

MAINE STATE LEGISLATURE

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REPORT
OF THE
STATE SUPERINDENDENT
OF
PUBLIC SCHOOLS
OF THE
STATE OF MAINE
FOR THE
School Year Ending June 30, 1906

AUGUSTA
KENNEBEC JOURNAL PRINT
1907

STATE OF MAINE.

EDUCATIONAL DEPARTMENT,

AUGUSTA, December 31, 1906.

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 1905-1906.

Very respectfully,

Your obedient servant,

W. W. STETSON,

State Superintendent of Public Schools.

ANNUITIES FOR TEACHERS.

It is a fact that admits of neither denial nor apology that, in the past, the common school teacher has not been paid a sum large enough to enable her to live respectably and to save from her earnings a sufficient amount to allow her to pass her old age in comfort. Our school year, on the average, is less than one-half the fifty-two weeks and the salary has been so meager as to have brought a reproach upon the good name of the State. We have a large number of efficient and faithful teachers. Many of them have spent a lifetime in our schoolrooms. The quality of our manhood and womanhood has been largely due to their teaching and influence. The men and women of distinction who have remained in the State, or found homes beyond its borders, owe much to the instructors of their youth. They are doubtless grateful for the services rendered, but gratitude will not provide clothing, furnish shelter, or supply food.

There comes a time when the teacher is no longer desired, because she is counted too old to be up with the times. She must retire from the work when it is impossible for her to find remunerative employment in other occupations. She must either become a dependent upon the charity of others, or suffer in silence the horrors incident to a life of poverty. In either case a gross injustice has been done and a trusted servant has failed of reward. These things ought not so to be. The State of Maine is not poor. It stands at the head of the class of states listed as "rich" and is close to the group denominated as "wealthy." We cannot afford to refuse these faithful toilers a larger measure of justice.

The matter of providing annuities for teachers is receiving attention throughout the country. It is discussed in newspapers, magazines and conventions. Pamphlets not a few have been published on the subject of teachers' salaries. One of the best

issued up to date is the report of the Committee on Salaries of the Maine Teachers' Association, published in the report of this department for 1905. It is a document treating the matter exhaustively as well as intelligently. The pamphlet has been extensively circulated and quite generally read. The good effect of its appeal is both felt and seen. It is hoped that its influence may extend into the future.

Some of the larger cities and a few states have matured, or are maturing, plans for granting annuities to their teachers. This subject has received but scant attention in Maine. It is suggested that the legislature, at its next session, take this matter under consideration and devise some plan for repairing, in a measure, the injustices done in the past and guarding against their repetition.

Any teacher who has been regularly employed in the schools of Maine for more than thirty-five years is entitled to a yearly annuity of at least one-third the amount of her average annual salary, provided she has deposited, annually, with the agency paying such annuity an amount equal to three per cent of her annual income. As the State has been somewhat responsible for the low salaries paid, it should assume the responsibility of receiving all donations made to the annuity fund and all assessments paid by persons applying for annuities and should pay six per cent interest on these deposits, during the time they are in the State treasury. This plan would give the State an opportunity to discharge its obligation, in part, would reduce the machinery and expense to a minimum and give every one confidence in the safety of the funds paid in and the efficiency in handling the same. These officials are under bonds and the State would be responsible for the money received.

A citizen of the State has indicated his desire to give several thousand dollars for the purpose of forming a nucleus for an annuity fund. Provisions should be made for receiving and disbursing the income from all such gifts through the State treasury, as outlined above. It is sincerely hoped that the Education Committee will take this matter under consideration and frame a law which will be creditable to the State and insure some measure of justice to our teachers.

A strong side light is thrown upon this matter by the action of certain corporations controlling more wealth and using the

services of more persons than do some states. These companies have studied the problems of service and salaries with the greatest care. They are demanding that persons who enter their employ shall have had such training as will best fit them to perform their tasks and that they shall begin work as soon as they are mature enough to perform the labor assigned them. They are also discovering that it is of the highest importance that their employees be content to continue in their service for the full period they devote to labor. To aid in ensuring these results, these companies offer opportunities for advancement and give assurances that provision will be made for permitting their faithful servants to spend their last days in comfort and independence. Among the policies which have brought to them a high grade of talent, an increasing degree of efficiency and a new loyalty to the company served, the pensioning system takes the first place.

If a great industrial plant, whose business it is to earn dividends for its stockholders, finds it a good investment to pension its workmen, how much more must it be for the interest of the State to encourage men and women of the highest order of talent and the most thorough training, to enter the profession of teaching and remain in the service of the schools during the full period they devote to active work.

LENGTH OF SERVICE OF SOME MAINE TEACHERS.

Early in the summer of 1906, a copy of the following "Special Return" was sent to every superintendent of schools in the State. Many of them had no teachers who had taught fifteen years or more and, therefore, did not make any report.

SPECIAL RETURN OF SUPERINTENDENT OF SCHOOLS.

NAME OF TEACHER. Enter only names of those who have taught 15 years or more.	Number of years' service in same school.	Number of years' service in same town, not in same school.	Total number of years of service.	P. O. Address.
NAME OF SUPERINTENDENT.	Number of years' consecutive service in same town.	Number of years' (not consecutive) service in same town.	Total number of years' service as superintendent.	P. O. Address.

The reports received make possible the following tabulations which contain very interesting information concerning the teaching force of Maine.

LENGTH OF SERVICE OF TEACHERS.

Number of reports received.....	316
Number of towns having teachers who have taught 10 or more years.....	132
Number of teachers who have taught in same school 10 years and less than 15 years.....	54
Number of teachers who have taught in same school 15 years and less than 20 years.....	43
Number of teachers who have taught in same school 20 years and less than 25 years.....	24

SUPERINTENDENT'S REPORT.

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Number of teachers who have taught in same school 25 years and less than 30 years.....	13
Number of teachers who have taught in same school 30 years and less than 35 years.....	6
Number of teachers who have taught in same school 35 years and less than 40 years.....	

Number of teachers who have taught in same town (not same school) 15 years and less than 20 years.....	74
Number of teachers who have taught in same town (not same school) 20 years and less than 25 years.....	55
Number of teachers who have taught in same town (not same school) 25 years and less than 30 years.....	24
Number of teachers who have taught in same town (not same school) 30 years and less than 35 years.....	10
Number of teachers who have taught in same town (not same school) 35 years and less than 40 years.....	6
Number of teachers who have taught in same town (not same school) 40 years and less than 45 years.....	1
Number of teachers who have taught in same town (not same school) 45 years and less than 50 years.....	1

Number of teachers who have taught (anywhere) 15 years and less than 20 years.....	202
Number of teachers who have taught (anywhere) 20 years and less than 25 years.....	133
Number of teachers who have taught (anywhere) 25 years and less than 30 years.....	75
Number of teachers who have taught (anywhere) 30 years and less than 35 years.....	48
Number of teachers who have taught (anywhere) 35 years and less than 40 years.....	26
Number of teachers who have taught (anywhere) 40 years and less than 45 years.....	10
Number of teachers who have taught (anywhere) 45 years and less than 50 years.....	4

Number of teachers who have taught 35 years or more...	38
Number of teachers who have taught 40 years or more...	12

Number of teachers who have taught 45 years or more... 4

Greatest length of service reported for any teacher in Maine—
W. J. Corthell, 52 years.

It will be seen by the above tabulation that, so far as reported, there are, among the present working force of Maine teachers, eighty-nine, (89) who have taught thirty years or more. The names of these faithful workers, with the names of the towns where they are now teaching, arranged in the order of the number of years they have served, are here given. Doubtless there are others whose names should be added to the "Roll of Honor," who have not yet been reported.

Names of teachers who have taught 30 years or more.	Number of years taught.	Name of town where now teaching.
Ellen Blair	30	Bath
Louise H. Abbott	30	Bath
Helen C. Foster	30	Bath
Gertrude A. Curtis	30	Fairfield
Eva O. Osborne	30	Fairfield
Halie Soule	30	Freeport
Addie C. Ames	30	Jefferson
Herbert W. Woods	30	Brooks
Augusta H. French	30	Norway
Augustus Blake	30	Brooksville
Annie B. Robinson	30	Oxford
Emma E. Shurtleff	30	South Paris
Jennie H. Frost	30	Perry
Margaret C. Taylor	30	Portland
Ella E. Gould	30	Portland
Sarah M. Taylor	30	Portland
Isabella Baker	30	Saco
Theo. T. Young	30	Saco
Maria Thompson	30	North Brooksville
Jennie M. Philbrook	31	Bangor
L. P. Toothaker	31	Etna
Mary W. Sanford	31	Brunswick
Lizzie K. O'Donnell	31	Rockland
Mary P. Nowland	32	Fort Kent
Etta Bearce	32	Auburn
Hattie E. Maxwell	32	Auburn
Grace Ingersoll	32	Auburn

Viola G. Hogan	32	Bath
Emma C. Sargent	32	Freeport
Sarah B. Lord	32	Gardiner
Mary E. Kilby	32	Portland
Ellen Gould	32	Portland
Daniel H. Dole	32	Portland
Jennie E. French	32	Portland
Clara L. Davis	32	Veazie
Mary A. Brown	33	Fairfield
Kate E. Flitner	33	Randolph
Ellen C. Williams	33	Portland
Lydia F. Moulton	33	Portland
Inez M. Hall	33	Rockland
Laura C. Jewett	34	Bangor
Mrs. N. E. Stuart	34	Plymouth
Sarah C. Eastman	34	Portland
Annie J. Clark	34	Portland
H. W. Shaylor	34	Portland
Mary E. Plummer	34	Portland
Hattie A. Hutchins	34	South Poland
Sara M. Hurd	34	Hartland
Eliza L. Crawford	34	Thomaston
Mary A. Quimby	35	Horns Mills, N. H.
Olive A. Gould	35	Albion
Elizabeth Hale	35	Farmington
M. Ellen Smith	35	Kennebunk
Eliza Burke	35	Kennebunk
Mary I. Pettingill	35	Lewiston
Caroline E. Gould	35	Portland
Marcia A. Wetherell	36	Fairfield
E. W. Wright.....	36	Old Orchard
Rosa E. True.....	36	Portland
George F. Henley.....	36	South Portland
Augusta Burbank	37	Biddeford
Augusta Edgecomb	37	Litchfield
Kate F. Sanborn	37	South Berwick
Isabell Gregg	38	Amherst
Mary R. Shaw	38	Bangor
Miss J. A. Wiggin	38	Belfast
Sophie Tarbox	38	Biddeford

Mrs. E. F. Sewall	38	Farmington Falls
Ellen M. Worcester	38	Portland
Ellen D. Stevens	38	Portland
Mary A. Tyler	38	Rockland
Augusta M. Bibber	39	Eastport
Annie B. Crooker	39	Empire
Albro E. Chase	39	Portland
Elizabeth A. Day	39	Portland
Jane Vittum	40	Concord
Emma J. Wilson	40	Portland
Caroline O. Cole	40	Portland
Isabella Garvin	40	Portland
Mary F. Stackpole	40	Portland
D. B. Alley	40	Thenton
Geo. C. Purington	41	Farmington
Mary A. Holden	42	Bangor
Frances A. Dunham	42	Bath
Annette F. Merriman	45	Brunswick
Louise L. Walker	45	Rockland
Charles Fish	48	Brunswick
W. S. Knowlton	49	Bridgewater
W. J. Corthell	52	Calais

Of the Superintendents of Schools, now on the active list in the State, there are, so far as reported, forty-one (41) who have served ten years or more and, of this number, eleven (11) have served for that period in the same town. A tabulation of this service is given below.

LENGTH OF SERVICE OF SUPERINTENDENTS.

