	15,000	2	2	10	10	2	2	1
Biddeford	5,865	1,014	907	1,068	932	.15	1,579	12	12	1,332	20	19	10	-	-	-	170,000	5	5	32	38	3	3	1
Buxton	430	308	273	333	304	.67	369	10	12	480	14	10	10	-	-	-	7,500	-	-	15	15	-	-	1
Cornish	254	165	148	185	166	.61	194	11	4	232	5	6	-	-	-	7,000	-	-	7	7	1	1	1	
Dayton	107	54	47	53	10	.26	68	10	12	104	4	4	4	-	-	-	1,600	-	-	4	3	-	-	3
Eliot	332	222	187	221	170	.53	225	11	11	297	5	5	6	-	-	-	5,000	1	1	9	7	-	-	3
Hollis	288	198	169	191	155	.56	257	9	2	289	11	7	5	-	-	-	3,700	-	-	9	11	-	-	11
Kennebunk	735	429	370	445	377	.50	461	12	12	36	10	10	10	-	-	-	27,000	1	1	14	14	5	5	4
Kennebunkport	585	350	304	346	292	.50	381	12	12	564	12	9	11	-	-	-	8,500	2	2	15	15	-	-	6
Kittery	700	431	353	426	411	.54	404	12	24	448	10	1	3	-	-	-	13,900	-	-	13	13	3	3	2
Lebanon	303	213	183	230	194	.65	254	11	9	429	14	11	1	-	-	-	11,200	-	-	14	14	-	-	2
Limerick	180	153	131	130	112	.67	153	10	10	210	7	5	2	-	-	-	5,000	1	1	6	6	1	1	3
Limington	230	132	113	141	130	.52	146	9	10	189	9	9	3	-	-	-	5,000	-	-	3	9	-	-	3
Lyman	156	102	96	120	97	.52	129	10	12	198	10	10	4	-	-	-	5,000	-	-	9	9	1	1	3
Newfield	116	62	14	106	12	.11	54	9	10	28	4	4	4	-	-	-	5,000	-	-	4	4	-	-	1
North Berwick	501	290	243	284	228	.47	308	10	19	377	16	14	1	-	-	-	8,000	1	1	12	12	5	5	3
Old Orchard	224	107	91	103	90	.40	136	11	14	111	2	2	1	-	-	-	7,000	1	1	2	2	2	2	3
Parsonfield	216	116	110	124	93	.47	129	7	16	222	11	8	3	-	-	-	5,000	-	-	3	8	5	5	7
Saco	1,956	967	887	985	875	.45	1,010	23	14	999	13	12	12	-	-	-	65,000	2	2	27	27	9	9	15

PUBLIC SCHOOLS.

Sanford	2,481	788	678	822	707	.29	856	12	12	973	15	12	5	-	-	75,000	1	1	32	33	23	22	5		
Shapleigh	225	133	112	132	115	.50	147	8	14	154	8	4	7	-	-	2,850	1	4	6	6	2	2			
South Berwick	957	544	506	544	485	.51	630	10	11	547	14	12	4	-	-	21,000	-	1	17	17	3	5			
Waterboro	243	148	15	142	13	.05	148	10	16	260	13	10	3	-	-	6,700	-	2	8	7	2	3			
Wells	630	356	296	367	265	.44	465	11	10	510	17	16	6	1	\$1,345	16,300	-	2	16	14	3	-	4		
York	673	408	331	418	336	.49	427	12	24	648	14	13	12	-	-	15,000	-	3	16	16	10	6	1		
Total	19,355	8,253	7,053	8,462	7,034	.36	9,585	10	4	13	4	10,387	288	239	137	1	\$1,345	\$517,450	23	35	331	330	99	95	120

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 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Acton	-	-	\$6 37	\$50	\$876	\$254	-	\$5 80	.003 2-10	\$1,218	\$417	\$35	\$1,670	\$1,240	\$430	
Alfred	6	-	8 30	60	1,200	450	-	5 71	.000 3-10	1,311	1,311	-	2,033	2,136		
Berwick	12	\$72 00	8 00	100	2,300	876	-	4 84	.002 8-10	3,474	1,585	12	5,071	4,674		
Biddeford	43	100 00	11 75	1,600	14,000	1,084	-	2 35	.001 7-10	14,000	15,861	27	29,894	29,894		
Buxton	-	-	6 70	142	2,000	530	-	4 65	.002 6-10	2,510	1,237	43	3,790	3,514		
Cornish	9	-	7 50	46	1,000	213	-	3 23	.002 7-10	1,063	697	32	1,777	1,758		
Dayton	4	-	7 13	52	500	123	-	4 67	.002 3-10	631	306	1	938			
Eliot	12	36 00	9 00	125	2,000	634	-	6 02	.003 7-10	2,184	1,059	33	3,253	2,829		
Hollis	-	25 00	6 16	75	1,050	31	-	3 64	.002 3-10	1,287	837	-	2,157	1,736		
Kennebunk	-	60 00	10 00	250	4,000	1,418	-	5 44	.001 7-10	5,049	2,049	-	7,098	6,851		
Kennebunkport	12	40 00	7 60	160	3,000	1,302	-	5 12	.002 1-10	3,495	1,668	-	5,163	4,472		
Kittery	13	-	9 30	254	3,400	1,102	-	4 85	.004 1-10	2,642	1,913	-	5,555	5,643		
Lebanon	2	-	7 46	85	2,500	1,432	-	8 25	.006 4-10	2,986	863	-	3,878	3,579		
Limerick	7	22 00	6 14	75	1,000	301	-	5 53	.002 3-10	1,011	487	12	1,510	1,451		
Limington	4	26 00	6 12	85	875	75	-	3 26	.002 4-10	980	611	-	1,591	1,598		
Lyman	5	-	6 70	57	900	350	-	4 87	.002 5-10	838	528	-	1,428	1,572		
Newfield	2	-	7 00	30	536	45	-	5 05	.002 4-10	645	349	-	984	972		
North Berwick	10	56 66	7 00	8	2,300	902	-	4 59	.003 1-10	2,300	1,368	12	3,680	3,847		
Old Orchard	3	40 00	9 00	35	1,050	273	-	4 92	.001	1,274	570	-	1,844	1,558		
Parsonsfield	-	24 00	6 46	10	1,200	293	-	5 55	.002 8-10	1,328	625	65	2,016	2,066		
Saco	29	90 00	10 50	626	11,000	6,102	-	5 62	.002 7-10	11,000	5,742	18	16,760	18,191		

PUBLIC SCHOOLS.

Sanford	47	48 00	9 91	1,000	No returns.											
Shapleigh	9	33 60	7 00	50	678	-	\$7	3 01	.002 7-10	728	653	98	1,479	1,461		18
South Berwick	14	32 00	9 28	250	3,300	750	-	3 44	.002 6-10	6,008	2,684	157	8,829	6,124		2,705
Waterboro	-	26 00	6 50	75	1,169	234	-	4 81	.003 1-10	1,235	706	10	1,951	1,904		47
Wells	21	29 00	7 00	316	2,700	1,094	-	4 28	.002 9-10	3,358	1,738	-	5,096	4,249		847
York	19	45 00	8 50	489	5,500	3,366	-	8 17	.002 3-10	5,798	1,886	-	7,684	7,303		381
Total	282	\$44 73	\$4 91	\$6,134	\$70,584	\$23,541	\$7	\$3 54	.002 1-10	\$79,301	\$47,171	\$605	\$127,077	\$121,521	\$7,576	\$2,020

SUMMARY—CONCLUDED.

COUNTIES.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1904.	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, 1904, to April 1, 1905.	Amount available from State treasury from April 1, 1904, to April 1, 1905.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1904, to April 1, 1905.	Balance unexpended April 1, 1905.	Balance over-expended April 1, 1905.
						Excess above amount required by law.	Less than the amount required by law.									
Androscoggin	230	\$46 73	\$7 23	\$4,839	\$66,335	\$22,951	-	\$4 03	.002 2-10	\$67,646	\$45,535	\$1,914	\$115,095	\$105,837	\$11,063	\$1,805
Aroostook	294	34 68	7 16	6,913	51,711	9,982	-	2 14	.003	72,044	66,986	6,564	145,594	134,165	13,773	2,044
Cumberland	451	49 72	8 51	6,924	199,360	118,809	-	6 72	.002 5-10	205,792	82,360	2,353	290,505	286,766	5,151	1,412
Franklin	69	37 19	7 07	1,526	17,935	3,673	\$33	3 36	.002 1-10	21,212	13,555	3,133	37,900	37,089	3,177	2,366
Hancock	184	39 49	7 42	5,001	43,873	14,222	-	2 98	.002 5-10	54,107	30,768	1,421	86,296	79,828	7,729	1,261
Kennebec	245	40 47	7 23	4,848	67,964	22,956	-	4 30	.002 1-10	77,639	43,947	10,427	132,013	119,346	13,639	972
Knox	174	43 89	7 68	3,174	35,260	10,986	-	4 30	.002 3-10	39,436	22,899	955	63,290	61,801	1,919	430
Lincoln	123	34 80	7 44	1,483	22,060	6,326	-	4 20	.002 9-10	23,920	15,024	221	39,165	38,722	1,324	881
Oxford	170	32 39	6 96	4,087	46,479	20,967	-	4 74	.003 2-10	53,313	26,038	4,123	83,474	75,223	9,299	1,048
Penobscot	510	39 72	7 14	6,872	94,257	35,941	30	4 30	.002 7-10	103,910	59,474	5,390	168,774	163,908	7,432	2,566
Piscataquis	120	32 69	7 20	2,624	21,122	8,114	-	4 36	.005 2-10	24,683	13,154	1,512	39,343	37,173	2,642	466
Sagadahoc	118	36 23	10 18	2,402	35,065	17,801	-	6 33	.003 1-10	37,413	15,870	352	53,633	50,066	3,571	2
Somerset	152	39 83	6 80	4,208	41,592	14,894	8	4 31	.002 7-10	47,876	25,823	2,848	76,547	72,591	5,409	1,453
Waldo	181	29 92	7 96	2,596	26,139	6,793	-	4 21	.002 6-10	28,293	17,755	491	46,539	45,376	1,906	743
Washington	243	39 70	7 08	4,105	42,619	6,995	237	3 93	.003 4-10	48,271	40,833	2,999	92,103	89,385	3,765	1,047
York	254	44 73	4 91	6,134	70,584	23,541	7	3 54	.002 1-10	79,301	47,171	605	127,077	121,521	7,576	2,020
Total.....	3,505	\$38 32	\$7 37	\$67,736	\$82,355	\$344,951	\$315	\$4 24	.002 6-10	\$984,866	\$567,192	\$45,608	\$1,597,656	\$1,518,797	\$99,375	\$20,516

APPENDIX.

SPECIAL PUBLIC SCHOOL STATISTICS.

COUNTIES.	Number of towns making returns.	Number of different schools in county.	Number graded schools.	Number ungraded schools.	Number discontinued since 1890.	Number schools located in farming communities.	Number different pupils registered in rural schools for year ending April 1, 1905.	Number schools located in village.	Number different pupils registered in village schools for year ending April 1, 1905.	Number schools located in city.	Number different pupils registered in city schools for year ending April 1, 1905.	Boys taking grammar school studies.	Girls taking grammar school studies.	Number of boys physically incapacitated for doing school work.	Number of girls physically incapacitated for doing school work.	Number of boys mentally incapacitated for doing school work.	Number of girls mentally incapacitated for doing school work.	Number of pupils between 7 and 15 attending private or parochial schools.	Number of boys between 7 and 15 years of age not attending any school regularly.	Number of girls between 7 and 15 years of age not attending any school regularly.	Number pupils conveyed.	Cost of conveyance.
Androscoggin	13	249	159	90	22	108	2,072	44	1,712	97	4,370	925	829	9	9	11	5	2,124	60	36	223	3,256
Aroostook	71	524	118	406	33	431	11,682	93	4,423	-	925	829	28	19	33	5	2,124	301	198	580	5,239	
Cumberland	26	546	359	187	41	190	4,126	60	2,565	296	12,090	2,572	2,423	32	23	34	30	1,653	2,585	1,971	395	7,719
Franklin	24	156	49	107	43	98	1,525	58	1,999	-	-	396	430	11	7	15	9	74	18	18	222	2,803
Hancock	39	291	120	171	41	213	4,753	59	2,500	19	652	999	1,168	17	11	27	33	25	15	124	2,649	
Kennebec	30	319	180	139	68	165	3,302	51	1,784	103	3,882	1,333	1,478	11	5	6	5	695	158	83	1,037	10,901
Knox	18	186	81	105	19	102	2,009	56	2,309	28	1,552	1,013	1,272	16	21	19	19	7	41	23	85	1,757
Lincoln	18	162	45	107	37	113	2,252	39	1,386	-	-	353	408	12	10	11	4	31	6	3	174	2,782
Oxford	38	286	93	193	64	192	3,180	94	3,367	-	-	870	890	13	7	15	9	155	75	48	552	7,442
Penobscot	64	508	258	250	86	289	5,584	107	4,253	112	4,563	1,415	1,655	41	44	41	19	1,157	118	57	825	6,930
Piscataquis	24	133	45	88	37	80	1,410	53	2,025	-	-	364	538	9	3	11	1	5	90	61	230	3,484
Sagadahoc	11	125	53	72	5	69	1,314	14	470	42	2,404	608	607	1	1	9	1	6	4	7	92	902
Somerset	39	275	99	176	40	183	3,049	92	3,723	-	-	729	806	15	9	10	7	581	62	51	627	3,662
Waldo	26	194	38	156	59	148	2,820	33	1,180	13	519	401	447	10	9	16	12	-	16	11	453	5,748
Washington	51	315	149	166	24	174	3,493	94	3,993	47	2,804	802	944	15	20	12	9	272	54	38	117	1,619
York	27	346	146	200	34	182	3,062	110	4,121	54	2,402	1,543	1,612	13	15	18	12	2,029	729	540	319	4,844
Total	519	4,605	1,992	2,613	653	2,737	55,444	1,057	41,766	811	35,238	15,024	16,381	253	213	288	175	9,367	4,342	3,165	6,055	78,737

SPECIAL PUBLIC SCHOOL STATISTICS—CONCLUDED.

COUNTIES.	Number of rural schools using a course of study.	Number village schools not using course of study.	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. 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 1904-5.	Amount expended for fuel.	Amount expended for new buildings, repairs and insurance, school year 1904-5.	Amount expended for text-books.	Amount expended for transportation of scholars.	Amount expended for board and tuition.
Androscoggin.....	60	-	52	3,325	\$205	15	346	172	304	42	87	-	55	\$93,073	\$8,408	\$17,248	\$5,234	\$3,733	\$618
Aroostook.....	109	15	47	1,332	718	12	756	251	624	132	82	-	55	115,872	11,278	26,688	10,833	5,847	1,010
Cumberland.....	85	16	78	5,258	451	12	685	429	622	63	90	-	15	257,195	21,154	66,837	14,038	7,296	1,116
Franklin.....	20	10	16	533	225	8	257	65	213	44	82	-	19	31,252	2,432	6,933	2,765	2,829	383
Hancock.....	74	22	63	2,156	569	59	464	117	354	80	82	-	30	68,982	7,249	15,066	5,954	2,748	599
Kennebec.....	81	22	94	5,146	577	78	451	193	403	42	89	-	17	96,171	11,305	31,530	5,912	9,879	633
Knox.....	26	34	34	1,123	374	9	304	99	269	35	85	-	5	51,592	7,860	28,993	5,762	1,959	179
Lincoln.....	38	6	21	795	216	23	207	69	172	35	83	-	23	32,555	2,825	8,798	2,165	2,760	506
Oxford.....	54	15	46	1,729	979	67	420	130	329	91	82	-	37	60,119	5,754	24,471	7,493	7,256	1,434
Penobscot.....	119	25	80	2,850	1,323	95	760	286	663	97	87	-	27	138,279	15,409	40,496	11,058	8,678	460
Piscataquis.....	30	6	20	757	378	18	217	60	179	35	82	-	8	27,895	2,661	6,290	2,996	3,419	458
Sagadahoc.....	15	4	27	1,685	123	7	179	79	148	31	82	-	1	43,762	5,253	4,114	4,116	954	97
Somerset.....	41	10	31	1,301	324	32	414	113	350	64	84	-	32	56,442	5,533	29,411	5,301	8,546	1,974
Waldo.....	56	10	21	576	184	31	295	92	247	42	83	-	3	36,175	2,877	3,618	3,057	5,711	571
Washington.....	59	24	36	1,460	368	26	460	197	392	62	85	-	18	77,680	6,909	11,655	6,123	2,116	501
York.....	66	20	47	2,438	305	9	443	232	353	60	86	-	5	106,584	10,029	21,566	6,628	4,127	722
Total.....	933	198	713	35,464	\$7,319	501	6,658	2,584	5,682	976	85	14	295	\$1,293,608	\$126,936	\$343,714	\$99,235	\$77,858	\$11,261

APPENDIX.

COMPARATIVE STATEMENT—I.

Items.	1905.	1904.	Increase.	Decrease.
Whole number of scholars between five and twenty-one	207,284	206,214	1,070	
Number registered in spring terms...	113,089	113,664		575
Average attendance in spring terms ..	96,518	97,171		653
Number registered in fall and winter terms	120,007	119,173	834	
Average attendance in fall and winter terms	99,172	99,435		263
Per cent of average attendance of whole number .....	.47	.50		.03
Whole number of different scholars registered during the year	132,448	131,249	1,199	
Number of schoolhouses in State	3,889	3,926		37
Number reported in good condition ..	3,245	3,269		24
Number having flags	2,002	2,095		93
Number of schoolhouses built during the year	60	55	5	
Cost of same	\$211,148	\$250,266		\$39,118
Estimated value of all school property in State	\$5,416,628	\$5,436,816		\$20,188
Number of male teachers employed in spring terms	339	406		67
Number of male teachers employed in winter terms	542	631		89
Number of female teachers employed in spring terms	4,398	4,355	43	
Number of female teachers employed in winter terms	4,667	4,701		34
Number of teachers graduates of normal schools	1,613	1,478	135	
Average wages of male teachers per month	\$38 32	\$38 61		.29
Average wages of female teachers per week	\$7 37	\$6 70	.67	
Amount of school money raised by towns	\$882,355	\$869,470	\$12,885	
Excess above amount required by law ..	\$344,951	\$327,645	\$17,306	
Average amount per scholar	\$4 24	\$4 21	.03	
Average per cent of valuation assessed by towns for common schools ..	.002 6-10	.002 4-10	2-10	
Amount available from town treasuries for school year	\$984,856	\$983,151	\$1,705	
Amount available from State treasury ..	\$567,192	\$603,898		\$36,706
Amount derived from local funds	\$45,608	\$33,975	\$11,633	
*Total school resources, school fund proper	\$1,597,656	\$1,621,024		\$23,368
Amount expended for common schools meaning amount to be taken from school fund proper	\$1,518,797	\$1,522,480		\$3,683
†Total amount expended for common schools	\$2,020,348	\$2,080,109		\$59,761
Net balance of school fund proper unexpended	78,859	\$98,544		\$19,685
Amount paid by towns for school superintendence	\$67,736	\$64,122	\$3,614	

* 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.

† The decrease in "Total amount expended for common schools" comes from a decrease in the amount expended for new buildings.

COMPARATIVE STATEMENT—II.

Items.	1905.	1895.
Whole number of scholars between five and twenty-one.....	207,234	208,042
Number registered in spring terms.....	113,089	114,403
Average attendance in spring terms.....	96,518	95,428
Number registered in fall and winter terms.....	120,007	115,202
Average attendance in fall and winter terms.....	99,172	96,254
Per cent of average attendance to whole number.....	.47	.46
Whole number of different scholars registered for the year...	132,448	135,598
Number of schoolhouses in State.....	3,889	4,242
Number reported in good condition.....	3,245	2,927
Number supplied with flags.....	2,002	
Number built during the year.....	60	78
Cost of same.....	\$211,148	\$150,187
Estimated value of all school property.....	\$5,416,628	\$3,677,715
Number of male teachers employed in spring terms.....	339	371
Number of male teachers employed in fall and winter terms..	542	1,055
Number of female teachers employed in spring terms.....	4,398	4,238
Number of female teachers employed in fall and winter terms	4,667	3,638
Number of teachers graduates of normal schools.....	1,613	
Wages of male teachers per month.....	\$38 32	\$35 11
Wages of female teachers per week.....	\$7 37	\$5 01
Amount of school fund proper raised by towns.....	\$82,355	\$710,910
Excess above amount required by law.....	\$344,951	\$168,795
Average amount per scholar.....	\$4 24	\$3 41
Average percentage of valuation.....	.002 $\frac{5}{8}$	
Amount of common school fund received from State.....	\$567,192	\$516,698
Amount of common school fund received from local funds....	\$45,608	\$46,040
Amount paid for superintendence.....	\$67,736	\$57,472

FREE HIGH SCHOOL STATISTICS.

Returns for the Year Ending July 1, 1905.