Number who have served 10 years or more in same town . .	11
Number who have served 10 years and less than 15 years anywhere	26
Number who have served 15 years and less than 20 years anywhere	13
Number who have served 20 years and less than 25 years anywhere	2

SPECIAL SCHOOLS.

As civilization becomes more complex, competition more severe and the call for experts more insistent, we are discovering that there is a demand for schools furnishing such training as will enable their graduates to come to their work with the least loss of time and with the greatest possible proficiency. The call for technical schools grows more imperative each year. The time is at hand when this matter should receive intelligent attention. For this reason, a brief outline is given, in the following pages, of certain schools seemingly best adapted to conditions existing in Maine.

We have been often told, in ardent phrase, that the most of the brainy people had their birth in farm homes. No one seems willing to contest this claim. If such has been our history, it is doubtless true that our future is to be influenced by similar conditions. As far as we can see, we must depend upon the country boys and girls for our leaders in the professions, our captains of industry, statesmen and founders of new enterprises.

The men who fill these positions today passed their boyhood in the open and out in the clear. They were in contact with nature and met and triumphed over emergencies. They traveled much afoot and not a little alone. They knew the big world about them and the little world within them. They were individuals—resolute, capable, vigorous and anxious for the battle.

It has been noticed, however, that children living in the country sections at the present are not as willing to accept primitive conditions, while attending the academy and college, as were their ancestors. The result is that fewer young people from farm homes are taking advantage of the opportunities offered by the higher institutions of learning than in the earlier days. While this is unfortunate and unworthy, still, if it is true, the State would better make an effort to bring school privileges to these boys and girls.

THE "WALKING SCHOOLS" OF NORWAY.

There are three systems of schools in vogue in Europe which it may be well for our people to consider. The first is known as the "Walking School" of Norway. A man of broad scholarship, great aptness as a teacher and particular fitness to win the sympathy of parents and the good-will of the children, goes to a small community, secures the largest room in the hamlet and establishes a school for the older boys and girls of this and adjoining neighborhoods. He remains in this place several weeks, assigning and hearing lessons, designating books that must be read and outlining work for future study. He then passes on to another village, some of the older and more enterprising students accompanying him.

The teacher is selected and paid by the government and furnishes the general material he carries with him from school to school. The community provides the room and the pupils furnish books recommended by the teacher.

THE "FOLK HIGH SCHOOL" OF DENMARK.

In Denmark, the government maintains what is called a "Folk-High School." This school is in charge of teachers specially trained to give instructions in the subjects taught. The course includes the Danish language, history and literature, commercial arithmetic and topics outlined for future study; but the special feature of the school is the giving of detailed and scientific instruction in the industry in which the people are engaged in the community in which the school is established. If it is orcharding, then the pupils have an opportunity to study under expert instructors, location, soil, drainage, nursery-planting and cultivation, selection of stock, replanting the same, care of trees, protection from insects, harvesting and marketing, in fact all the processes incident to fruit growing.

It is well known that, a half century ago, Denmark was one of the poorest countries in Europe. Today, it is one of the wealthiest nations in the world and this change is largely due to the work done in these schools.

THE "CONTINUATION SCHOOLS" OF GERMANY.

The "Continuation Schools" of Germany are maintained by the government for the purpose of aiding young people to con-

tinue, during the hours they are not at work, the studies they pursued in the day schools, or to take those studies which will aid them in their work. These schools are taught by specially trained teachers and the scientific and practical phases of the subject are fully presented and illustrated. The financial value of these schools, to the nation, can not be expressed in figures. They have assisted in giving Germany the best trained working class in the world. It is the best financial investment Germany has made in the past one hundred years.

TRAINING COURSES FOR TEACHERS IN RURAL SCHOOLS.

A large proportion of the teachers who take full courses in normal schools find employment in villages and cities. These communities can pay higher salaries and, therefore, will secure the services of those who have been specially trained. The State has thus far done but little for the teachers who are to continue in the rural schools. The time has arrived when we must consider the feasibility of establishing, in certain secondary schools, such training courses as will permit these persons to fit themselves for their life work. If the right kind of training is provided for rural teachers and fair salaries are assured, then they will have charge of the same schools for a longer period than at present.

If a course were maintained for one year, one-half the time being devoted to a thorough review of the common school branches, the remaining half to an introduction to history, literature and nature study, a study of methods and model and training work, under such circumstances as would enable the students to study the problems of the rural school, we might expect better results in the rural schools. The model work should be done in schools closely resembling those in rural communities, as to rooms, apparatus, supplies and pupils. This work has been inaugurated in, at least, one state and gives promise of excellent results.

For these schools to be of service, they must be in charge of instructors who are familiar with the conditions existing in rural communities. The professional work must have reference to the schools in those portions of the State where, at present, the teachers must prepare their own courses of study, classify their pupils and do whatever is done in the way of grading the schools.

TENURE OF OFFICE.

The teaching force of the State will never reach the highest rank until candidates for admission to the profession are subjected to reasonable tests as to their scholastic and natural fitness to enter upon their work. Many worthy candidates will hesitate to present themselves until they are assured a reasonable compensation for their services and are given satisfactory guarantees as to tenure of office. As long as teachers may be hired for a term and dismissed at the whim of the official, or the fancy of parents, so long many persons, amply fitted to engage in the work, will be discouraged from doing so.

Persons who are competent make no protests against being required to vindicate their fitness to hold the positions to which they aspire. It is conceded that they have the right to complain, if dismissed without ample reason, supported by such evidence as would convince impartial judges of their unfitness to retain their positions.

Low salaries have excluded many persons who should be in charge of schools. Many of our best teachers find it necessary to leave the work because of the insecurity of their hold upon the places to which they have been appointed. We are making gains in the first particular, but little consideration has been given to the second item.

The time has come when the legislature should enact such laws as will authorize the towns to elect both superintendents and teachers for a term of years. If a statute were framed, providing that a superintendent who has served in any given town for three years and who holds a state certificate, may be elected for a term of three years and, at the end of that term, may be elected for another period of five years, then we would

be offering an incentive to trained men and women to aspire to these positions. The attractiveness and value of these appointments would thus be greatly increased and the service rendered would, of necessity, be of a much higher grade than we are securing at the present time.

It is hoped that the legislature will also pass a law providing that teachers, who hold state certificates and have served for three years in the schools of any town, may be appointed for a term of three years and, at the end of that service, may be appointed for a term of five years. The work of not a few teachers is seriously crippled by the worry incident to annual appointments. Hundreds of schools are practically ruined by a change of teachers each term, or even each year. If a teacher could be assured that she would be retained as long as she did efficient work and that she could earn an appointment covering a period of three years, with an optional extension of five years, she would enter upon her duties with a spirit and faithfulness insuring results seldom obtained under present conditions. Such laws would put a premium upon the work of the teacher and make the position so attractive that the best talent would enter the profession and our ablest teachers would be retained for the full time for which they can be of service.

Business houses have experimented in this matter until they have furnished all the evidence needed to form safe conclusions in the employment of teachers. Humane, financial, professional and service considerations urge that such laws be enacted as will persuade suitable persons to take up the work and induce those now pursuing it with success to continue in it. There can be no sufficient reason why the State should not administer its affairs with the same intelligence, in the treatment of its servants, that obtains in the better financial and industrial enterprises.

If this matter receives intelligent consideration, we may expect a marked improvement in our teaching force. This change will give us better schools and these, in turn, will provide such training for the boys and girls as will insure a marked improvement in the average quality of our citizenship.

AN INSIDE VIEW OF THE SCHOOLS.

The theory of education is receiving increasing attention and is being elaborately discussed. There is no problem appealing to the public for decision so generally considered by people who have made limited personal studies as is the school question. It is significant that teachers are neither much in evidence, nor positive in their statements as to administration, subjects of study, methods, order of development, work suited to any given stage, or results that should be, or are, achieved.

It is unfortunate that those who sit in libraries are our principal writers upon the fact side of school conditions. It would be of great advantage to the schools and of no small service to themselves, if teachers were willing to devote more time to a study of educational problems and less to routine work. They could thus be able to transmit their observations and conclusions to their companions and successors.

The common school cannot be greatly improved until the common school teacher is both a student and a scholar. She must know the subjects she teaches, have a general knowledge of the history of education, be familiar with the best thought on methods, have intelligent ideas concerning school management and, above all, be an intelligent, persistent and sympathetic student of the child. She must know his ancestry, his present condition, what he has done, what he is doing and what he gives promise of becoming. Without this information, she can be, at best, simply a hearer of recitations and a more or less capable manager of her schoolroom. She cannot be a teacher in any proper sense of the term.

It is encouraging that so many of the teachers of Maine are preparing themselves to become members of that body fairly entitled to be designated as "educators." Mark Hopkins had skill, Horace Mann was endowed with vision, Dr. Arnold possessed personality, but we had to wait for Domsie before we

had a teacher in the fullest sense of that term. He saw the circumference from the center and he was familiar with all the details within the limits of his horizon. He also had a genuine love for children and a wonderful insight into their capabilities and the means for giving them their best training. He stimulated children to work, kept them alert, selected food that furnished nurture and, with gentle, unseen hand, guided both the wayward and the unbalanced along the rugged path to knowledge. His sympathy was warm and his skill was efficient; his love was ardent and his insight was penetrating; while his devotion to his work was without a parallel and the results he achieved will remain, for all time, an inspiration to those who may read of his service.

The work of the school does not, wholly, consist in calling to order, conducting the opening exercises, assigning lessons, listening to recitations, maintaining order, keeping records, making reports and drawing salaries. The school is a place where children live, grow, love to be and learn to do. It is a place presided over by a teacher who is a student of the problem each child presents and a guide and counselor for those who come under her care. The teacher fails in measuring up to her true position unless she realizes that to her is committed the responsibility of forming and molding a human life. The material may be unpromising, the result far from satisfactory; but the means used must be the best intelligence can devise and the most potent sympathy makes possible. The teacher is not responsible for a lack of success, but she is accountable for doing the best conditions permit.

There can be no question as to the importance of the common school teachers making a careful study of all matters involved in her work. To assist in these labors booklets, containing questions relating to the different subjects of study, the recitation, the attitude of parents, the aptitudes of pupils, the habits they are forming, the food of which they partake, the amusements in which they indulge and a large number of items relating to the child, in his various associations and activities, were sent to the teachers of the State early in 1906. They were requested to make careful studies of the matters in which they were specially interested and return their replies to the department not later than July 1. It is encouraging to find that many

of our best known and most successful teachers entered upon this work with zeal and made intelligent responses to the questions asked. The replies and comments are of great interest and cannot help being of benefit to the schools. It is hoped that patrons and teachers will make a careful study of the summaries given in the following pages. It is the most extensive, as well as the most suggestive, piece of work that has been done in this field by any large body of teachers.

RURAL SCHOOLS.

- I. Enrollment :
 - Largest 40, smallest 9, average 16.
2. Reading and Spelling.
 - (1) Average length of reading period for primary grades?
Maximum 30 minutes, minimum 10 minutes, average 18 minutes.
 - (2) Number of such periods which should be provided in daily programs?
Maximum 4, minimum 2, average 3.
 - (3) Number of books which may be read with profit during first school year?
Maximum 4, minimum 1, average 2.
 - (4) Maximum number of pupils which should be assigned to a primary division in reading?
Maximum 20, minimum 10, average 12.
 - (5) Do pupils achieve a mastery of the printed page?
Yes 88 per cent, no 12 per cent.
 - (6) How many minutes per day do your pupils spend in silent reading?
Maximum 90, minimum 10, average 30.
 - (7) Does the thorough reading of a few books tend to greater facility in reading than the more hasty reading of a larger number?
Yes 100 per cent.
 - (8) Do your pupils enunciate distinctly?
Yes 47 per cent, no 26 per cent, fairly 27 per cent.
 - (9) Do you notice a tendency in your pupils to imitate the tone of the teacher?
Yes 68 per cent, no 20 per cent, in part 12 per cent.