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	\$450	\$225	30	22	20	7	15	1	1	22	20	22	20	-	-	-	-	8	7	14	14
Addison	No re	turns.																				
Albion	217	300	108	22	24	21	15	9	-	-	24	21	24	21	-	-	-	-	24	21	-	-
Alfred	600	250	250	33	17	13	7	10	2	3	12	10	10	2	16	13	20	15	11	9	6	5
Andover	345	400	162	30	22	21	11	11	1	1	5	5	4	4	1	16	13	20	15	1	1	1
Anson	1,010	750	250	36	53	47	22	31	4	7	45	45	29	29	16	16	35	35	27	21	21	21
Ashland	500	350	250	36	35	27	18	17	-	-	-	-	-	-	-	-	23	23	20	20	8	7
Athens	300	150	150	30	31	27	10	21	1	7	31	27	-	-	-	-	-	-	23	20	-	-
Atkinson	No re	turns.																				
Auburn*	3,218	11,000	250	15	339	332	146	193	25	33	339	332	313	282	26	25	-	-	144	141	195	191
Augusta	No re	turns.																				
Bangor	14,263	14,000	250	36	496	465	200	296	33	40	496	465	466	435	30	28	-	-	35	32	100	98
Baring	200	100	96	35	19	16	13	6	-	-	-	-	-	-	-	-	12	11	5	4	2	2
Bath	6,207	4,000	250	37	249	232	114	135	21	31	249	238	228	217	21	20	-	-	117	110	33	31
Belfast	2,175	2,000	250	35	123	113	36	87	10	17	123	116	115	108	8	8	-	-	91	86	32	30
Belgrade	375	375	187	12	31	29	14	17	-	-	-	-	-	-	-	-	31	29	20	18	11	11
Berwick*	580	550	125	14	56	54	24	32	7	7	56	56	56	56	-	-	-	-	44	44	12	12
Biddeford	4,350	4,750	250	36	142	134	72	70	13	13	142	134	139	131	3	3	-	-	82	82	60	60
Bingham	490	450	245	35	26	24	10	16	-	1	26	24	23	21	3	3	-	-	26	24	-	-
Blaine	300	150	150	20	37	36	23	14	-	-	-	-	-	-	-	-	37	28	37	28	20	18
Bluehill	500	250	250	36	101	94	37	64	3	15	90	84	69	55	31	29	11	9	56	46	20	18
Boothbay	752	880	250	36	79	61	40	39	6	12	79	61	79	61	-	-	-	-	79	61	-	-

Boothbay Harbor	1,213	1,350	250	33	41	33	12	29	1	4	41	41	38	38	3	3	-	-	14	14	27	27
Bowdoinham	850	600	250	36	34	32	14	20	4	2	34	32	33	31	1	1	-	-	16	15	18	17
Bradford	372	200	186	24	35	24	12	23	-	-	20	20	20	20	-	-	4	4	6	6	6	6
Brewer	2,240	2,500	250	36	123	116	47	76	3	11	123	123	114	114	9	9	-	-	72	72	51	51
Bridgton	1,845	1,600	250	36	90	85	32	58	6	16	90	85	83	78	7	7	-	-	54	51	36	34
Bridgewater	507	350	250	34	40	35	16	24	-	-	40	35	36	31	4	4	-	-	30	25	10	10
Brighton	190	50	50	10	25	21	15	10	-	-	15	11	15	11	-	-	10	6	30	25	16	12
Bristol	460	500	230	29	55	34	27	28	-	-	55	34	55	34	-	-	-	-	37	27	19	19
Brooks	464	200	200	32	57	39	32	25	-	-	36	32	32	29	4	4	12	7	9	9	9	9
Brookline	416	400	208	32	22	18	7	15	-	-	10	8	10	8	-	-	12	10	30	28	13	10
Brownville	736	250	250	30	30	27	12	18	-	3	-	-	-	-	-	-	-	-	18	18	18	18
Brownfield	150	500	75	10	18	16	13	5	-	-	18	18	18	18	-	-	-	-	30	30	30	30
Brunswick	3,400	3,600	36	72	66	35	39	6	5	6	72	70	65	63	7	7	-	-	26	24	8	8
Buckfield	554	400	250	34	30	23	10	20	-	-	30	30	28	28	2	2	-	-	18	15	12	10
Bucksport	337	700	250	36	34	30	13	21	1	2	27	26	27	26	-	-	2	2	6	6	6	6
Buxton	954	750	250	36	41	38	13	28	4	6	41	38	39	36	2	2	-	-	28	26	5	5
Calais	3,580	3,600	250	36	119	109	47	72	5	11	119	109	114	104	5	5	4	4	38	34	81	75
Camden	2,251	1,766	250	36	60	56	20	40	1	4	60	56	55	52	5	5	-	-	20	18	40	38
Canaan	405	200	197	30	40	37	18	22	2	5	27	25	25	23	2	2	15	14	40	37	-	-
Canton	No re turns.																					
Cape Elizabeth	600	300	250	33	30	24	14	16	3	3	30	24	30	24	-	-	-	-	20	20	-	-
Caratunk	129	65	64	12	7	6	3	4	1	2	7	6	7	6	-	-	-	-	7	7	6	6
Caribou	1,875	1,300	250	35	122	112	28	94	2	13	121	111	96	91	25	23	1	1	78	73	53	50
Carmel	150	150	72	10	39	28	25	14	-	-	15	15	15	15	-	-	24	24	13	10	-	-
Casco*	120	200	60	10	13	10	5	8	-	-	13	10	13	10	-	-	-	-	13	10	-	-
Castine	620	300	250	33	31	29	11	20	3	1	31	31	31	31	-	-	-	-	31	31	-	-
Cherryfield	1,431	900	250	36	87	80	31	56	2	9	87	80	78	73	9	7	-	-	55	50	32	30
Chester	No re turns.																					
Chesterville	No re turns.																					
China (village precinct)	250	125	125	20	20	18	4	16	-	-	20	18	20	18	-	-	-	-	3	2	17	16
China (13, 14, 17)	250	125	125	30	45	33	23	22	2	2	30	25	30	25	-	-	-	-	30	25	-	-
Clinton	375	350	178	30	30	18	7	23	-	5	30	18	30	18	-	-	-	-	30	18	-	-
Columbia Falls*	280	100	100	20	23	20	13	10	1	1	3	3	3	3	-	-	20	19	-	-	-	-
Corinna	1,175	450	250	36	49	39	22	27	2	6	40	40	27	27	13	13	-	-	27	13	13	13
Corinth	500	500	250	33	62	57	30	32	2	4	62	57	33	30	29	27	13	9	30	27	5	5
Cornish	No re turns.																					
Cranberry Isles	No re turns.																					
Cumberland	1,993	600	250	36	89	82	34	55	5	12	99	79	74	70	15	14	-	-	65	61	24	22
Danforth	920	650	250	32	48	41	20	28	2	10	31	31	26	26	5	5	32	32	14	14	17	17
Deer Isle	900	600	250	30	44	41	20	24	1	4	44	41	44	41	-	-	-	-	29	27	15	14
Denmark	450	225	225	30	26	17	19	7	-	-	12	12	12	12	-	-	8	8	12	12	8	8
Dennysville*	182	125	91	13	34	30	20	14	3	5	8	8	7	7	1	1	6	6	2	2	-	-
Dexter*	693	750	125	14	91	86	47	44	-	-	91	90	84	80	7	6	-	-	45	40	46	45
Dixfield	500	250	250	32	87	28	42	45	-	-	10	10	10	10	-	-	14	14	14	14	-	-
Dover	1,000	1,000	250	56	49	41	23	26	2	1	49	41	49	41	49	41	-	-	31	25	18	16

APPENDIX.

Returns for the Year Ending July 1, 1905—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.
East Livermore	\$1,868	\$2,000	\$250	36	57	84	37	50	4	9	27	87	62	62	25	25	-	-	62	62	25	25
East Machias	505	250	250	37	34	31	10	24	4	4	24	30	34	30	-	-	-	-	24	24	10	10
Easton	600	400	200	39	36	34	15	21	1	2	36	86	86	77	3	3	-	-	36	36	53	50
Eastport	2,964	2,000	250	58	59	50	32	57	6	10	59	86	86	77	3	3	-	-	36	30	53	50
Eddington	No re	turns.																				
Eden	3,000	2,600	250	34	90	54	39	51	7	1	90	84	85	79	5	5	-	-	55	50	35	34
Eliot	495	250	248	31	45	44	23	25	4	4	23	90	84	79	4	4	40	40	48	48	5	5
Ellsworth	2,104	2,300	250	36	90	66	35	55	3	11	90	86	86	82	2	2	-	-	55	50	3	3
Enfield	250	273	124	10	50	58	21	23	-	-	12	12	10	10	-	-	-	-	23	23	6	6
Etna	200	112	100	20	50	45	28	22	-	-	-	-	-	-	-	-	-	-	22	22	6	6
Etna	147	250	68	10	20	23	14	14	-	2	3	20	16	13	4	3	50	50	20	17	5	5
Exeter	430	160	160	28	28	18	8	8	4	4	3	11	11	11	15	13	11	11	17	17	5	5
Fairfield	2,116	1,850	250	36	88	85	39	49	4	4	88	78	73	65	16	16	13	13	85	85	7	7
Farmingdale	425	250	212	36	19	17	11	11	-	-	16	14	14	14	6	6	-	-	14	14	11	10
Farmington	2,686	1,000	250	36	134	118	56	79	6	7	134	120	112	96	22	21	-	-	82	25	90	83
Flagstaff	434	437	204	31	26	21	12	14	-	-	26	26	26	20	6	6	-	-	22	22	20	20
Fort Fairfield	1,221	1,200	250	36	146	134	58	83	3	12	100	90	100	90	-	-	46	40	42	40	58	56
Foxcroft	1,000	1,000	250	36	51	42	22	29	1	-	51	42	51	42	-	-	-	-	38	32	13	11
Franklin	463	300	232	30	26	24	10	16	-	-	25	18	18	17	-	-	-	-	11	9	24	20
Freedom	434	434	217	36	18	17	9	9	1	4	18	17	17	17	-	-	-	-	11	9	4	4
Freeport	1,731	1,500	250	36	72	66	24	48	2	10	72	66	69	65	3	3	-	-	14	14	58	58
Friendship	No re	turns.																				
Gardiner	3,680	5,000	250	36	143	141	71	72	9	17	143	140	103	100	40	38	-	-	45	44	59	58
Garland	500	250	250	30	25	20	10	15	-	-	25	25	23	23	2	2	10	10	17	17	8	8
Georgetown	No re	turns.																				

Gorham	1,750	1,500	250	38	73	68	30	43	1	9	73	68	68	65	5	5	42	40	31	30	
Gray	250	250	125	36	55	49	25	30	4	5	55	52	43	41	12	-	30	27	25	25	
Greenville	850	850	250	34	46	42	23	23	2	1	46	41	46	41	-	39	37	7	6	6	
Guilford*	468	475	125	13	50	45	25	25	-	-	50	45	33	30	17	16	14	34	5	31	
Hallowell	1,950	2,000	250	37	65	59	41	24	6	6	24	24	22	22	2	4	4	4	5	5	
Hampden	1,660	500	250	36	112	100	54	58	6	5	84	90	65	60	29	25	50	45	44	40	
Hampden	150	500	75	10	31	18	8	13	-	-	21	18	20	17	1	10	21	18	-	-	
Harrington	450	450	225	30	34	29	19	15	-	-	24	20	24	24	-	8	24	20	3	3	
Harrland	800	250	250	30	29	25	14	15	-	-	-	-	16	14	-	13	29	25	3	3	
Hebron	220	250	110	13	13	13	6	7	-	-	-	-	13	13	-	11	11	11	2	2	
Hebron*	156	200	78	13	33	22	17	16	-	-	28	22	28	22	-	5	4	21	19	-	
Houlton	450	250	250	30	30	23	15	15	-	2	19	15	19	15	9	9	28	26	-	-	
Island Falls	2,600	2,250	350	36	99	85	36	63	6	8	93	90	92	89	1	1	35	32	63	60	
Jackson	650	400	250	34	44	34	18	26	2	2	44	34	33	25	11	9	12	10	32	24	
Jackson	100	60	50	10	19	18	8	11	-	-	12	12	12	12	-	7	8	8	4	4	
Jay	No re	turns.																			
Jonesboro	120	60	60	10	34	27	18	16	-	-	-	-	-	-	-	34	34	33	33	12	
Jonesport	950	600	250	36	45	40	20	25	1	2	45	40	44	44	1	1	51	48	36	35	
Kennebunk	1,719	1,500	250	36	93	87	41	52	14	7	21	21	81	79	7	6	4	4	3	3	
Kennebunkport	780	600	250	36	21	19	5	16	-	1	7	7	7	7	-	-	2	2	3	3	
Kingfield*	240	250	119	15	14	12	6	8	-	1	13	13	13	13	-	-	2	2	3	3	
Kittery	1,512	1,450	250	36	76	72	37	39	2	3	76	76	76	76	-	-	72	72	4	4	
Lamoine	187	110	88	11	37	35	26	11	-	-	-	-	-	-	-	37	33	27	26	26	
Lebanon	No re	turns.																			
Lebanon	180	150	90	12	47	47	25	22	-	-	-	-	-	-	-	47	47	39	36	141	
Lewiston	7,000	8,800	250	38	294	269	129	165	20	33	294	269	282	258	12	11	39	36	141	130	
Liberty	362	200	175	29	50	35	25	25	-	-	2	2	2	2	12	11	4	4	9	9	
Limerick	821	500	250	33	46	39	17	29	1	5	46	39	37	32	9	7	23	20	9	9	
Limestone	495	350	248	30	60	52	30	30	-	-	5	5	5	5	-	-	55	55	5	5	
Limington	500	500	250	33	38	29	19	19	3	4	22	22	22	22	-	-	16	16	19	19	
Lincoln	650	650	250	36	28	25	10	18	1	9	28	28	28	28	-	-	20	20	8	8	
Lisbon	2,304	2,000	250	36	117	111	61	56	10	10	74	70	68	64	6	6	40	37	43	41	
Litchfield	800	150	150	36	22	20	13	9	3	1	22	20	22	20	-	-	11	11	11	11	
Livermore	No re	turns.																			
Lubec	1,180	900	250	38	38	30	14	24	1	8	34	30	31	27	3	3	22	20	12	10	
Machias*	561	520	125	35	63	58	23	40	3	14	19	18	17	16	2	17	15	34	32	28	
Madison	1,710	1,200	250	36	93	87	30	63	4	10	49	46	43	40	6	5	30	28	44	42	
Mars Hill	135	250	67	10	51	37	21	30	-	-	24	24	22	22	2	27	27	-	-	-	
Mattawamkeag	465	200	200	31	16	13	6	10	-	1	5	4	5	4	-	-	5	4	11	9	
Mechanic Falls	1,035	800	250	36	34	32	15	19	2	4	34	28	21	18	13	12	12	12	19	19	
Mexico	851	800	250	35	25	21	11	14	3	5	25	25	20	20	5	5	14	14	11	11	
Milbridge	1,022	600	250	32	46	41	20	26	2	5	37	32	37	32	-	-	46	41	-	-	
Millinocket	1,432	1,000	250	36	29	25	13	16	3	5	14	14	14	14	-	-	15	15	3	3	
Milo	1,028	800	250	32	87	69	35	52	3	3	8	8	8	8	-	-	79	68	7	7	

APPENDIX.

Retnrns for the Year Ending July 1, 1905—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.	
Minot	\$250	\$150	\$125	36	13	8	5	8															
Monmouth	750	500	250	32	29	26	13	16															
Monroe	450	300	187	30	35	30	18	17															
Monson	500	500	250	30	46	40	18	28															
Morrill	192	200	96	16	32	25	15	17															
Mount Desert	700	650	256	36	20	18	5	15															
Mount Vernon	344	200	172	34	31	20	15	16															
New Gloucester	971	800	250	35	34	29	16	18															
Newport	600	400	250	35	21	19	11	10															
New Portland	553	250	250	47	45	37	17	28															
New Sharon	125	75	60	10	24	20	14	10															
New Vineyard	200	100	100	20	25	21	18	7															
Norridgewock	525	500	250	21	43	39	17	26															
North Berwick	1,062	900	250	36	51	47	21	30															
North Haven	450	300	225	30	38	33	17	21															
Norway	2,029	1,700	250	33	85	82	36	49															
Oakland	1,332	1,000	250	36	42	39	22	20															
Old Orchard	612	350	250	36	23	20	12	11															
Old Town	2,865	3,000	250	36	128	122	46	82															
Orono	1,900	1,700	250	36	66	58	21	45															
Oxford	786	500	250	34	37	33	17	20															
Palermo	No returns.																						
Palmyra	375	250	184	30	19	12	10	9															
Paris	1,574	1,500	250	36	125	101	57	68															

Parsonsfield.....	2,616	3,479	250	36	65	62	42	23	3	4	65	65	49	49	16	16	-	-	50	50	15	15
Patten.....	No re	turns.																				
Pembroke.....	542	250	250	31	49	46	10	39	1	9	49	45	47	43	2	2	49	46	49	46		
Phillips.....	972	900	250	30	51	44	21	30	2	6	51	44	47	42	4	4	-	-	42	42	9	9
Phippsburg.....	195	105	97	11	32	25	15	17	-	-	-	-	-	-	-	-	32	32	-	-		
Pittsfield.....	1,016	950	250	37	170	140	83	87	12	12	160	134	50	45	120	89	10	6	50	47	70	60
Poland.....	527	250	250	28	9	9	5	4	-	-	-	-	-	-	-	-	9	9	9	9		
Porter.....	488	250	233	34	33	29	16	17	-	-	15	15	12	12	3	3	17	16	15	15		
Portland.....	27,500	28,000	250	36	824	772	360	464	48	73	824	824	783	783	41	41	-	-	-	-		
Presque Isle.....	1,900	1,500	250	36	87	77	29	58	6	11	87	80	70	67	17	13	-	-	43	37	44	43
Princeton.....	500	350	250	34	23	21	9	14	3	5	23	23	19	19	4	4	-	-	-	-		
Prospect.....	130	75	65	10	21	17	13	8	-	-	-	-	-	-	-	-	10	10	21	17		
Randolph.....	291	150	145	36	11	10	8	3	1	-	11	10	-	-	11	10	-	-	6	5	5	5
Rangeley.....	675	400	250	53	17	13	8	9	-	-	17	13	17	13	-	-	-	-	6	6	11	8
Readfield.....	600	600	250	38	50	48	18	32	3	2	50	48	50	48	-	-	-	-	18	18	32	30
Richmond.....	No re	turns.																				
Ripley.....	120	80	60	10	24	22	16	8	-	-	-	-	-	-	-	-	24	24	12	12		
Rockland.....	3,692	3,500	250	36	205	193	78	127	14	14	203	203	196	187	7	6	-	-	203	193	50	50
Rockport.....	1,038	800	250	36	37	35	16	21	2	1	37	35	37	35	-	-	-	-	16	14	21	21
Rumford.....	3,022	3,250	250	36	55	53	23	32	2	13	55	55	49	49	6	6	-	-	22	24	27	27
Saco.....	2,870	2,870	250	37	150	132	76	74	11	7	43	40	43	40	-	-	-	-	52	50	43	40
Sanford.....	3,628	3,200	250	36	82	80	40	42	8	10	82	75	68	62	10	10	-	-	65	60	13	11
Sangerville.....	923	900	250	32	38	37	19	19	5	4	8	8	7	7	1	1	10	10	10	10	19	19
Scarboro.....	632	500	250	33	39	36	22	17	2	-	16	16	16	16	-	-	23	23	34	34		
Searsport.....	661	560	250	29	67	58	28	39	4	6	24	24	24	24	-	-	41	41	24	24	2	2
Sedgwick.....	375	400	187	30	25	18	15	10	-	-	17	17	17	17	-	-	4	4	5	5	12	12
Shapleigh.....	535	176	114	30	16	13	9	7	2	1	9	9	9	9	-	-	7	7	16	16		
Sherman.....	No re	turns.																				
Skowhegan.....	No re	turns.																				
Solon.....	500	250	250	30	28	23	15	13	-	-	21	17	17	17	3	3	7	7	24	24	4	4
South Berwick.....	1,068	700	250	38	81	78	42	39	6	8	81	81	41	41	40	40	-	-	6	6	75	75
South Portland.....	2,600	2,300	250	36	124	116	70	54	3	9	92	88	91	87	1	1	32	28	80	75	24	22
South Thomaston.....	375	250	187	30	24	22	6	18	-	-	24	22	24	22	-	-	-	-	24	24		
Springfield.....	1,089	450	250	30	84	37	44	40	2	2	84	80	29	25	55	52	-	-	-	-	2	2
St. Albans.....	200	100	100	10	71	67	45	26	-	-	59	50	56	56	3	3	12	11	-	-		
Standish.....	880	600	250	32	42	40	17	25	-	5	42	40	41	39	1	1	-	-	20	18	22	22
Stetson.....	177	60	60	10	30	26	16	14	-	-	-	-	-	-	-	-	8	8	22	22		
St. George.....	450	300	225	30	27	21	16	11	-	-	24	20	24	20	-	-	-	-	24	20		
Stonington.....	562	300	250	30	37	35	11	26	1	9	37	35	37	35	-	-	-	-	28	27	9	8
Stockton Springs.....	134	100	67	10	27	18	14	13	-	-	3	3	27	18	-	-	24	24	13	13		
Strong.....	536	250	250	30	29	26	12	17	2	4	29	29	27	27	2	2	-	-	-	-		
Sullivan.....	454	300	203	28	25	21	9	16	-	4	3	3	3	3	-	-	-	-	-	-	22	22
Surry.....	143	150	71	11	22	14	11	11	-	-	-	-	-	-	-	-	-	-	-	-		
Swanville*.....	125	67	13	10	40	31	20	20	-	-	-	-	-	-	-	-	40	40	-	-		