- (10) What fraction of your pupils are able to read with such a degree of expression as to afford pleasure to the listener?
Maximum 80 per cent, minimum 20 per cent, average 49 per cent.
- (11) What fraction of the time devoted to reading do you spend on the poetical selections in the reading books?
Maximum 50 per cent, minimum 12 per cent, average 26 per cent.
- (12) State, in approximate number of lines, the volume of poetry which should be committed to memory by primary grade pupils?
Maximum 750, minimum 250, average 450.
- (13) State, in approximate number of lines, the volume of poetry which should be committed to memory by grammar grade pupils?
Maximum 800, minimum 300, average 550.
- (14) Should these be in the form of brief quotations (memory gems), or should they include entire selections?
Both 43 per cent, memory gems 36 per cent, selections 21 per cent.
- (15) How many words should be assigned per day, in spelling, to primary grade pupils?
Maximum 20, minimum 4, average 10.
- (16) How many words should be assigned per day, in spelling, to grammar grade pupils?
Maximum 25, minimum 10, average 17.
- (17) Should written spelling lessons be given daily?
Yes 80 per cent, no 20 per cent.
- (18) Should oral spelling lessons be given daily?
Yes 75 per cent, no 25 per cent.
- (19) Do you think the teaching of reading by phonetic methods tends to make spelling more difficult?
Yes 50 per cent, no 50 per cent.
- (20) In what year should dictionary drills be commenced?
Earliest 4th year, latest 7th year, average 5th year.
- (21) What fraction of your pupils give indication of unwholesome outside reading?
None 85 per cent, some 15 per cent.

3. *Penmanship.*

- (1) Weighing all advantages and disadvantages relating to rapidity, legibility, beauty and individuality, which system of penmanship do you, on the whole, consider best;—the slant, the medial, or the vertical?
Medial 68 per cent, slant 18 per cent, vertical 14 per cent.
- (2) What fraction of your pupils write a neat, legible hand?
Maximum 75 per cent, minimum 30 per cent, average 52 per cent.
- (3) What fraction of your pupils are ineligible for business positions, because of inability to fill reasonable requirements in the matter of penmanship?
Maximum 50 per cent, minimum 25 per cent, average 34 per cent.
- (4) In your opinion, is the amount of written work required in higher grades responsible for poor penmanship?
Yes 83 per cent, no 17 per cent.

4. *Language and Grammar.*

- (1) In what grade should technical grammar be introduced?
Highest 8th, lowest 5th, average 6th.
- (2) Should pupils be expected to prepare written language work on topics with which they are not familiar?
No 95 per cent, sometimes 5 per cent.
- (3) In connection with what subjects may language work be done?
Reading 50 per cent, nature study 50 per cent, geography 55 per cent, history 75 per cent, all 20 per cent.
- (4) Do you confine your language teaching to the period set apart on the program for that subject?
No 95 per cent, yes 5 per cent.
- (5) Do your pupils have a satisfactory understanding of the construction of sentences?
Yes 61 per cent, no 17 per cent, some do 22 per cent.
- (6) Are they able to recognize, promptly, the parts of speech?
Yes 67 per cent, no 26 per cent, some do 7 per cent.

- (7) Are they able to use the principles of grammatical construction in their own compositions?
Yes 57 per cent, no 28 per cent, some are 15 per cent.
- (8) Does your program afford ample opportunity for practice in written language?
Yes 67 per cent, no 33 per cent.
- (9) Do your pupils understand the uses of capitals and simple punctuation marks well enough to make ready use of them?
Yes 67 per cent, no 33 per cent.
- (10) Have your pupils the ability to give free oral expression to their ideas?
Yes 50 per cent, no 50 per cent.
- (11) Do you make use of analysis and parsing in your work in grammar?
Yes 100 per cent.
- (12) In your opinion does the teaching of rules have any value unless accompanied by ample opportunities for applying them?
No 95 per cent, some 5 per cent.

5. *Mathematics.*

- (1) If commenced at the proper time, in how many years could the course in arithmetic be satisfactorily covered?
Maximum time 12 years, minimum 5 years, average 8 years.
- (2) In what year should the child begin the study of number?
Earliest 1st year, latest 2nd, average 1st.
- (3) In what year should problems requiring reasoning be introduced?
Earliest 1st, latest 6th, average 3rd.
- (4) In primary grades, what portion of the time should be given, (a) to oral work in number; (b) to arithmetic?
(a) Maximum 67 per cent, minimum 9 per cent, average 24 per cent.
(b) Maximum 67 per cent, minimum 12 per cent, average 21 per cent.
- (5) What should be the average length of the recitation period, in number, in primary grades?
Maximum 30 minutes, minimum 10 minutes, average 20 minutes.

- (6) What should be the average length of recitation periods, in arithmetic, in grammar grades?
Maximum 40 minutes, minimum 20 minutes, average 32 minutes.
- (7) What portion of the time should be given to oral drill?
Maximum 50 per cent, minimum 7 per cent, average 39 per cent.
- (8) What topics in arithmetic, now studied, should be entirely eliminated?
None 28 per cent, cube root 42 per cent, equation of payments 28 per cent, annual interest 14 per cent, metric system 14 per cent, foreign exchange 14 per cent, long problems in partial payments 14 per cent, longitude and time 14 per cent, alligation 28 per cent.
- (9) Do the classes, coming to you from lower grades, give indications of too early introduction of reasoning problems and a consequent inability to use the fundamental processes?
Yes 33 per cent, no 67 per cent.
- (10) To what part of the school day should the recitation in arithmetic be assigned?
Morning 84 per cent, last part of morning 12 per cent, afternoon 4 per cent.
- (11) To what part of the school day should the preparation period, in arithmetic, be assigned?
Morning 75 per cent, last part of morning 12 per cent, last part of afternoon 7 per cent.
- (12) Should algebra be introduced in the last year of the elementary course?
Yes 60 per cent, no 40 per cent.
- (13) Do teachers and pupils place a proper estimate on accuracy?
Yes 20 per cent, no 80 per cent.
6. *Geography.*
- (1) In what grade may simple geographical work be commenced?
Highest 5th, lowest 1st, average 3rd.
- (2) In what grade may simple plan drawing be first done?
Highest 5th, lowest 1st, average 3rd.

- (3) Does your first geographical study include the children of the races?
Yes 85 per cent, no 15 per cent.
- (4) Do you make use of supplementary reading for primary work in geography?
Yes 80 per cent, no 20 per cent.
- (5) Do you make use of sand table and clay moulding for teaching forms?
Yes 30 per cent, no 70 per cent.
- (6) Do you conduct field excursions?
Yes 43 per cent, no 57 per cent.
- (7) When may text-book study be profitably begun?
Earliest 2nd year, latest 7th year, average 4th year.
- (8) Of the entire time given to geography, state, on a fractional basis, the portion of time which should be given to, (a) local geography, (b) physical geography, (c) political geography, (d) commercial geography?
(a) Maximum 50 per cent, minimum 20 per cent, average 25 per cent.
(b) Maximum 50 per cent, minimum 17 per cent, average 27 per cent.
(c) Maximum 50 per cent, minimum 17 per cent, average 28 per cent.
(d) Maximum 25 per cent, minimum 17 per cent, average 20 per cent.
- (9) Underline any of the following studies with which geography is correlated in your school:—(a) history, (b) reading, (c) drawing, (d) language, (e) nature study.
(a) By 83 per cent, (b) by 72 per cent, (c) by 44 per cent, (d) by 50 per cent, (e) by 30 per cent.
- (10) In your opinion, should commercial geography be studied in connection with other work, or should it be taken from a separate text-book, after the regular course is completed?
In connection 73 per cent, from separate text-book 27 per cent.
- (11) Mark with a cross any of the following collections you have made, or are making, for a geographical laboratory.
(a) Dolls, representing children of the races.
(b) Local manufactured products.

- (c) National manufactured products.
 - (d) Foreign manufactured products.
 - (e) Local natural products (woods, minerals, grains etc.)
 - (f) National natural products.
 - (g) Foreign natural products.
 - (h) Pictures, representing cities, public buildings, modes of transportation, modes of manufacture, modes of life etc.
 - (i) Correspondence,—letters from schools in other parts of the State, Nation or world.
 - (j) Manual constructions,—miniature wigwams, esquimaux huts etc.
 - (a) Marked by none, (b) by 4 per cent, (c) by none, (d) by none, (e) by 16 per cent, (f) by 4 per cent, (g) by 4 per cent, (h) by 28 per cent, (i) by none, (j) by 8 per cent.
- (12) Do you use topics in teaching geography?
Yes 82 per cent, no 18 per cent.
- (13) Do you make use of home and near-at-hand materials to make vivid your geography teaching?
Yes 75 per cent, no 25 per cent.

7. *History.*

- (1) In what grade should the formal study of the text-book in history begin?
Lowest 3rd, highest 7th, average 6th.
- (2) Do you teach history in primary grades, (a) through biography of a few leading men, (b) by study of events?
(a) Yes 92 per cent, no 8 per cent.
(b) Yes 70 per cent, no 30 per cent.
- (3) Do you make use of important anniversaries in teaching historical facts?
Yes 90 per cent, no 10 per cent.
- (4) Do you correlate history teaching with (a) language, (b) reading, (c) geography, (d) civics?
With language 69 per cent, with reading 84 per cent, with geography 77 per cent, with civics 55 per cent.
- (5) Do you use topics in teaching history?
Yes 94 per cent, no 6 per cent.

- (6) Do you teach local history?
Yes 61 per cent, no 39 per cent.
- (7) In what grade should local history be formally studied?
Lowest 7th, highest 8th, average 7th.
- (8) Do you teach civics in connection with history, or do you make it a separate study?
In connection 33 per cent, separate study 45 per cent, both 22 per cent.
- (9) Should any history except that of the United States be studied in the elementary schools? If so, state what history and the grade in which it should be offered.
No 78 per cent, English history in 9th grade 22 per cent.
- (10) What fraction of the entire time spent in history should be given to study of wars?
Maximum 67 per cent, minimum 20 per cent, average 44 per cent.
- (11) What fraction of your pupils get an intelligent idea of military maneuvers and war campaigns?
Maximum 75 per cent, minimum 10 per cent, average 44 per cent.
- (12) Do you have both map study and map drawing in connection with your work in history?
Yes 85 per cent, no 15 per cent.
- (13) Do you have your pupils consult sources, outside the text-books, for additional historical facts?
Yes 95 per cent, no 5 per cent.
- (14) Do your pupils conduct debates on historical topics?
Yes 10 per cent, no 90 per cent.

8. *Special Studies.*

- (1) Is drawing taught in your school?
Yes 55 per cent, no 45 per cent.
- (2) Is music taught in your school?
Yes 63 per cent, no 37 per cent.
- (3) Is manual training taught in your school?
No 100 per cent.
- (4) Is sewing taught in your school?
Yes 15 per cent, no 85 per cent.