Returns for the Year Ending July 1, 1905—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.
Thomaston.....	\$1,425	\$1,150	\$250	33	62	59	18	44	-	9	62	59	59	56	3	2	-	-	22	26	1	1
Topsham.....	1,162	900	250	36	56	53	28	30	2	4	42	42	42	42	-	-	-	-	22	22	20	20
Troy.....	300	200	100	30	16	13	4	8	-	-	16	16	13	13	-	-	-	-	16	13	-	-
Turner.....	3,250	700	250	36	90	85	42	50	4	9	62	47	45	34	16	17	25	23	34	33	25	23
Union.....	480	250	237	30	37	29	20	17	-	-	37	34	31	30	5	4	-	-	37	35	-	-
Unity.....	385	200	192	30	32	28	15	17	-	-	-	-	-	-	-	-	-	-	37	25	-	-
Vanceboro.....	630	200	206	36	37	16	11	6	2	1	3	3	3	3	-	-	-	-	-	-	14	14
Vassalboro.....	750	500	250	36	36	29	15	16	1	2	31	31	31	31	-	-	-	-	21	21	10	10
Vinalhaven.....	1,080	900	250	36	36	32	10	26	2	4	36	32	36	32	-	-	-	-	21	18	5	5
Walboro.....	1,046	750	250	35	52	50	13	34	4	4	48	42	46	42	-	-	-	-	47	44	15	14
Warren *.....	324	600	125	12	42	40	13	24	3	4	42	40	42	40	-	-	-	-	23	22	-	-
Washburn*.....	430	350	225	30	20	22	11	11	-	-	-	-	-	-	-	-	25	22	12	11	13	11
Washington.....	450	250	225	30	20	15	9	11	-	-	-	-	-	-	-	-	20	20	-	-	-	-
Waterboro*.....	345	250	225	33	24	22	11	11	4	2	17	17	16	16	1	1	7	7	16	16	4	2
Waterville.....	4,256	6,000	250	36	94	86	49	45	10	5	94	90	93	92	1	1	14	12	26	21	94	92
Wayne.....	291	150	145	29	26	21	13	13	-	3	12	10	12	10	-	-	-	-	22	20	12	11
Webster.....	680	400	250	34	34	31	13	22	3	3	34	31	28	26	6	5	-	-	22	20	12	11
Weid.....	510	500	250	34	32	26	13	13	-	2	-	-	-	-	-	-	-	-	32	32	-	-
Wells.....	1,140	1,000	250	36	44	41	20	24	1	4	44	41	43	40	1	1	10	7	22	21	22	21
Wellington.....	190	100	93	20	41	40	17	24	-	1	31	24	28	22	3	2	-	-	22	20	12	11
Westbrook.....	2,175	4,500	250	36	147	138	59	88	13	12	147	138	140	131	1	1	-	-	89	85	58	55
West Forks.....	150	75	72	30	6	6	1	5	1	2	6	6	5	5	-	-	-	-	6	6	-	-
Wilton.....	1,200	950	250	33	65	63	31	34	2	2	65	63	65	63	1	1	-	-	38	38	27	25

PUBLIC SCHOOLS.

Windsor	270	135	135	30	19	13	9	10	1	-	19	13	-	-	-	-	-	19	13			
Windham	838	500	250	34	34	31	16	18	-	-	25	23	25	23	-	-	-	16	15	9	8	
Winn	No returns.																	8				
Winterport	648	400	250	36	54	46	22	32	1	2	-	-	-	-	-	-	-	20	19	12	11	
Winslow	1,620	1,310	250	36	48	45	25	23	1	1	48	45	48	45	-	-	-	34	30	14	12	
Whitefield	300	125	125	24	50	39	33	17	-	-	25	23	25	23	-	-	-	25	25	23		
Winter Harbor	180	100	90	12	34	25	16	18	-	-	-	-	-	-	-	-	-	34	25	23		
Winthrop	1,330	900	250	32	45	36	11	34	1	6	45	35	42	32	3	3	-	23	16	22	19	
Wiscasset	750	500	250	35	54	47	28	28	1	6	54	47	54	47	13	11	-	42	39	12	11	
Woodstock	450	400	215	32	24	18	16	8	-	-	21	18	21	18	-	-	-	15	13	6	6	
Yarmouth	1,834	1,895	250	36	88	85	39	49	5	8	88	85	79	77	9	8	-	33	31	16	16	
York	1,750	1,500	250	36	62	55	29	33	6	6	62	60	62	60	-	-	-	7	7	2	2	
Total	\$256,072	\$231,304	\$45,024	6,503	12,917	11,462	5700	7217	621	1017	10,539	9,792	9,483	8,854	1,140	1,065	1568	1416	5748	5291	3639	3446

* Returns for the half year.

Returns for the Year Ending July 1, 1905—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.	Number who have taught or intend to teach within a year.
Abbot.....	-	-	22	22	8	22	2	14	2	1	-	-	1	-	5	17	-	-	-	-	2
Addison.....	No	re	turns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Albion.....	-	-	20	26	-	14	16	-	-	-	-	-	-	-	4	-	-	-	-	-	1
Alfred.....	-	-	17	17	17	8	6	7	5	1	-	-	-	-	6	20	-	-	-	-	-
Andover.....	-	-	21	21	21	21	1	-	-	-	-	-	2	1	-	11	-	-	-	-	-
Anson.....	J	l	39	41	32	19	17	20	11	3	2	1	3	2	41	12	-	-	3	-	13
Ashland.....	-	-	15	25	4	25	-	-	-	-	-	-	-	-	9	26	-	-	-	-	-
Athens.....	-	-	31	15	26	25	5	8	8	2	-	2	3	1	13	-	-	6	5	-	9
Atkinson.....	No	re	turns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Auburn*.....	-	-	339	339	298	157	74	195	58	22	3	-	-	-	16	10	313	2	2	21	14
Augusta.....	No	re	turns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bangor.....	-	-	450	465	300	95	200	275	73	26	7	-	5	35	18	24	454	3	8	64	-
Barling.....	-	-	19	19	10	13	3	12	-	-	-	-	-	-	19	-	-	-	-	-	-
Bath.....	-	-	234	194	51	128	88	99	52	7	-	3	4	41	21	-	228	-	-	33	-
Belfast.....	-	-	88	123	123	77	45	32	27	5	-	1	-	18	36	1	86	-	-	9	-
Belgrade.....	-	-	31	31	11	25	-	21	-	-	-	-	-	-	31	-	-	3	-	-	3
Berwick*.....	-	-	41	51	30	17	9	22	14	-	-	-	-	-	15	41	-	-	4	-	-
Biddeford.....	-	-	110	82	52	121	60	60	26	-	1	-	-	25	-	20	142	-	-	-	-
Bingham.....	-	-	26	26	11	9	1	22	1	-	-	-	1	-	6	20	-	-	-	-	-
Blaine.....	-	-	37	31	25	21	-	-	-	-	-	-	-	-	24	13	-	-	-	-	4
Bluehill.....	-	-	101	101	50	48	42	35	18	-	2	-	1	7	60	41	-	-	-	-	8
Boothbay.....	-	-	79	79	56	58	-	18	16	-	-	16	-	1	79	41	20	8	-	-	8
Boothbay Harbor.....	-	-	41	41	34	9	11	25	5	-	-	-	1	2	7	12	-	-	-	-	3
Bowdoinham.....	-	-	34	34	20	-	20	24	6	2	-	-	4	2	7	-	-	1	5	-	-
Bradford.....	-	-	31	24	2	-	-	-	-	-	-	-	-	-	22	-	-	-	-	-	-
Brewer.....	-	-	123	119	28	42	78	51	14	1	-	-	3	10	35	-	111	1	-	11	4

PUBLIC SCHOOLS.

Bridgton	-	-	90	75	41	47	49	36	22	4	1	-	-	3	14	26	64	-	-	2	3	-	-	4
Bridgewater	12	12	40	30	12	6	2	8	-	-	-	-	-	-	-	16	24	-	-	-	-	-	-	5
Brighton	6	6	21	21	-	-	-	-	-	4	-	2	-	-	-	-	25	-	-	4	4	-	4	4
Bristol	-	-	55	55	20	50	10	20	-	-	-	-	-	-	-	22	33	-	-	-	1	-	-	2
Brooks	-	-	49	57	20	48	-	9	-	-	-	-	-	-	-	18	39	-	-	-	-	-	-	2
Brooklin	-	-	22	22	3	8	1	9	-	-	-	-	-	-	-	22	-	-	-	-	-	-	-	2
Brownville	-	-	30	18	12	13	-	6	3	-	-	-	-	3	-	6	24	-	-	-	-	-	-	2
Brownville	-	-	9	18	9	9	-	-	-	-	-	-	-	-	-	12	6	-	-	-	-	-	-	5
Brunswick	-	-	52	67	36	16	42	50	13	3	1	-	-	1	8	14	58	-	-	-	4	-	-	5
Buckfield	-	-	23	27	15	27	3	11	-	-	-	-	-	-	-	15	15	-	-	-	-	-	-	1
Bucksport	-	-	20	21	10	5	12	10	3	1	-	-	-	-	-	4	30	-	-	1	-	-	-	1
Buxton	4	4	28	40	28	11	3	3	10	1	1	1	1	-	7	41	-	-	2	-	-	-	2	2
Calais	-	-	81	119	37	39	65	81	16	-	5	-	-	-	-	-	-	119	3	2	20	-	-	5
Camden	-	-	60	60	52	35	15	30	5	2	2	-	-	-	-	10	50	-	-	5	25	-	-	3
Canaan	-	-	30	26	25	24	-	-	7	-	-	1	2	4	28	12	-	-	-	-	-	-	-	5
Canton	No	returns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cape Elizabeth	-	-	17	10	14	9	-	10	6	-	-	-	-	-	-	30	-	-	-	-	-	-	-	4
Caratunk	-	-	7	6	7	7	6	3	-	-	-	1	2	-	-	2	5	-	-	-	-	-	-	14
Caribou	-	-	118	118	59	34	53	68	15	1	-	-	-	-	-	55	67	-	21	29	-	-	6	
Carmel	-	-	23	12	17	-	-	-	-	-	-	-	-	-	-	39	-	-	1	1	-	-	-	6
Casco*	-	-	13	13	13	4	-	4	-	-	-	-	2	11	12	1	-	-	-	-	-	-	-	1
Castine	-	-	31	22	9	26	-	28	4	4	-	-	16	15	8	23	-	-	2	2	-	-	1	6
Cherryfield	-	-	57	87	36	54	18	32	11	2	-	2	-	7	-	87	-	-	-	15	-	-	-	9
Chester	No	returns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Chesterville	No	returns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
China (village precinct)	-	-	20	20	9	12	-	17	-	-	-	-	-	-	10	10	-	-	-	-	-	-	-	2
China (13, 14, 17)	-	-	25	28	20	27	-	10	4	-	-	3	-	1	30	15	-	-	-	-	-	-	-	6
Clinton	-	-	26	12	12	19	-	13	5	-	-	2	-	7	23	23	-	-	-	-	-	-	-	3
Columbia Falls*	-	-	23	23	5	-	-	9	2	-	-	-	2	-	-	23	-	-	-	-	-	-	-	1
Corinna	-	-	39	38	36	27	22	18	8	3	2	-	1	4	39	10	-	-	4	-	-	-	1	6
Corinth	10	10	39	55	42	26	6	11	6	2	-	1	-	3	35	27	-	-	1	1	-	-	9	
Cornish	No	returns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cranberry Isles	No	returns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cumberland	1	1	89	89	80	80	50	28	17	9	2	1	1	4	55	34	-	-	12	12	-	-	-	6
Danforth	-	-	48	48	16	29	-	17	12	-	-	-	6	6	20	28	-	-	-	-	-	-	-	6
Deer Isle	-	-	44	44	15	22	4	15	5	-	-	1	2	2	11	33	-	-	-	-	-	-	-	2
Denmark	-	-	20	19	7	3	1	4	-	-	-	-	-	-	-	5	-	-	5	4	-	-	-	2
Dennyville*	-	-	34	34	34	-	8	23	8	-	-	-	-	-	34	-	-	-	-	-	-	-	-	-
Dexter*	-	-	80	91	48	39	28	46	-	-	-	-	-	-	22	69	-	-	-	-	-	-	-	-
Dixfield	-	-	24	22	14	30	-	1	-	-	-	-	-	-	1	86	-	-	-	-	-	-	-	-
Dover	-	-	48	49	25	29	11	18	3	1	-	-	1	2	10	39	-	-	4	14	-	-	-	2
East Livermore	-	-	87	87	87	35	40	34	13	4	-	-	6	-	30	57	-	-	20	18	-	-	-	1
East Machias	-	-	34	34	27	29	13	18	8	1	-	-	-	7	8	26	-	-	-	3	-	-	-	3
Easton	-	-	36	36	36	32	-	12	3	1	-	-	1	-	15	21	-	-	-	-	-	-	-	2