- (5) Is physical culture taught in your school?
Yes 54 per cent, no 46 per cent.
- (6) In your opinion, does the teaching of any of these subjects consume time which would better be given to other subjects?
Yes 25 per cent, no 75 per cent.
If so, designate which ones should be eliminated?
Drawing 33 per cent, music 67 per cent, sewing 50 per cent, physical culture 17 per cent.
- (7) Do you find drawing helpful in connection with other branches?
Yes 100 per cent.
If so, designate those branches.
Geography 70 per cent, history 40 per cent, arithmetic 30 per cent, language 20 per cent, nature study 20 per cent.
- (8) What fraction of your pupils receive so little advantage from music as to render the time spent on this subject wasted for them?
Maximum 100 per cent, minimum 5 per cent, average 42 per cent.
- (9) Does the teaching of drawing have any influence in developing the artistic taste of pupils?
Yes 93 per cent, some 7 per cent.
- (10) In your opinion, does the teaching of these special subjects have any influence in the direction of quickening the interest of pupils in the general school work?
Yes 94 per cent, no 6 per cent.

9. *Recitation and Allied Topics.*

- (1) In your opinion, is the main object of the recitation (a) to afford the teacher opportunity to give instruction, or (b) to afford opportunity to test the knowledge of the pupil?
To give instruction 13 per cent, to test knowledge 27 per cent, both 60 per cent.
- (2) Does the time and effort spent in conducting the recitation yield what you consider a satisfactory return?
Yes 78 per cent, no 9 per cent, doubtful 13 per cent.

- (3) Do you find it possible, in a class recitation, to meet all individual needs?
Yes 13 per cent, no 87 per cent.
- (4) Could you meet them better if you had opportunity to work a part of the time with individual pupils?
Yes 96 per cent, no 4 per cent.
- (5) Do you, at present, try to meet individual needs in the class recitation?
Yes 78 per cent, no 22 per cent.
- If so, do you find that, by this process, the time of the majority is, to some extent, wasted?
Yes 46 per cent, no 54 per cent.
- (6) Could such waste be prevented by providing, in the program, a special period for individual instruction?
Yes 87 per cent, no 13 per cent.
- (7) What fraction of the day should be devoted (a) to recitation periods, (b) to study periods, (c) to individual instruction?
Recitation periods, maximum 62 per cent, minimum 33 per cent, average 50 per cent.
Study periods, maximum 40 per cent, minimum 25 per cent, average 29 per cent.
Individual instruction, maximum 33 per cent, minimum 13 per cent, average 21 per cent.
- (8) In a given number of recitations, what portion should be (a) oral and what (b) written?
Oral,—maximum 75 per cent, minimum 50 per cent, average 58 per cent.
Written,—maximum 50 per cent, minimum 25 per cent, average 42 per cent.
- (9) Do you record the daily rank of your pupils?
Yes 53 per cent, no 47 per cent.
- (10) Should the daily recitation, or a system of examinations, be used as the basis of promotion?
Daily recitation 74 per cent, examinations 26 per cent.
- (11) Do you use the per cent method in ranking pupils?
Yes 75 per cent, no 25 per cent.
- (12) Is the greater need of the schools a simplified instruction by the teachers, or a more vigorous spirit of application on the part of the pupils, or both?
Both 84 per cent, application 16 per cent.

- (13) Would better results be secured, if less time were devoted to recitations and more time given to pupils for personal work?
Yes 42 per cent, no 48 per cent, doubtful 10 per cent.
- (14) Would less method, or machinery, permit you more helpfully to serve your pupils?
Yes 45 per cent, no 55 per cent.
- (15) In your experience as a teacher, how many cases do you recall when children failed, utterly, to respond to any form of treatment you used?
Largest number 10, least number none, average 1.
- (16) In your experience, how many cases do you recall where you were able to stimulate mental activity through an appeal to some interest outside of the regular school work?
Largest 10, least 3, average 6.
- (17) Which of the following causes ranks first in influencing pupils to leave school, which second etc.?
(a) Necessity of self-support, or aid in support of others?
(b) Failure to be promoted with class?
(c) Discouragement because of poor standing in class?
(d) Failure of teacher to stimulate ambition for future study?
(e) Failure of parents to give proper encouragement?
(f) Failure of teacher to understand and help the child?
(g) Failure of the school work to appeal to, or serve him?
(a) Considered first by 44 per cent, (b) by 6 per cent, (c) by 7 per cent, (e) by 31 per cent, (g) by 12 per cent.
- (18) What fraction of your pupils, annually, fail of promotion?
Maximum 25 per cent, minimum none, average 10 per cent.
- (19) Which of the following causes ranks first for such failure? (a) Poor attendance, (b) lack of power of application, (c) arrested development, (d) outside interests (social etc.), (e) failure of teacher to understand and help the child, (f) failure of the school to interest or serve the child?

- (a) Considered first by 50 per cent, (b) by 10 per cent, (c) by 20 per cent, (d) by 20 per cent.
- (20) Mark with a cross (X) the following points in which too many of your pupils show weakness; (a) application, (b) ability to apply abstract principles to the solution of concrete problems, (c) ability to draw accurate conclusions from a study of concrete problems, (d) ability to concentrate attention, (e) ability to give continuous thought, (f) ability to master a given lesson, (g) ability to work without direction or assistance.
- (a) Marked by 69 per cent, (b) by 44 per cent, (c) by 44 per cent, (d) by 44 per cent, (e) by 37 per cent, (f) by 19 per cent, (g) by 63 per cent.
- (21) Do you find that children, sometimes counted as dull, prove to be simply slow in mental processes?
Yes 100 per cent.
- (22) Do you find that children, so classed, retain knowledge longer, when it is acquired?
Yes 79 per cent, no 21 per cent.
- (23) In your opinion, is it better to give pupils of this class a smaller quantity of work, on the ground that this affords opportunity for as much mental discipline as is furnished by a larger quantity, to a child of quicker intelligence?
Yes 90 per cent, no 10 per cent.

10. *General.*

- (1) What fraction of your pupils use tobacco in any form?
Maximum 50 per cent, minimum none, average 10 per cent.
- (2) What fraction of your pupils read unwholesome literature?
Maximum 25 per cent, minimum none, average 3 per cent.
- (3) What fraction of your pupils spend too much time away from their homes?
Maximum 90 per cent, minimum none, average 17 per cent.

- (4) What fraction of your pupils spend too much time in exciting amusements?
Maximum 50 per cent, minimum none, average 9 per cent.
- (5) What fraction of your pupils give promise of becoming loafers?
Maximum 12 per cent, minimum none, average 6 per cent.
- (6) What fraction of your pupils wear extravagant, or gaudy clothing?
None 100 per cent.
- (7) What fraction of your pupils eat considerable quantities of pastry and confectionery?
Maximum 100 per cent, minimum 12 per cent, average 34 per cent.
- (8) What fraction of your pupils drink (a) tea, (b) coffee?
(a) Maximum 50 per cent, minimum 8 per cent, average 35 per cent.
(b) Maximum 100 per cent, minimum 6 per cent, average 53 per cent.
- (9) Minimum age for entering public schools?
Largest 8 years, least 4 years, average five years.
- (10) Minimum age for using books?
Largest 7 years, least 5 years, average 6 years.
- (11) How much, if any, home work should be assigned to pupils of the lower grades?
Maximum 30 minutes, minimum none, average 10 minutes.
- (12) How much, if any, home work should be assigned to pupils of the upper grammar grades?
Maximum 1 hour, minimum none, average 48 minutes.
- (13) How much time do you think is necessary for the teacher to spend daily in the preparation of work?
Maximum 3 hours, minimum 40 minutes, average 50 minutes.
- (14) Do you think it advantageous to plan in advance each day's work?
Yes 100 per cent.

- (15) Do you plan your work to cover a longer period of time, as a week, a month, or term?

Yes 65 per cent, no 35 per cent.

- (16) Have you a definite plan for interesting the pupils and parents of your school in the improvement of its physical surroundings?

Yes, 78 per cent, no 22 per cent.

- (17) State in which of the following particulars the conditions of your school meet a standard satisfactory to yourself, (a) heating, (b) ventilation, (c) school yards, (d) equipment, (charts, globes, maps, supplementary and reference books), (e) pictures and adornments?

(a) Considered satisfactory by 44 per cent, (b) by 33 per cent, (c) by 33 per cent, (d) by 27 per cent, (e) by 25 per cent.

- (18) Is the spirit of your community, as a whole, toward the school (a) interested, (b) indifferent, or (c) hostile?

Interested 90 per cent, indifferent 10 per cent.

- (19) What is the total approximate cost of maintaining your school per year, reckoning the following items—teacher's salary, janitor's services, text-books, supplies, fuel, conveyance and repairs?

Maximum \$500, minimum \$125, average \$318.

- (20) In your opinion, which of the above items should be increased and which may be diminished?

Salaries 75 per cent, janitor's services 17 per cent, text-books 33 per cent, supplies 25 per cent, fuel 17 per cent, conveyances 33 per cent, repairs 33 per cent. (All increased).

- (21) Do the resources of your town permit any increase of this total?

Yes 80 per cent, no 20 per cent.

- (22) Does each dollar of the above expenditure procure a dollar's worth of service, or material?

Yes 90 per cent, no 10 per cent.

- (23) Has the product of our schools reasonable fitness in scholarship and personal qualities for citizenship?

Yes 55 per cent, no 33 per cent, doubtful 12 per cent.

- (24) In what study are a majority of your pupils most proficient?
 Arithmetic 65 per cent, reading 20 per cent, geography 10 per cent, writing 5 per cent.
- (25) In what study are a majority of your pupils least proficient?
 Language 35 per cent, history 24 per cent, grammar 18 per cent, spelling 17 per cent, reading 6 per cent.
- (26) What per cent of the pupils, who are in reasonable physical and mental health and now found in the schools, do not derive advantage therefrom?
 Maximum 25 per cent, minimum none, average 5 per cent.
- (27) Taking into account all your experiences and observations, what proportion of children reach a satisfactory standard in the following particulars? (a) Respectful attitude toward elders, (b) industry, (c) sense of personal responsibility, (d) development of useful type of citizenship, (e) regard for public property.
- (a) Respectful toward elders,—maximum 100 per cent, minimum 1 per cent, average 66 per cent.
- (b) Industry,—maximum 80 per cent, minimum 25 per cent, average 55 per cent.
- (c) Sense of personal responsibility,—maximum 87 per cent, minimum 25 per cent, average 70 per cent.
- (d) Development of useful type of citizenship,—maximum 80 per cent, minimum 25 per cent, average 55 per cent.
- (e) Regard for public property,—maximum 100 per cent, minimum 2 per cent, average 54 per cent.
- (28) Does your knowledge of the present generation of children lead you to be hopeful for the future of Maine?
 Yes 71 per cent, no 29 per cent.

II. *Special questions for Teachers of Rural Schools.*

- (1) How many recitations are provided for in your program?
Maximum 34, minimum 15, average 25.
- (2) How many classes have you that include not more than two pupils?
Maximum 15, minimum none, average 4.
- (3) How many classes have you that include five or more pupils?
Maximum 20, minimum none, average 5.
- (4) How many pupils are in your largest class?
Maximum 14, minimum 3, average 7.
- (5) How many pupils of your school are over fifteen years of age?
Maximum 4, minimum none, average 1.
- (6) Do you follow a course of study?
Yes 95 per cent, no 5 per cent.
Is it the State course, or one of your own?
State course 65 per cent, personal course 35 per cent.
- (7) Is your school carefully classified (graded)?
Yes 90 per cent, no 10 per cent.
- (8) Do you believe it is practicable to grade a rural school?
Yes 70 per cent, no 30 per cent.
- (9) Have you successfully graded one?
Yes 70 per cent, no 30 per cent.
- (10) Do your pupils obey signals in moving to and from their classes?
Yes 100 per cent.
- (11) Do you require your pupils to file to their seats from the school yards and to file out at recess and dismissal?
Yes 91 per cent, no 9 per cent
- (12) How many terms have you taught in rural schools?
Maximum 68, minimum 3, average 18.
- (13) Place a cross (X) after any of the following points which you believe to be a disadvantage to your school and place a caret (^) after any which you believe to be an advantage:—(a) small classes, (b) remote from town attractions, (c) near the laboratory of nature, (d) under the close attention of parents, (e) lack of close grading,

- (f) meager equipment, (g) numerous classes.
- (a) Small classes,—Advantage 33 per cent, disadvantage 67 per cent.
- (b) Remote from town attractions,—Advantage 90 per cent, disadvantage 10 per cent.
- (c) Near the laboratory of nature,—Advantage 100 per cent, disadvantage none.
- (d) Under the close attention of parents,—Advantage 85 per cent, disadvantage 15 per cent.
- (e) Lack of close grading,—Advantage none, disadvantage 100 per cent.
- (f) Meager equipment,—Advantage none, disadvantage 100 per cent.
- (g) Numerous classes,—Advantage none, disadvantage 100 per cent.
- (14) Do your pupils leave school at an earlier age than if they were attending a graded school?
Yes 33 per cent, no 67 per cent.
- (15) Do you speak frequently, with your older pupils, of the desirability of their taking courses in higher institutions?
Yes 100 per cent.
- (16) How many of your pupils, 15 years of age or over, plan to attend higher institutions?
Maximum reported 4, minimum none, average 1.

12. *Analysis and Interpretation of Facts Reported.*

The rural school has to do the work of all the grades in the elementary urban schools. To do its work successfully, it must have a course of study including the essential branches prescribed for graded schools. It must require of its pupils a minimum of attainment, before they are permitted to pass to the next higher grade. The methods used must be sound in theory and skilfully adapted to the needs of the individual child.

That the rural school may achieve this standard, certain conditions must exist. The number of pupils enrolled must not be so large as to make it impossible for the teacher to do her best work, nor so small that she will feel impelled to waste time in doing the work for her pupils.

The school must be equipped with a globe, maps, charts, reference books, supplementary reading etc. The schoolroom must

be so heated and ventilated that pupils may work with comfort and full vigor and so adorned as to make a strong appeal to the child's natural taste for the beautiful. The teacher must also win and hold the confidence of pupils and parents and secure their hearty coöperation in all things tending to the fullest success of the school.

How to bring the rural schools up to this standard has enlisted the best thought and effort of the educators of Maine. It has been the one problem whose solution has been sought both in legislative enactments and in the coöperative studies of local and state superintendents. To ascertain the extent to which the problem has been solved is one of the purposes of the questions whose answers are summarized in the foregoing pages. To apprehend clearly what these summaries show, as to the success attained in bringing the rural schools of Maine into approximation to an ideal, an analysis and interpretation of the facts stated seem needful.

Whenever practicable, the answers have been stated in the terms of "maximum," "minimum" and "average." Maximum and minimum answers are generally those of individual teachers. The term "average" is used to express the estimate of all teachers answering the question. For instance the answer to question 1, under the head of reading, means that at least one teacher would give 30 minutes to primary grade reading periods, another gives but 10 minutes; taken together, the periods given by *all*, the "average" is found to be 18 minutes.

In questions answerable by "yes," or "no," the number of teachers giving answers in each of these ways is stated in per cents. For instance, the answer to question 5, under reading, means that 88 per cent of all the teachers answering think that their pupils generally achieve a mastery of the printed page.

It seems fair to infer that the opinions expressed by teachers embody their theories of instruction and that their practice corresponds with their theories. It has, therefore, generally been assumed, in the interpretations of facts stated, that, when a majority of the teachers reporting have expressed the opinion, for instance, that the formal study of any subject should be begun by the pupils of a particular grade, the practice is so to begin it.

1. *Enrollment.*

In the rural school, the maximum number of pupils should be considerably less than in the graded school. City schools have an average enrollment of about 40 pupils. The maximum enrollment of the rural school should be about 30 pupils, rarely above 35. The enrollment of 40 pupils, reported by one teacher, is quite up to the limit conditioning good work, even when the school is properly classified and equipped; but too large, if not so fortunate in its administration. The minimum enrollment reported, 9, is far below the number permitting the best results. It is, evidently, a survival of the conditions existing under the district system.

The average of 16 is low enough to cause anxiety and to make it clear that the process of consolidation of the rural schools, which has been going on since the abolition of the district system, in 1893, has not yet wrought its perfect work.

2. *Reading and Spelling.*

Reading is to be taught as the art of expressing orally the thoughts found in the printed page, as an agency for storing the mind with what others have written and as a means for the development of the mental powers. Arts are acquired by practice, knowledge is gained by study and the mind grows by activity. Efficient instruction in reading is conditioned upon the time devoted to it, the kind and amount of reading done and the methods of teaching employed.

In the primary grades, the average time given to reading is 18 minutes to each of three periods per day, for oral drill and an average of 30 minutes per day for silent reading. If these periods are used to advantage, excellent results should be secured. That they actually do good work seems evident from the fact that 88 per cent of the teachers report that their pupils achieve the mastery of what they read, that they are able to read with profit two books during the first year and that they acquire a considerable amount of thought material, in the form of memorized selections and memory gems. The amount and kind of reading done in grammar grades can only be inferred from the answers to questions 6, 11 and 13. If pupils average to spend 30 minutes per day in silent reading, they probably do as much

in the way of oral reading. The kind of reading thus done seems to average one-fourth poetry and three-fourths prose. In addition to this reading of lessons set for study and oral drill, the amount of matter memorized, an average of 550 lines, would indicate a fair amount of silent reading, almost wholly of poetry.

The only facts reported, indicating methods of instruction, are found in the answers to questions 7, 8 and 9. The first gives evidence of a general purpose on the part of teachers to secure thoroughness in results; the second indicates lack of proper drill in one of the important essentials of good oral reading and the third is suggestive of the method in which the teacher requires her pupils to read by imitation of her example, instead of giving expression to their own understanding of the matter read. Thoroughness is a prime factor in all efficient instruction, but it must be thoroughness in essentials. Distinct enunciation is an essential in all good oral reading, while thorough understanding of the matter read is an essential to both oral and silent reading.

The results of instruction in reading are shown in the answers to questions 8 and 10. That less than 50 per cent of the pupils enunciate distinctly and that only 49 per cent of them average to read with such expression as to afford pleasure to the listener are severe condemnations of the results secured.

The answers to questions 15 and 16 relate to both the amount and frequency of practice in the work in spelling. The average number of words assigned to primary grade pupils, each day, is 10 and the average for grammar grades is 17. These averages include, probably, both the new words and such as need to be reviewed. From the answers to questions 17 and 18 it would seem that, in at least 75 per cent of the schools, both oral and written spelling lessons are given daily. The instruction in spelling, as to the amount of work done, the number of periods given to the subject and oral and written practice should yield satisfactory results. Nevertheless, it appears, elsewhere, that 17 per cent of the pupils are less proficient in spelling than in any other of the subjects studied.

In both reading and spelling the use of the dictionary is important. Words are of no use except as symbols of ideas and, in both branches, it is a waste of time to teach words which convey no meaning to the child. Hence, the dictionary is to be

used in teaching both reading and spelling. In what year of the pupil's school life the use of the dictionary, for drill in word forms and word meanings, should be commenced is set forth in the answers to question 20. There seems to be no uniformity, either of opinion or practice, in this regard. Some teachers begin the use of the dictionary as early as the fourth year, a few as late as the seventh. The average opinion and practice is to begin such use in the fifth year.

3. *Penmanship.*

Three styles of penmanship are taught in the rural schools of today. The prevalent style, for the last ten years, has been the vertical. Only 14 per cent of the teachers favor its retention, while 18 per cent would put in its place the slant system and 68 per cent the medial. It is desirable that a uniform system of writing be taught and the medial style will doubtless be found, in practice, to be the best of the three.

The results of the teaching of penmanship, in rural schools, are shown in the answers to questions 2 and 3. By the first, it appears that but 52 per cent of the pupils average to write a neat, legible hand; but, by the second, it would seem that a much larger proportion, 66 per cent, are eligible for business positions requiring ability to write such a hand. Probably this apparent disparity in estimates is due to the basing of differing estimates upon different standards; but both averages fall short of the results which may and ought to be reached. Whether this be due to the style of handwriting generally taught, or to faulty methods of teaching, is not certain. The probabilities are that, with the general adoption of a different and better style and the requiring of more careful practice by pupils, a more satisfactory record of results would be made.

There is a valuable suggestion to teachers in question 4 and its answer. Pupils required to do much written work, before they have fully mastered a legible and rapid style of writing, will unconsciously subordinate legibility to rapidity, unless special care be taken to prevent it. Teachers should so conduct the written work, required in the higher grades, that it will serve to increase legibility and at the same time train to rapidity. It should always be kept in mind that the ability to write neatly and rapidly is not only an accomplishment, but a business asset of no small value.

4. *Language and Grammar.*

The teaching of language should result in facility in the expression of thought in both oral and written forms. The instruction in its use should be given through practice. The teaching of grammar should result in the mastery of the laws and rules governing language. The former seeks to give the pupil a knowledge of the simpler, the latter an understanding of the more complex forms of expression. As the child, in his daily life, is to make constant use of oral and written language, his instruction must be so ordered as to train to facility and skill in both forms. The order of mental development requires that the teaching by practice shall precede the teaching of principles and that, when the latter is begun, the two shall proceed together. Any scheme of instruction which fails to give due value to the correlation of these studies with other subjects will fail to secure satisfactory results.

The questions under the head of language and grammar were framed in accordance with these facts and laws; the answers indicate to what extent and with what results instruction has conformed to them.

By answers to question 1, it appears that some teachers would begin the coördination of language teaching, by practice with the teaching of technical grammar, in the fifth grade; some would postpone it until the eighth grade, while the average would begin it in the sixth grade. To begin the study of the abstract facts and often abstruse laws of grammar at the age of eleven years is to commence the work before the reflective powers have reached that development which will permit the child to grasp the facts and laws of language. He may, at that age, master the simpler forms, such as can be illustrated by concrete examples; he may comprehend the division of words into classes, some of the changes in word forms and some of the laws of sentential structure; but he will stumble at much he will meet in his first year's study of the ordinary text-book.

The general correlations of language work with other subjects are indicated in the answers to question 3. Language teaching, in the opinion of most teachers, can be done in connection with all other subjects, either as practice in right use, or as a means for teaching the application of grammatical facts and laws. The relative values of four of these branches are

fairly shown in the per cents given in tabulations found on another page.

The relative time given to language teaching varies to such an extent that it is difficult to reach any definite estimate; but the average attention which it receives is indicated in the facts stated in the answers to questions 7 and 8. It is fair to infer that the 95 per cent of the teachers, who do not confine language teaching to a special period, teach it in connection with other subjects and that 67 per cent afford opportunities for practice in written language work. Technical grammar is taught in all the schools, as appears from the answers to question 11. These facts furnish grounds for the inference that a fair measure of language teaching, in both its forms, is provided for in these schools.

The methods of teaching language are indicated in the answers given to questions 2 and 12. These show that, in two respects, 95 per cent of the teachers use methods pedagogically correct. Hardly as much can be said of the small minority of 5 per cent. Those who would have pupils prepare written language work, on topics with which they are not familiar, would require the making of bricks without straw; while those who think the teaching of rules, without ample practice in their application, has some value would sow without any hope of reaping.