APPENDIX.

Returns for the Year Ending July 1, 1905—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.
Lastport.....	No	returns	82	88	25	20	50	49	16	4	-	-	5	7	1	3	-	-	-	24	1
Edlington.....	No	returns	80	90	64	36	37	6	6	1	4	-	-	1	11	79	-	3	-	-	1
Eden.....	No	returns	47	42	6	-	6	-	-	-	-	-	-	5	45	-	-	3	-	-	1
Elliot.....	No	returns	73	90	20	45	17	66	14	2	2	1	-	-	20	-	70	-	-	-	1
Enfield.....	No	returns	50	50	32	22	32	5	-	-	-	-	-	-	9	41	-	-	-	-	3
Etna.....	No	returns	50	50	30	25	25	-	-	-	-	-	-	-	50	-	-	-	-	-	-
Eustis*.....	No	returns	28	28	8	14	5	5	5	-	-	-	-	-	1	27	-	-	-	-	2
Exeter.....	No	returns	22	22	12	13	5	11	3	1	-	1	-	-	22	-	-	-	1	-	2
Fairfield.....	No	returns	56	88	57	37	37	58	2	4	-	1	-	-	13	75	-	-	20	-	3
Farmingdale.....	No	returns	18	19	3	5	4	10	1	-	-	1	-	2	6	13	-	-	1	-	3
Farmington.....	No	returns	96	134	56	51	40	107	15	4	5	-	5	1	58	76	-	17	32	-	10
Flagstaff.....	No	returns	22	22	8	-	1	1	-	-	-	-	-	-	26	-	-	-	-	-	-
Fort Fairfield.....	No	returns	117	146	97	70	40	58	15	1	2	2	3	7	76	70	-	11	10	-	5
Foxcroft.....	No	returns	51	51	34	44	10	10	1	-	-	-	-	1	44	44	-	2	10	-	2
Franklin.....	No	returns	25	25	14	18	23	-	-	-	-	-	-	-	7	26	-	-	1	4	2
Freedom.....	No	returns	14	18	4	9	5	5	5	-	-	-	-	2	12	6	-	-	3	1	4
Freeport.....	No	returns	72	70	20	18	35	14	12	1	1	-	-	10	23	49	-	5	11	1	4
Friendship.....	No	returns	83	109	34	46	36	63	26	-	1	-	6	5	18	23	102	2	2	6	6
Gardiner.....	No	returns	25	25	25	3	3	3	-	-	-	-	-	-	12	13	-	2	2	-	4
Garland.....	No	returns	73	73	56	45	27	28	10	-	-	-	3	7	32	41	-	-	-	-	-
Georgetown.....	No	returns	55	55	29	36	8	25	9	4	-	2	-	3	39	16	-	16	9	-	5
Gorham.....	No	returns	46	46	14	35	6	7	3	2	-	-	-	1	4	42	-	-	-	-	-
Gray.....	No	returns	55	55	29	36	8	25	9	4	-	2	-	3	39	16	-	16	9	-	5
Greenville.....	No	returns	46	46	14	35	6	7	3	2	-	-	-	1	4	42	-	-	-	-	-

Returns for the Year Ending July 1, 1905—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.
Monroe	-	-	35	35	13	35	-	4	-	-	-	-	-	-	35	-	-	-	-	-	2
Monson	-	-	46	46	22	33	43	20	-	7	-	-	-	-	14	32	-	-	-	-	6
Morrill	-	-	21	14	6	8	-	6	-	-	-	1	3	-	32	-	-	-	-	-	-
Mt. Desert	-	-	20	20	-	20	20	2	-	-	-	-	-	-	3	17	-	-	-	-	-
Mt. Vernon	-	-	20	20	26	10	6	10	-	-	-	-	-	-	23	8	-	-	-	-	1
New Gloucester	-	-	34	34	24	19	16	13	10	2	-	-	2	-	34	-	-	-	-	-	-
Newport	-	-	16	14	15	5	-	9	2	-	-	-	-	-	15	9	-	-	-	-	1
New Portland	-	-	29	24	12	14	-	11	4	-	-	-	-	-	12	30	-	-	-	-	1
New Sharon	-	-	24	19	8	5	-	3	-	-	1	-	-	-	15	9	-	-	-	-	4
New Vineyard	-	-	25	25	-	7	-	2	-	-	-	-	-	-	17	25	-	-	-	-	-
Norridgewock	-	-	43	43	14	23	19	14	10	1	-	-	3	6	14	29	-	2	-	-	4
North Berwick	-	-	51	51	40	47	21	14	12	2	-	-	1	9	42	-	-	-	7	-	-
North Haven	-	-	38	38	5	20	-	2	-	-	-	-	-	-	38	-	-	-	-	-	-
Norway	-	-	70	85	34	64	35	34	16	3	-	-	4	9	24	61	-	-	5	-	5
Oakland	-	-	42	42	13	31	10	26	4	2	-	-	1	-	13	29	-	-	2	-	5
Old Orchard	-	-	17	12	13	4	5	17	4	-	-	-	-	-	23	-	-	-	-	-	-
Old Town	-	-	116	128	50	29	49	63	20	5	-	-	2	11	18	-	-	-	6	-	1
Orono	-	-	66	66	40	28	46	27	11	6	-	-	-	5	66	197	-	1	6	20	1
Oxford	-	-	31	33	20	18	-	2	8	-	-	-	2	2	8	29	-	-	6	-	2
Palermo	No	re	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-
Palmyra	-	-	16	8	3	10	-	3	-	-	-	-	-	-	19	-	-	-	-	-	1
Paris	-	-	125	125	36	125	34	36	30	3	-	-	-	27	28	-	-	-	3	-	18
Parsonsfield	-	-	65	65	25	65	15	16	7	3	-	-	-	-	65	-	-	-	-	-	-
Patten	No	re	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-

PUBLIC SCHOOLS.

Returns for the Year Ending July 1, 1905—Concluded.

TOWNS.	Number in training	Average No. in training	Number studying	Number studying	Number studying	Number studying	Number studying	Number who were	Number who intend	Number who intend	Number who intend	Number who intend	Number who do not	Number attending	Number attending	Number attending	Number rural residents	Number village	Number city residents	No. who have taught	
	course for teachers.	course for teachers.	higher mathematics.	English literature, rhetoric, etc.	ancient and modern history.	the natural sciences.	modern languages.	ancient languages.	graduated present year.	to enter a Maine college.	to enter other colleges.	to enter technical schools.	to study in other institutions.	intend to pursue studies further.	from rural communities.	from villages.	from cities.	intending to enter college.	residents intending to enter college.	intending to enter college.	or intend to teach within a year.
Turner.....	6	6	65	65	29	44	28	24	13	3	-	-	-	-	-	-	-	-	-	-	3
Union.....	-	-	37	37	20	29	20	30	30	7	-	-	-	-	-	-	-	-	-	-	4
Unity.....	-	-	30	26	17	2	2	2	-	-	-	-	-	-	-	-	-	-	-	-	2
Vanceboro.....	-	-	17	17	10	14	4	15	3	1	1	-	-	-	-	-	-	-	-	-	-
Vassalboro.....	-	-	29	29	11	14	11	12	3	3	-	-	-	-	-	-	-	-	-	-	-
Vinalhaven.....	-	-	36	21	15	7	7	15	6	1	-	-	-	-	-	-	-	-	-	-	-
Waldoboro.....	2	2	41	41	20	41	-	16	9	-	-	-	-	-	-	-	-	-	-	-	5
Warren*.....	-	-	42	42	-	28	7	28	7	-	-	-	-	-	-	-	-	-	-	-	-
Washington*.....	-	-	25	25	16	5	8	13	2	-	1	-	-	-	-	-	-	-	-	-	4
Washington.....	-	-	20	20	20	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Waterboro*.....	-	-	19	24	11	17	2	8	6	-	-	-	-	-	-	-	-	-	-	-	-
Waterville.....	-	-	94	94	46	66	46	52	18	5	1	-	-	-	-	45	-	-	-	-	-
Wayne.....	-	-	26	16	16	4	11	9	-	-	-	-	-	-	-	-	-	-	-	-	1
Webster.....	-	-	28	34	9	24	27	12	6	2	-	-	1	2	-	-	-	3	3	-	2
Weid.....	-	-	32	32	8	14	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Wells.....	-	-	41	44	27	10	25	17	5	1	-	-	2	2	-	-	2	3	3	-	-
Wellington.....	-	-	41	37	8	21	-	2	-	-	-	-	-	-	-	-	-	-	-	-	2
Westbrook.....	-	-	130	106	87	87	87	64	25	8	-	5	3	9	-	135	-	6	1	35	2
West Forks.....	-	-	6	6	3	6	3	3	3	-	1	-	3	2	4	-	-	-	-	-	2
Wilton.....	-	-	65	65	52	40	13	18	16	7	1	-	2	6	27	38	-	-	6	-	3
Windsor.....	-	-	15	14	10	5	-	4	1	-	-	-	-	-	19	-	-	-	-	-	4
Windham.....	-	-	34	34	23	16	11	9	-	-	-	-	-	-	30	-	-	-	-	-	-
Winn.....	No	returns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

PUBLIC SCHOOLS.