The results of language and grammar teaching, in the rural schools, are set forth in the answers to questions 5, 6, 7, 9 and 10. They may be stated as follows: In 61 per cent of the schools, pupils achieve a satisfactory understanding of the construction of sentences; in 67 per cent they are able to recognize, promptly, the parts of speech; in 57 per cent. they are able to apply grammatical principles to their own compositions; in 67 per cent. they are able to make ready use of the rules of capitalization and punctuation; in 50 per cent. they have the ability to give free oral expression to thought. Are these results satisfactory? Are they on a level with results attained in other subjects of study? According to the answers given to questions 24 and 25, of division 10, language leads in the list of branches in which pupils are least proficient. It is evident that language teaching is not up to the level of other subjects.

5. *Mathematics.*

The rural school course in mathematics is divisible into three periods. First, the pupil should be trained to a prompt and accurate writing, reading and combining of numbers; second, he should be taught arithmetic, as the science and art of applying numbers; third, he should be taught the elements of algebra, because it will help him to the right application of arithmetical facts and rules to specific cases.

The work in number should be done so thoroughly, through persistent drill, that the pupil will be able to read, write and combine numbers with accuracy and with the minimum of conscious thought. The instruction in arithmetic should be equally thorough, especially in the fundamental processes and those of common use in business affairs. The knowledge, both of numbers and of the art of applying them, should be so fixed in the pupil's mind that he can recall them without conscious effort. This fact-knowledge must be so taught and used that the pupil will develop the ability to reason out its right applications to specific cases. The instruction in algebra should also have in view the development and training of the pupil's ability to reason out the application of processes to the solution of specific problems. He should be trained to determine, in every problem, what is stated, what is unknown and by what processes the unknown may become known.

The time when pupils should begin the study of number is stated in the answer to question 2. Up to the third year, the work, as indicated in the answer to question 3, will deal, almost wholly, with the facts of number. Drill in the facts and practice in the use of them, in solving problems, should thereafter run parallel. The teaching of arithmetic, proper, should not begin before the fifth grade and, better, as late as the sixth. In the answer to question 1, the time in which the average pupil can complete the course in arithmetic is given as eight years. The query seems to be pertinent,—“Would better results be secured, if the work were commenced later and limited to a smaller number of topics?” Such is evidently the opinion of 60 per cent of the teachers, as given in answer to question 12; but to do the work usually required, in less than eight years, would, in the judgment of the teachers, necessitate the omis-

sion of some of the topics now studied. While 72 per cent agree that something should be eliminated, there is no majority of opinion expressed as to what particular topic, or topics, should be dropped. It may be fairly inferred, from the opinions given, that comparatively little time should be spent in teaching any of the topics named in the answers.

The methods used in teaching the mathematical studies of the rural school course are stated in the answers to questions relating to preparation of work by the pupils, the time in the day for recitation work, the length of recitations and the proportional part which should be devoted respectively to drills and to testing and imparting knowledge. By answers to question 11, it appears that all but 7 per cent of the teachers have pupils prepare their work in the morning; the 7 per cent having it done in the last part of the afternoon. It is to be inferred, therefore, that pupils are expected to do their mathematical study in the schoolroom, instead of taking it as a home study. The recitation in 96 per cent of the schools, as appears from the answer to 10, are heard in the morning. The time given to recitation periods in primary grade work, as appears in 5, averages 20 minutes and that in grammar work 32 minutes. By the answers to question 4, it appears that, in the primary work, about one-half of the recitation period is devoted to drill exercises and the remainder to testing and imparting knowledge. In grammar grade work, on the average, as appears in 7, about two-fifths of the recitation is devoted to testing and imparting knowledge. Considering the peculiar conditions under which rural school work must be done, the methods pursued are as efficient as any which could be adopted.

The results of the mathematical instruction, in the rural schools, may be inferred from the answer to question 13. It appears that the knowledge acquired is lacking in accuracy, the one essential in all mathematical work. Nevertheless, it seems, according to the answers to question 24, division 10, that, in the list of subjects in which a majority of pupils are most proficient, arithmetic leads by a large per cent. In this fact may be found some evidence of the survival of conditions which made proficiency in arithmetic the one ambition of the pupils in the district schools.

6. *Geography.*

The essential concepts to be acquired in geographical study are those of form; extent, absolute and relative; direction and locality; plant and animal life forms, including man; climatic conditions; social and political relations and trade and commercial activities and agencies.

In the rural school, as appears from the answers to question 1, instruction in geography begins with pupils in the third grade, though some teachers begin with those of the first and others with those of the fifth. The first year's instruction is oral, as indicated in the facts given in 7, that text-book study is begun in the fourth grade.

The coördination of the different departments of geographical instruction is shown in the answers given to question 8. Local geography, in all its forms, takes one-fourth of the time devoted to the study as a whole. The time given to general geography is allotted to the several departments in the proportions of 27 per cent to physical, 28 per cent to political and 20 per cent to commercial topics.

The correlations made with other subjects are shown in the answers to questions 7, by which it appears that geography and history are correlated by 83 per cent of the teachers, that 72 per cent correlate the teaching of geography with that of reading, 44 per cent with that of drawing, 50 per cent with that of language and 30 per cent with the work in nature study. If these correlations are made as complete and frequent as they should be, pupils will learn to appreciate the value of geographical knowledge.

The methods of instruction in geography, employed with primary grade pupils and the extent to which they are employed, are shown in the answers to questions 2 to 6, inclusive. Simple plan drawing, to make definite the ideas of form, extension and direction, is generally begun, with other geographical instruction, in the third grade. Some study of the children of races, through oral descriptions and supplementary reading, seems to form part of the course in 80 per cent of the schools, for the purpose of giving interest to the study and of developing ideas of differing human conditions. Unfortunately, the two most efficient methods of developing clear concepts of natural geo-

graphical forms, by making appeal to the perceptive and imaginative faculties, seem to hold places of minor importance. It appears that the sand table is used by but 30 per cent and field excursions are conducted by only 43 per cent of the teachers.

Text-book study is begun in the fourth grade in a majority of the schools. The facts given in answer to question 11 show that but little is done to make vivid the facts learned from books. In none of the schools are representatives of children of the different races used to make clear the different race characteristics, conditions and customs; in none are illustrative specimens of manufactured products used. Specimens of local manufactured products are used for illustrative purposes by only 4 per cent; local natural products by only 16 per cent; national and foreign natural products by only 4 per cent; illustrative pictures, so easily procurable, by only 28 per cent and specimens of manual construction, illustrating modes of life among savage and semi-savage peoples, by only 8 per cent. Nevertheless, it appears from answers to question 13, that 75 per cent. of the teachers make some use of near-at-hand materials. The topical method is employed in 82 per cent of the schools, as appears from answers to question 12.

The results of instruction in this branch are not shown by any special facts given. They must be inferred from methods used and from facts stated elsewhere. In answers to questions 24 and 25, of division 10, it appears that geography ranks third in the list of those subjects in which the pupils show greatest proficiency. These facts are in accord with those to be inferred from consideration of methods employed. If investigation were made, it would probably appear that the lack of proficiency in geography was due to a failure to appeal to the pupil's perceptive and imaginative faculties.

7. *History.*

History is to be taught, first, because of the importance of its facts; second, because of the value of the study as an agency in the development and training of the mind and third, because in its study the pupil is led to form high ideals of heroism and civic duty and to develop patriotism and natural pride.

There should, therefore, be a preparatory course of instruction, to give the pupil correct conceptions of the nature and meaning of history and to create an interest in it, as a subject for future study. This course may consist of oral and written work, together with supplementary reading of historical stories and biographical sketches. The events in the school life of the child might be wrought into oral and written narratives. Similar treatment of local events, within the knowledge of the pupil, might be put into historical form. Praiseworthy acts, in the school and neighborhood, could be worked into these narratives and the pupils would thus begin to acquire right ideals and clear conceptions of the nature of history. This preparatory work might take the form of language lessons. The story of the first thanksgiving day, graphically told, on the day before the observance of the annual thanksgiving, would serve valuable ends in awakening interest in the day, in forming ideals of devotion to principle, of self-abnegation and of gratitude for Divine care.

The formal study of history, in the rural schools, is begun in the sixth grade, as shown from the answer to question 1. Preliminary to this, considerable preparation work is done; for the answer to 2 shows that the subject is taught in primary grades by 92 per cent of the teachers through biography and by 72 per cent through the study of events and, in answer to 31, that 90 per cent take advantage of important anniversaries to teach historical facts. Preparatory work is also indicated in the facts disclosed, in answers to question 4, that 69 per cent correlate history teaching with language, 84 per cent with reading, 77 per cent with geography and 55 per cent with civics.

As shown in answers to 6 and 7, local history is taught in 61 per cent of the schools, generally in the seventh grade, after national history has been taught one year. By answers to question 8, it appears that the teaching of civics is connected, either wholly or in part, with history teaching and, presumably, with that of both national and local history, by 55 per cent of the teachers, while 45 per cent teach it as a separate subject. In view of the necessity for economizing time in the rural schools, the practice of the majority is the better.

Instruction in national history may be supplemented by facts of English history. In answer to question 9, 22 per cent of the teachers express the opinion that it should be taught in the ninth

grade. It is encouraging to know that something is being done, in this field, in some of the schools.

The methods by which history is taught are shown in answers to questions 5, 10, 12, 13 and 14. As therein stated, the almost universal method is the topical. The average time given to the study of wars is 44 per cent. In 85 per cent of the schools, map drawing and map study are used to make definite the facts studied. By 95 per cent, pupils are required to consult sources of information, other than their text-books. Only 10 per cent, however, recognize the value of debates on historical topics as a means for creating interest in the study, enlarging the pupil's comprehension of facts, for quickening his imagination and training his judgment.

The results of history teaching are shown in the answers to question 11 and question 25, of division 10. By the former, it appears that less than one-half of the pupils acquire intelligent ideas of military maneuvers and war campaigns. It appears, further, that history ranks second in the list of subjects in which pupils are least proficient. These results are far from what they should be, considering the value of the subject as a factor in general intelligence and its service in developing ideals and revealing motives. If investigation were made for the reasons for these results, it would probably be found that teachers are lacking in the historic sense. It would also be discovered that many teachers do not understand those pedagogical principles which underlie all successful teaching. History is often taught as a memory study. It is a study in which memory, except in its highest associative activity, should be least depended upon for results. Imagination, judgment and reason are the faculties whose constant action must be invoked, in the acquiring of historical facts and the organizing of these into a body of historical knowledge.

8. *Special Studies.*

The subjects, thus far considered, are those given the first places in elementary courses of instruction. The child who has learned to read intelligently and intelligibly, to spell correctly the words of his vocabulary, to write legibly, to use numbers with facility and accuracy, to express his thoughts and feelings clearly and correctly, in oral and written ways, who has acquired a usable knowledge of local and general geography and pos-

sesses a reasonable knowledge of the development of his country and its institutions enters upon the battle of life well equipped. If he has been taught these things, in such ways as to call his mental faculties into action, he has acquired a power by means of which all things else of knowledge and culture are of possible attainment, by his own endeavors.

There are, however, other subjects of study which have practical and educational values in no small proportions. Drawing, music, sewing, industrial training and physical culture are in the list of those that must be ranked as important. All these subjects assist in intelligent, productive, happy living. Any one who has acquired skill in drawing has at his command a means of expression, in some ways, superior to language. He has also so trained his eye and taste that his after outlook, upon the world of nature and art, will be a source of enjoyment. If one's love of music, innate in most children, has been cultivated during his early years, he will be able to give expression to the highest and best things in his life,—the emotions. Manual training gives that knowledge of the materials and processes used in the industrial arts, without which no one can fully appreciate industrial conditions. While this work gives manual dexterity, it also trains the judgment, refines the taste and results in culture in its higher forms.

It is a mistake to think that the country boy and girl get all the physical exercise they need, in the performance of their home duties. They may get exercise enough, but not such as to produce the benefits obtained from proper methods of physical culture. Some of the work the country child is required to do, in field and kitchen, has a tendency to produce abnormal physical development and the abnormal is the unhealthful and ungraceful. Many a country bred man has carried through life, as a heavy burden, defects of form and awkwardness of movement, acquired in childhood and so fastened upon him that correction is impossible. If, in the schools of his childhood, he had been symmetrically developed, he would be a more attractive and a happier man. It is more than a matter of interest, therefore, to ascertain what place the teaching of these desirable things holds in the work of the rural schools.

By the answers to questions 1 to 5 inclusive, it appears that, of the schools reported, drawing is taught in 45 per cent, music

in 63 per cent, manual training in none, sewing in 15 per cent and physical culture in 54 per cent. Considering the special conditions limiting the work of the rural schools, these facts show that a good work has had a fair beginning. The failure to do any work in manual training is due to two causes:—first, the general conception of manual training as something requiring special provision of place and equipment and, second, because few teachers feel competent to attempt this work. That sewing holds so small a place is due to the prevalent opinion that sewing is an art best learned in the home.

The estimates placed by teachers upon the value of these subjects are to be found in the answers to questions 6 to 10, inclusive. Only 25 per cent believe that any of them consume time properly belonging to other branches; but, if any are to be eliminated, 33 per cent would eliminate drawing, 67 per cent music, 50 per cent sewing and 17 per cent physical culture. All find drawing helpful, in connection with the teaching of one or more of the essential subjects of study,—70 per cent with geography, 40 per cent with history, 30 per cent with arithmetic and 20 per cent with both language and nature study. The teaching of drawing is thought by 93 per cent to have an influence in developing the artistic taste; while it is the general opinion that 42 per cent of the pupils get too little benefit from the study of music to pay for the time devoted to it. Finally, 94 per cent agree in the opinion that the teaching of these subjects has some influence in the direction of quickening the interest of pupils in the general school work. Taken as a whole, these opinions reinforce the conclusion that a beginning in a good work has been made.

9. *The Recitation and allied Topics.*

The recitation should be so conducted as to make the pupil definitely responsible for the doing of a given amount of work. If rightly used, it trains the pupil to clear and exact thinking and skilful expression of thought.

An inside study of the schools, made by teachers, will take cognizance of the purposes which teachers seek to subserve through it, the value they attach to it, its failures to meet individual needs and how they attempt to meet them, the success or failure of such attempts and in what way failure may be prevented.

It will also take into account the proper amount of time pupils should give to recitation work, to study and to receiving individual instruction; the ratio of oral to written work in the recitation; the place and value of recitation work as a basis of ranking and promotion and whether methods of instruction should be simplified, or a more vigorous spirit of application encouraged, in the pupil, by reducing the time given to the recitation and giving pupils more time for individual work.

Question 1 combines all the purposes of the recitation in two general statements, the giving of instruction and the testing of knowledge. Logically, the second is preliminary to the first, as the knowledge to be imparted should be that which the pupil has failed to acquire by personal effort. If the recitation be so conducted as to test properly the information acquired, the pupil's foreknowledge of this fact will stimulate him to meet such test successfully, both as to form of expression and completeness of acquisition. Of those reporting, 13 per cent hold the opinion that the primary purpose of the recitation is to test the pupil's knowledge of the lesson, 27 per cent claim that this is not its purpose and 60 per cent affirm it indirectly, or coördinate the two purposes as of equal value.

The answer to question 2 shows the value placed by teachers on recitation work; 78 per cent expressing the opinion that the time and effort spent in it yield satisfactory returns, while 9 per cent do not hold to such opinion and 13 per cent are in doubt. The close correspondence of these per cents with those showing opinions as to the purposes of the recitation is significant.

While the majority of the pupils should receive the most of the attention of the teacher, yet it is manifestly unjust to neglect the minority. In the answer to question 3, recognizing this principle, 87 per cent of the teachers profess inability to serve all individual needs of pupils, by means of the recitation, while 13 per cent avow their ability to do so.

In the answers to questions 4, 5 and 6, are stated the methods by which the majority of teachers attempt to meet these needs, the defects found in such efforts and the methods by which they are met. From these answers, it appears that 78 per cent attempt to meet them in the recitation, that 46 per cent find in such attempts that a part of the time of the majority of the class suffers waste, that 87 per cent think such waste could be pre-

vented, by providing in the daily program special periods for individual instruction, which plan is, practically, the same as suggested by 90 per cent, in answer to question 4. This problem of individual needs and how best to meet them was solved, in the old time schools, by giving a little time between recitation periods to individual pupils. A much exploited system had its origin in these schools and it is one of the old-time customs we would do well to continue in the schools of today.

It is an important condition to efficient instruction that the pupil's time be properly divided between recitation, study and the receiving of personal instruction. The average practice of teachers, in this regard, is shown in the answer to question 7. The division there given is that 50 per cent of his time should be devoted to recitation work, 29 per cent to study and 21 per cent to individual instruction.

The proper division of the recitation into oral and written work determines its efficiency, to a considerable extent. As already stated, the pupil is to be trained, through the recitation, to think readily and correctly and to express the results of his thinking with facility and accuracy. Hence, a certain part of the recitation work should be of such a character as to compel that deliberate, intense thinking which written expression of thought requires. The more advanced classes should be required to do more written work than is asked of younger pupils. Subjects differ in the opportunities they afford for written work as, also, do different portions of the same subject. Spelling may be either wholly oral, or wholly written. Much of the practice work, in numbers and arithmetic, must be written. More or less of the work, in every subject, should be written, as well as a considerable part of the reviews upon which promotion is to depend. In view of all the conditions, the division made, in the answer to question 8, seems as nearly the right standard as any that can be fixed. About three-fifths of the total of daily recitation work should be oral and two-fifths written.

The promotion of pupils must be in accordance with some definite requirements of fitness. The pupil indicates in his daily work his ability to enter upon more advanced studies. The extent to which his daily acquisitions have become permanent possessions may be determined by special tests. The opinions

of teachers, in regard to tests to determine fitness for promotion, are given in the answers to questions 9, 10 and 11. From these, it appears that 53 per cent make use of the daily ranks as a basis of promotion and that 75 per cent consider the daily recitation a sufficient test. Of those who make record of daily ranks, 75 per cent use the per cent method. From these facts, it is fair to infer that, in the rural schools, there is need of more special testing, through stated reviews. A record, showing an estimate of the work done by each pupil, should be kept in every school. Such a record would serve as warrant for the action of the superintendent in promoting pupils and as a guide to the new teacher, enabling her to carry forward her work with least waste of time and effort.

A careful study of the recitation work and its results gives rise to certain questions as to methods of improving the same. Is improvement to be sought in greater simplicity of instruction, or in stimulating a more vigorous spirit of application in the pupil? Would results be better, if less time were devoted to recitation and more to pupils for personal work? Is there too much method, or machinery, in the instruction and management of the schools to permit the teachers most helpfully to serve their pupils? In answer to the first of these questions, 12, 84 per cent of the teachers agree in the opinion that there is need of such changes as will make possible a simpler system of instruction and a more vigorous spirit of application. In answering the second of these questions, 13, 42 per cent agree in the opinion that better results would accrue from giving less time to recitation and allowing pupils more time for personal work, while 48 per cent are positive such a course would give no better results and 10 per cent are uncertain regarding it. In answer to the third question, 14, a large minority, 45 per cent, are of the opinion that less method, or machinery, would permit the teacher to be more helpful and a small majority, 55 per cent, do not hold to such opinion. The conclusions to be drawn from these answers are that, in a large majority of the schools, some simplification in methods is needed and that pupils, generally, must be inspired and compelled to more vigorous application to their work.

There are to be found, in nearly all schools, some pupils who are slow of response, or fail wholly to respond to any form of

treatment by which teachers seek to awaken their interest in school work. That this class of pupils is comparatively small is shown in the answers to question 15, in which it appears that the average number per school is but one. That one, however, is worth the careful study of the teachers so that she may discover how he may be brought to responsiveness. Such pupils will generally be found to belong to one of two classes. In one class will be found those who fail to respond to any stimulus to intellectual activity. In the other class are found those who possess a strongly marked bent toward some special kind of activity. Their interest centers in certain things and they find in the ordinary work few or no attractions. The pupils of the first class must receive unrewearying effort to create interest and induce action of dormant intellectual powers. If the pupil be of the second class, his peculiar bent must be discovered and its power used to promote an interest in the work of the school. That such conversion is possible to the wise and sympathetic teacher is evidenced in the answer to question 16, by which it appears that, in the experience of one teacher, at least, ten such cases have been successfully handled and that, in the experience of all reporting, an average of six cases have been so treated. The study of these pupils is real child study which sometimes avails for large results.

In both rural and city communities, many pupils leave the schools before completing the full course of instruction, or on completion of the elementary course. It becomes a matter of importance, therefore, to ascertain the causes of this shortening of the child's school life and to determine to what extent those causes lie outside the schools, or are due to faults in the work of the schools, either in matter or method. In question 17, are enumerated seven of the causes most generally operative in abridging the child's school life and, in the answers, are given their comparative value as leading causes. Of these causes, the necessities of self support, or of aiding in the support of others, is ranked as first by 44 per cent of the teachers, failure of parents to give proper encouragement to their children to complete the course and especially to take work in more advanced schools is ranked first by 31 per cent. In the opinion of 75 per cent, therefore, the two most potent causes lie outside the schools. Of causes to be found, wholly, or in part, in the work

of the schools, 12 per cent give first place to failure of school work to appeal to and serve the pupil, 7 per cent to discouragement because of poor standing in class and 6 per cent to failure to be promoted with class. None give first place to failure of teachers to stimulate the ambition, or to understand and help the child. Of the first two causes lying outside the schools, the necessity of the child for self support is one whose operation, probably, can not well be prevented. The second will be operative until parents have adequate conceptions of the value of school work.

As failure of promotion is one of the causes, within the school, leading to the premature withdrawal of children from school, it is important to investigate the extent to which such cause is operative and the reasons therefor. By answers to question 18, it appears that, in some schools, as many as one-fourth of the pupils thus fail and that, on the average, 10 per cent of those so failing drop out of the school every year, or are compelled to make up deficiencies, usually, by retaking the work of the grade. Of the causes of failure in promotion set forth in question 19, the first four are such as not to be chargeable to the schools. It appears, from the answers made, that poor attendance is primarily responsible for 50 per cent of such failures, lack of power of application for 10 per cent and arrested development, or outside interests, for 20 per cent each. No teacher assigns her own failure to understand and help the pupil, or failure of the school to interest and serve him, as first causes of lack of success in securing promotion.

Of the causes given primary rank, poor attendance is doubtless, in part, due to conditions of weather and travel, more likely to affect attendance in rural than in city schools; in part, to neglect of parents to require their children to be regular in attendance and in part to failure of teachers to create in pupils such intense interest in work as will make them feel it a deprivation to be kept from school. Lack of power of application may be the want of capacity; but is, more often, the result of faulty training, through the unwise helping of the child, by doing for him what he ought to be compelled to do for himself. Arrested development may be the result of disease. It is too often due, unfortunately, to the unwisely manifested pride of parents and teachers in the precocity of the child, leading to dangerous

stimulation, when restraint is needed. For the operation of the fourth cause, outside interest, the responsibility is, almost wholly, in paternal weakness allowing the child to participate in social pleasures, instead of holding him strictly to the performance of that part of his school work set for home study, or failure to furnish him with suitable home amusements. Herein is one of the important ways in which the home should cooperate with the school for the good of the pupil.