Winterport.....	-	-	54	54	41	54	12	12	3	2	1	-	-	-	30	24	-	3	-	-	1
Winslow.....	-	-	43	48	9	29	14	14	-	2	-	-	-	-	26	22	-	11	-	9	-
Whitefield.....	3	3	25	25	15	20	-	-	-	-	-	-	-	-	50	-	-	-	-	-	8
Winter Harbor.....	-	-	34	34	3	-	-	1	-	-	-	-	-	-	-	34	-	-	-	-	2
Winthrop.....	-	-	38	45	10	32	17	35	7	1	-	1	3	2	18	27	-	-	-	1	-
Wiscasset.....	-	-	54	54	41	38	19	12	7	1	-	2	1	3	13	41	-	-	-	2	1
Woodstock.....	-	-	21	21	-	9	4	2	-	-	-	-	-	-	6	18	-	-	-	-	1
Yarmouth.....	-	-	74	87	55	38	49	37	13	2	-	-	4	7	10	78	-	1	11	-	-
York.....	-	-	39	62	36	22	15	39	12	9	2	-	2	3	62	-	-	-	-	-	-
Total.....	116	107	11,165	11,784	6,803	6,130	3,935	5,127	1,638	352	86	104	272	586	4,346	4,987	3,584	377	670	392	503

* Returns for the half year.

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 1905 and Payable January 1, 1906.

Towns.	Scholars.	School and Mill Fund.
Abbot.....	206	\$564 38
Acton.....	151	413 70
Addison.....	289	791 78
Albany.....	114	312 33
Albion.....	245	671 23
Alexander.....	135	369 86
Alfred.....	210	575 34
Allagash Plantation.....	84	230 14
Alna.....	121	331 50
Alton.....	80	219 18
Amherst.....	98	268 49
Amity.....	137	375 34
Andover.....	185	506 85
Anson.....	529	1,449 31
Appleton.....	273	747 94
Argyle.....	74	202 74
Arrowsic.....	61	167 12
Ashland.....	556	1,523 29
Athens.....	240	657 53
Atkinson.....	127	347 94
Auburn.....	3,818	10,460 22
Augusta.....	3,236	8,865 70
Aurora.....	47	128 77
Avon.....	113	309 59
Baileyville.....	70	191 78
Baldwin.....	162	443 84
Bancroft.....	153	419 18
Bangor.....	5,704	15,627 31
Baring.....	76	208 22
Barnard Plantation.....	28	76 71
Bath.....	2,975	8,150 64
Beddington.....	15	41 10
Belfast.....	1,061	2,906 83
Belgrade.....	296	810 95
Belmont.....	93	254 79
Benedicta.....	148	405 48
Benton.....	265	726 02
Berwick.....	578	1,583 56
Bethel.....	438	1,199 99
Biddeford.....	5,865	16,068 40
Bigelow Plantation.....	21	57 53
Bingham.....	242	663 01
Blaine.....	373	1,021 91
Blanchard.....	74	202 74
Bluehill.....	550	1,506 85
Boothbay.....	537	1,471 23
Boothbay Harbor.....	627	1,717 80
Bowdoin.....	288	789 04
Bowdoinham.....	334	915 06
Bowerbank Plantation.....	19	52 06
Bradford.....	292	799 99
Bradley.....	190	520 54
Bremen.....	128	350 68
Brewer.....	1,301	3,564 36
Bridgewater.....	887	1,060 27
Bridgton.....	703	1,926 02
Brighton Plantation.....	145	397 26

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Bristol.....	670	\$1,835 61
Brooklin.....	271	742 46
Brooks.....	206	564 38
Brooksville.....	395	1,082 18
Brookton.....	101	276 71
Brownfield.....	233	638 35
Brownville.....	491	1,345 19
Brunswick.....	2,075	5,684 90
Buckfield.....	306	838 35
Bucksport.....	536	1,468 49
Burlington.....	119	326 03
Burnham.....	223	610 95
Buxton.....	430	1,178 07
Byron.....	55	150 69
Calais.....	2,451	6,797 21
Cambridge.....	81	221 92
Camden.....	920	2,520 53
Canaan.....	242	663 01
Canton.....	318	871 23
Cape Elizabeth.....	238	624 65
Caribou.....	1,819	4,983 54
Carmel.....	243	665 75
Caratunk Plantation.....	74	202 74
Carroll.....	177	484 93
Carthage.....	111	304 11
Cary Plantation.....	140	383 56
Casco.....	236	619 17
Castine.....	247	676 71
Castle Hill.....	208	569 86
Caswell Plantation.....	175	479 45
Centerville.....	52	87 67
Chapman Plantation.....	148	405 48
Charleston.....	208	569 86
Charlotte.....	82	224 66
Chelsea.....	266	738 76
Cherryfield.....	533	1,430 27
Chester.....	109	298 63
Chesterville.....	155	424 66
China.....	334	915 06
Clifton.....	52	142 47
Clinton.....	346	947 84
Codyville Plantation.....	23	63 00
Columbia.....	158	432 88
Columbia Falls.....	200	547 94
Concord.....	80	219 18
Connor Plantation.....	286	646 57
Cooper.....	65	178 03
Coplin Plantation.....	23	64 01
Corinna.....	329	901 36
Corinth.....	206	564 38
Cornish.....	254	695 83
Cornville.....	187	512 33
Cranberry Isles.....	90	246 57
Crawford.....	30	82 19
Criehaven Plantation.....	12	32 88
Crystal.....	169	463 01
Cumberland.....	336	1,057 53
Cushing.....	168	460 27
Cutler.....	194	531 50
Cyr Plantation.....	242	663 01
Dallas Plantation.....	61	167 12
Damariscotta.....	165	482 05
Danforth.....	372	1,019 17

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Dayton	107	\$298 15
Dead River Plantation.....	33	90 41
Deblois	19	52 06
Dedham.....	111	304 10
Deer Isle.....	758	2,076 70
Denmark.....	186	372 60
Dennistown Plantation.....	41	112 33
Dennysville.....	185	506 85
Detroit	265	726 02
Dexter.....	802	2,197 25
Dixfield.....	275	753 42
Dixmont.....	208	569 86
Dover.....	406	1,112 32
Dresden.....	216	591 78
Drew Plantation	68	186 30
Durham	486	1,331 50
Dyer Brook	95	260 27
E. Plantation.....	47	128 77
Eagle Lake Plantation.....	282	772 60
Eastbrook.....	78	213 70
East Livermore	611	1,673 96
East Machias	455	1,246 57
Easton.....	423	1,158 89
Eastport.....	1,835	5,027 37
Eddington.....	165	452 05
Eden.....	1,069	2,928 75
Edgecomb.....	164	449 31
Edinburg.....	12	32 88
Edmunds.....	208	569 86
Elliot.....	332	909 58
Ellottsville Plantation.....	22	60 27
Ellsworth.....	1,405	3,849 29
Emden.....	150	410 96
Enfield.....	332	909 58
Etna	162	443 83
Eustis.....	152	416 44
Exeter.....	215	589 04
Fairfield.....	1,198	3,282 17
Falmouth.....	458	1,254 79
Farmingdale.....	187	512 33
Farmington.....	780	2,136 98
Fayette.....	146	400 00
Flagstaff Plantation.....	46	126 03
Forest City.....	34	93 15
Fort Fairfield.....	1,736	4,756 14
Fort Kent.....	1,299	3,558 88
Foxcroft.....	451	1,235 61
Frankfort.....	352	964 38
Franklin.....	387	1,060 27
Freedom.....	121	331 50
Freeman.....	95	260 27
Freeport.....	665	1,821 91
Frenchville.....	675	1,849 31
Friendship.....	231	632 87
Fryeburg.....	305	835 61
Gardiner.....	1,466	4,016 42
Garfield Plantation.....	42	115 07
Garland.....	205	561 64
Georgetown.....	203	556 16
Gilead.....	42	115 07
Glenburn.....	102	279 45

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Glenwood Plantation.....	58	\$158 91
Gorham.....	728	1,994 51
Gouldsboro.....	350	958 90
Grafton.....	15	41 10
Grand Falls Plantation.....	24	65 75
Grand Isle.....	463	1,268 48
Grand Lake Stream Plantation.....	94	257 53
Gray.....	361	989 03
Greenbush.....	157	430 14
Greene.....	189	517 81
Greenfield.....	51	139 73
Greenville.....	356	975 34
Greenwood.....	194	531 50
Gulford.....	420	1,150 67
Hallowell.....	732	2,005 47
Hamlin Plantation.....	212	580 82
Hammond Plantation.....	33	90 41
Hampden.....	607	1,663 01
Hancock.....	256	701 37
Hanover.....	42	115 07
Harmony.....	172	471 23
Harpwell.....	460	1,260 26
Harrington.....	280	767 12
Harrison.....	241	660 27
Hartford.....	186	509 59
Hartland.....	317	868 49
Haynesville.....	96	263 01
Hebron.....	102	279 45
Hermon.....	385	1,054 79
Hersey.....	70	191 78
Highland Plantation.....	23	68 49
Hill Plantation.....	76	208 22
Hiram.....	247	676 71
Hodgdon.....	389	1,065 75
Holden.....	173	473 97
Hollis.....	288	789 03
Hope.....	148	405 48
Houlton.....	1,544	4,230 12
Howland.....	176	482 19
Hudson.....	105	287 67
Hurricane Isle.....	76	208 22
Industry.....	137	375 34
Island Falls.....	477	1,306 84
Isle au Haut.....	64	175 34
Isleboro.....	301	824 65
Jackman Plantation.....	93	254 79
Jackson.....	134	367 12
Jay.....	856	2,345 20
Jefferson.....	289	791 78
Jonesboro.....	205	561 64
Jonesport.....	872	2,389 03
Kenduskeag.....	124	339 72
Kennebunk.....	735	2,013 68
Kennebunkport.....	585	1,602 73
Kingfield.....	235	643 83
Kingsman.....	331	906 84
Kingsbury Plantation.....	54	147 95
Kittery.....	700	1,917 80
Knox.....	120	353 42

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Lagrange.....	181	\$495 89
Lake View Plantation.....	46	126 03
Lakeville Plantation.....	41	112 33
Lamoine.....	168	460 27
Lang Plantation.....	37	101 37
Lebanon.....	303	830 13
Lee.....	257	704 11
Leeds.....	292	799 99
Levant.....	225	616 43
Lewiston.....	7,915	21,684 81
Lexington Plantation.....	66	180 82
Liberty.....	200	547 94
Limerick.....	158	432 88
Limestone.....	467	1,279 44
Limington.....	230	630 13
Lincoln.....	650	1,786 82
Lincoln Plantation.....	18	49 32
Lincolnton.....	298	816 43
Linneus.....	260	712 32
Lisbon.....	1,221	3,345 18
Litchfield.....	272	745 20
Littleton.....	307	841 09
Livermore.....	265	736 02
Long Island Plantation.....	74	202 74
Lowell.....	138	378 08
Lowell.....	85	232 88
Lubec.....	1,227	3,361 62
Ludlow.....	99	271 23
Lyman.....	185	506 85
Machias.....	554	1,517 81
Machiasport.....	412	1,128 76
Macwahoo Plantation.....	40	109 59
Madawaska.....	736	2,016 43
Madison.....	741	2,050 12
Madrid.....	91	249 31
Magalloway Plantation.....	27	73 97
Manchester.....	133	364 38
Mapleton.....	277	758 90
Mariaville.....	63	172 60
Marion.....	28	75 71
Marshfield.....	51	139 73
Mars Hill.....	476	1,304 10
Masardis.....	208	569 86
Mason.....	27	73 97
Matticus Isle Plantation.....	57	156 17
Mattamiscontis.....	9	24 66
Mattawamkeag.....	151	413 70
Maxfield.....	30	82 19
Mayfield Plantation.....	18	49 32
Mechanic Falls.....	405	1,109 55
Meddybemps.....	48	131 51
Medford.....	70	191 78
Medway.....	157	430 14
Mercer.....	131	358 90
Merrill Plantation.....	110	301 37
Mexico.....	597	1,635 61
Milbridge.....	539	1,476 71
Millford.....	293	802 73
Millinocket.....	830	2,273 96
Milo.....	495	1,356 15
Milton Plantation.....	74	202 74
Minot.....	187	512 33
Monhegan Plantation.....	37	101 37

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Monmouth.....	299	\$819 17
Monroe.....	192	526 03
Monson.....	408	1,117 80
Monticello.....	432	1,183 55
Montville.....	238	652 05
Moose River Plantation.....	78	213 70
Moro Plantation.....	81	221 92
Morrill.....	108	295 89
Moscow.....	151	413 70
Mt. Chase.....	122	334 24
Mt. Desert.....	503	1,378 08
Mt. Vernon.....	190	520 54
Naples.....	187	512 33
Nashville Plantation.....	8	21 92
Newburgh.....	161	441 08
New Canada Plantation.....	215	589 04
Newcastle.....	256	701 37
Newfield.....	116	317 81
New Gloucester.....	332	909 58
New Limerick.....	188	515 07
Newport.....	321	879 44
New Portland.....	261	715 06
Newry.....	81	221 92
New Sharon.....	244	668 49
New Sweden.....	348	953 42
New Vineyard.....	138	378 08
Nobleborough.....	198	542 46
Norridgewock.....	423	1,158 89
North Berwick.....	501	1,372 60
Northfield.....	30	82 19
North Haven.....	153	419 18
Northport.....	112	306 55
North Yarmouth.....	180	493 15
Norway.....	706	1,934 23
No. 8 Plantation.....	10	27 40
No. 14 Plantation.....	30	82 19
No. 21 Plantation, Hancock County.....	13	35 62
No. 21 Plantation, Washington County.....	40	109 59
No. 33 Plantation.....	32	87 67
Oakfield.....	266	728 76
Oakland.....	592	1,621 92
Old Orchard.....	224	613 68
Old Town.....	1,729	4,736 95
Orient.....	63	172 60
Orland.....	324	887 66
Orneville.....	137	375 34
Orono.....	936	2,564 37
Orrington.....	354	969 56
Otis.....	36	98 63
Otisfield.....	165	452 05
Oxbow Plantation.....	44	120 55
Oxford.....	302	827 39
Palermo.....	188	515 07
Palmyra.....	245	671 23
Paris.....	845	2,315 06
Parkman.....	209	572 60
Parsonsfield.....	216	591 78
Passadumkeag.....	146	400 00
Patten.....	456	1,249 30
Pembroke.....	545	1,493 15

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Penobscot.....	321	\$879 44
Perham.....	239	654 79
Perkins.....	10	27 40
Perry.....	314	860 27
Peru.....	225	616 43
Phillips.....	416	1,139 72
Phippsburg.....	356	975 34
Pittsfield.....	780	2,136 98
Pittston.....	267	731 50
Pleasant Ridge Plantation.....	36	98 63
Plymouth.....	178	487 67
Poland.....	342	936 98
Portage Lake Plantation.....	182	498 63
Porter.....	245	671 23
Portland.....	15,040	41,205 24
Pownal.....	139	330 82
Prentiss.....	169	463 01
Presque Isle.....	1,503	4,117 79
Princeton.....	314	860 27
Prospect.....	176	482 19
Randolph.....	268	734 24
Rangely.....	281	769 86
Rangely Plantation.....	21	57 53
Raymond.....	202	553 42
Readfield.....	265	726 02
Reed Plantation.....	191	523 28
Richmond.....	452	1,238 35
Ripley.....	105	287 67
Robbinston.....	262	717 80
Rockland.....	1,980	5,424 62
Rockport.....	574	1,572 60
Rome.....	130	356 17
Roque Bluffs.....	41	112 33
Roxbury.....	97	265 75
Rumford.....	2,285	6,260 23
Saco.....	1,956	5,358 88
St. Agatha.....	600	1,643 83
St. Albans.....	309	846 57
St. Francis Plantation.....	300	821 90
St. George.....	766	2,098 62
St. John Plantation.....	188	515 07
Salem.....	48	131 51
Sandy River Plantation.....	22	60 26
Sanford.....	2,481	6,797 22
Sangerville.....	319	873 97
Scarborough.....	474	1,298 62
Searsmont.....	215	589 04
Searsport.....	362	991 78
Sebago.....	150	410 96
Sebec.....	182	498 63
Seboels Plantation.....	35	95 89
Sedgwick.....	265	726 02
Shapleigh.....	225	616 43
Sherman.....	324	887 66
Shirley.....	74	202 74
Sidney.....	194	531 50
Silver Ridge Plantation.....	67	183 56
Skowhegan.....	1,390	3,808 19
Smithfield.....	133	364 38
Smyrna.....	136	372 60
Solon.....	300	821 91
Somerville.....	112	306 85
Sorrento.....	30	82 19

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
South Berwick	957	\$2,621 90
Southport	141	386 30
South Portland	1,791	4,906 82
South Thomaston	416	1,139 72
Southwest Harbor	253	693 15
Springfield	155	424 66
Stacyville Plantation	180	493 15
Standish	404	1,106 84
Starks	173	473 97
Stetson	110	301 37
Steuben	246	673 97
Stockholm Plantation	175	479 45
Stockton Springs	209	572 60
Stoneham	87	238 36
Stonington	611	1,673 97
Stow	70	191 78
Strong	198	542 46
Sullivan	332	909 58
Sumner	230	630 13
Surry	255	698 63
Swan's Island	208	569 86
Swanville	189	380 83
Sweden	65	178 08
Talmadge	28	76 70
Temple	105	287 67
The Forks Plantation	67	183 56
Thomaston	654	1,791 73
Thorndike	132	361 64
Topsfield	98	268 49
Topsham	592	1,621 90
Tremont	404	1,106 84
Trenton	113	309 59
Trescott	161	441 09
Troy	179	490 42
Turner	456	1,249 31
Union	277	758 90
Unity	228	624 65
Unity Plantation	12	32 88
Upton	65	178 08
Van Buren	923	2,528 75
Vanceboro	169	463 00
Vassalborough	695	1,904 10
Veazle	137	375 34
Verona	74	202 74
Vienna	98	268 49
Vinalhaven	768	2,104 10
Wade Plantation	111	304 10
Waite	39	106 85
Waldo	120	328 76
Waldoboro	886	2,427 39
Wales	114	312 33
Wallgrass Plantation	383	1,049 30
Waltham	49	134 25
Warren	484	1,326 01
Washburn	461	1,263 00
Washington	225	616 42
Waterboro	243	665 75
Waterford	231	632 87
Waterville	3,047	8,347 90
Wayne	172	471 23
Webster	331	906 84

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Webster Plantation	40	\$109 59
Weld	224	613 69
Wellington	115	315 07
Wells	630	1,726 02
Wesley	65	178 08
West Bath	80	219 18
Westbrook	2,743	7,515 03
Westfield	145	397 26
West Forks Plantation	60	164 38
West Gardiner	170	465 75
Westmanland Plantation	62	142 47
Weston	126	345 20
Westport	97	265 75
Whitefield	242	663 00
Whiting	153	419 18
Whitneyville	87	238 36
Williamsburg	41	112 33
Willimantic	84	230 14
Wilton	456	1,249 31
Windham	477	1,306 84
Windsor	198	542 46
Winn	250	684 93
Winslow	725	1,986 29
Winter Harbor	174	476 71
Winterport	491	1,345 19
Winthrop	559	1,531 51
Wiscasset	365	999 99
Woodland	395	1,082 18
Woodstock	186	509 58
Woodville	51	139 73
Woolwich	188	515 07
Yarmouth	654	1,791 78
York	673	1,843 83

School and Mill Fund—Concluded.
RECAPITULATION BY COUNTIES.

Counties.	Scholars.	School and Mill Fund.
Androscoggin.....	16,632	\$45,566 86
Aroostook.....	24,118	66,076 34
Cumberland.....	29,631	81,180 36
Franklin.....	4,999	13,696 81
Hancock.....	11,024	30,202 58
Kennebec.....	15,805	43,301 13
Knox.....	8,182	22,416 31
Lincoln.....	5,251	14,386 22
Oxford.....	9,794	26,832 72
Penobscot.....	21,927	60,073 64
Piscataquis.....	4,834	13,243 76
Sagadahoc.....	5,539	15,175 26
Somerset.....	9,648	26,432 73
Waldo.....	6,207	17,005 38
Washington.....	14,524	39,791 56
York.....	19,333	52,966 81
Total.....	207,448	\$568,347 47

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