No study of the schools, with reference to their condition and their improvement, should fail to investigate the manifest weakness of the pupils, both innate and acquired. In question 20, are set forth certain weaknesses, for the purpose of ascertaining the relative extent to which pupils manifest them. The answers show that, in 69 per cent of the schools, too many pupils show weakness in power of application; in 44 per cent, in ability to apply abstract principles to concrete problems; in 44 per cent, inability to draw accurate conclusions from study of concrete problems; in 44 per cent, inability to concentrate attention; in 19 per cent, inability to master a given lesson and, in 63 per cent, inability to work without direction, or assistance. None of these weaknesses are, wholly, the result of lack of natural capacity; but all are, in part, if not wholly, the effect of faulty methods of instruction. These faults in method are found in management of recitations. Unless the recitation be so conducted as to demand close application in preparation for it, no ability for, or habit of, application will be the resulting product. If the recitation fail to train the pupil to be persistent in applying abstract principles to concrete problems and in drawing accurate conclusions from the study of such problems, ability to do these things and the habit of doing them will not be induced. If it be so conducted as to require little continuous thinking, little ability to do connected thinking will be developed; while if so conducted as not to demand the full mastery of lessons, ability to master them will not be secured. All the processes of the school have, as their ultimate purpose, to develop in the pupil the ability to do and such ability can be developed only through persistent, strenuous doing. Until the teachers bring to their work a thorough comprehension of the purposes of the recitation and study periods and wisely direct the work of the pupils, they will have occasion to report those weaknesses.

Among the pupils often listed as weak in ability, in some or all of the above named particulars, are those who are counted as dull, but who are, really, only slow in mental processes. Such pupils, as appear in the answer to question 21, are found in every school. The wise teacher will come to recognize these and will find that, in a large majority of cases, their apparent weakness is a kind of strength. They are slow in reaching results, but, when they do arrive, they are there to stay. As shown in 22, knowledge once acquired is longer retained because of the greater mental effort required in its acquisition; it is because of the power, developed through such effort, that the dull boy so often becomes the strong man. How to deal with such pupils is indicated in the answer to question 23. The almost universal experience is, that it is better to give them a smaller amount of work to do, in a given time, for the reason that this affords as much mental discipline as is furnished by a larger amount of work to children of quicker intelligence. To require such pupils to do the same work, in the same time, as is required of quicker pupils would defeat the purpose of that work, would render the knowledge acquired of little value because superficial and, instead of developing power, would conduce to stupefaction. It is a fortunate thing for the dull pupil in the rural school, that its comparatively loose grading will permit the teacher to apportion his work in such way, that he can do it well and get strength from the doing.

10. *General.*

Among conditions affecting the work of pupils, in school, are certain personal habits and practices. The age at which they enter the schools; the amount of school work they do at home; the time devoted by teachers to daily preparations; the physical surroundings of the schools; the attitude of the communities toward the schools and the cost of maintaining them are among the items that must be taken into account, in order to a full understanding of the value and needs of any school system.

Among the personal habits and practices of pupils, making against efficient work, are such as effect the pupil's powers of acquisition, because of their action upon the nervous system and, especially, of the brain. The habitual use of tobacco and of

tea and coffee, together with the eating of large quantities of pastry and confectionery, are among these habits and practices. From the answers to questions 1, 7 and 8, it appears that an average of 10 per cent of the pupils in rural schools use tobacco, 34 per cent eat considerable amounts of pastry and confectionery, 35 per cent drink tea and 53 per cent coffee. There are available no data by which to determine what proportion of pupils, manifesting those weaknesses in ability shown elsewhere, are among those indulging in these harmful practices; but there can be little doubt that some relation exists between them. Worse than their effects upon mental action is the general effect of these practices upon character. These indulgences are directly opposed to that self-control which it is an important purpose of the school to develop and which form the foundation of a robust moral character.

Another kind of indulgence, working injury to the child, is the misuse of social instincts which weaken by wasting mental and moral fiber. The reading of unwholesome literature, association with undesirable companions, spending time in exciting amusements and forming the loafing habit are all of this class. The answers to questions 2 to 6, inclusive, show the extent to which pupils indulge in these practices. On the average, 3 per cent read unwholesome literature, 17 per cent spend too much time away from home, 9 per cent seek exciting amusements and 6 per cent are, apparently, forming the loafing habit. While by reason of the special conditions of rural life these per cents are smaller than will be found in city schools, they are suggestive of conditions which need amendment.

The returns make it clear that only a small percentage of the pupils in rural schools are clothed in gaudy apparel. For this they will be thankful later.

By answers to questions 9 and 10, it appears that the average minimum age at which children enter the rural schools is five years and that at which they begin to use books for study is six years. The former is the legal age for entering and is too early for the best results. The latter indicates a year's oral instruction as preparatory to text-book work.

The assigning of some part of the work of the school to be performed at home serves important purposes. It not only gives the pupils more time for preparation of lessons, but it helps to

create the habit of home reading and study and keeps the child within the safer influences of the fireside. It brings the school and home into intimate relations, thus creating parental interest in the school and aiding in bringing it to its proper status, as a center of intellectual and social life. In order to secure these purposes, pupils should be given some carefully selected home work. From the answers to questions 10 and 11, it is evident that assigning of home work is generally practiced. While some assign, to pupils of the lower grades, work requiring 30 minutes for its doing, others assign less and a few assign more. The average assignment is for a period of 20 minutes. Somewhat more than this average should be the rule, the amount assigned differing with different pupils and in different grades. For the higher grade pupils, the maximum reported of one hour's work is none too much.

There is a popular idea that the teacher's work begins when she enters the school in the morning and ends with the close of the afternoon session. Such notions are erroneous. The teacher who strives for success must meet her school, full of enthusiasm for the duties of the day and her classes, with fresh knowledge and carefully matured plans. To do this, she must freshen her knowledge, review the work of the day just finished, to discover its defects and its excellences and make her plans for tomorrow by the light of today's experience. If she be wise, her plans for tomorrow will be so made as to cover a larger area and extend through a longer period. The work of the day, the term and the year, thus planned and arranged, will be characterized by a thoroughness otherwise impossible. That the teachers of the rural schools recognize the value of such preparation is evidenced in the answers to questions 13, 14 and 15. As therein shown, the time devoted to daily preparation varied from 3 hours to 40 minutes and averaged 50 minutes. All believe it advantageous to plan each day's work in advance and 65 per cent make the day's plans factors in their general plans. These facts are significant of several things. They give evidence that the large majority of teachers have clear conceptions of the scope of their work and are trying to realize those conceptions in practice. They show that there are wide differences in the completeness of such conceptions as held by different teachers. They give assurance of good work done and promise of better things to come.

One of the important educational movements of today is that of improving the physical surroundings of the school. This movement is of special significance for rural communities. The old time schoolhouse which disfigured the landscape and was too often defaced, without and within, with evidences of the vandal spirit is becoming a thing of the past. The ungraded yard, hardly large enough only to contain the schoolhouse and its outbuildings, is giving place to the larger school grounds, made pleasant with shade trees and beautiful with shrubbery and flowers. The leading agencies by which these improvements have been made to appeal to the coöperation of parents, children and teachers are the School Improvement Leagues. The extent to which this and other influences have operated to secure those changes is indicated in the answers to questions 16 and 17, by which it appears that 78 per cent of the teachers have definite plans for interesting pupils and parents in the improvement of physical surroundings; that 44 per cent of the schoolrooms are satisfactorily heated and 33 per cent properly ventilated; that 33 per cent of the school yards are in satisfactory condition; that the equipment of schoolrooms is satisfactory in 27 per cent and that they are decorated with pictures and other adornments in 25 per cent of the cases reported. Taken as a whole, these facts are significant both of present results and of the need of future improvements, in order to provide the rural schools with anything like suitable buildings and grounds. The gospel of better schools, because of better surroundings and better appointments of schoolrooms, needs preaching and living by teachers, parents and pupils. That conditions are favorable to the preaching of that gospel is shown in the answer to question 18. In 90 per cent of the rural communities, the predominant feeling toward the schools is one of interest and in 10 per cent, only, does indifference toward them prevail. Nowhere is hostility reported. To convert indifference into interest and interest into effective action constitutes the task of the progressive teacher.

There are certain facts, regarding the cost of the schools, worthy of study. These facts are given in the answers to questions 19 to 22, inclusive. They show that these rural schools cost, on the average, \$318.00 per year; that this cost should be increased in all legitimate items; that, in 80 per cent of all

instances reported, the needed increase is warranted by the towns' resources and that, in 90 per cent of cases, every dollar of expenditure procures a dollar's worth of service or material. If these schools are to be brought to their best estate, their teachers must be paid living salaries. Facts already presented show the need of larger expenditures for material and agencies for better instruction. With these larger expenditures would come better service, with correspondingly larger returns.

The general value of the product of the schools, in extent of scholarship and personal qualities for citizenship, are indicated in answers to questions 23, 24 and 25. If the judgment of the teachers reporting is justified by the facts, only 55 per cent of the boys and girls who go out of the schools, annually, are reasonably fitted in scholarship for citizenship. The reasonable fitness of even this small majority, as indicated in 24 and 25, is far from satisfactory. It is more or less lacking in several of the essential qualities of preparation. The causes of the defective product here shown are not to be found in defective powers in the pupil, for nearly half of the children of Maine residing in rural communities can not be thus deficient. These causes must be sought elsewhere and will be found in the lack of a public opinion, such as will demand better results and make adequate provisions for their attainment.

Not in scholarship, alone, is fitness for citizenship to be found. There are qualities of character which will be the product of the properly conducted school. These qualities and the extent to which the schools are working them into the characters of their pupils are set forth in question 27 and the answers thereto. As there shown, an average of only 66 per cent of the children in the rural schools exhibit that respectful attitude toward their elders which should be shown by every right feeling boy and girl. Only 55 per cent have acquired those habits of industry which will make them, not only self-supporting, but wealth producing citizens. A proper sense of personal responsibility is manifested by but 70 per cent. A reasonable regard for public property has been developed in only 54 per cent and, in the development of a useful type of citizenship, in the makeup of which these and other qualities are essential factors, only 55 per cent seem to have reached a satisfactory standard.

The striking agreement of the facts of fitness of character with those of fitness in scholarship is not accidental. The right intellectual education of the child will result in the development of those feelings, motives and habits which produce moral fitness for citizenship. And these defects in character, so far as the schools are responsible for them, have their source in the causes resulting in intellectual weakness. They are due to failure so to conduct the school and its work as to make compelling demands on pupils for respect for superiors, to hold them strictly responsible for the performance of tasks assigned, to require industrious application to work and to insist upon strict accountability for the use of public property.

In view of these facts, it is reassuring to know that the teachers, who know existing conditions as no one else can know them, are not given to pessimism. It is important to know that 71 per cent of them are still hopeful for the future of Maine.

II. *Special Questions.*

Certain important conditions, peculiar to the rural schools, remain to be considered. These may be brought under the heads of classification, courses of study, school management, peculiar conditions of advantage and disadvantage and continuance of pupils in school. All of them affect the work of the schools and are, therefore, to be held accountable, in part, for merits and defects in the work.

The classification of the rural school is one of the difficult problems which the teacher has to solve. If she would do her best work, she must have more classes than are found in the more closely graded schools of the city and the larger the number of classes the more recitation periods must be provided for and the less time can be given to each recitation. The *crux* of the problem is to reduce the number of classes to the minimum and, at the same time, conserve the interests of each pupil.

The success with which teachers have solved this problem of classification is indicated in the answers to question 1. The maximum number of daily recitations reported, 34, shows failure on the part of those who have been unable so to arrange work as to have a small number. Recitations under such conditions can be little more than perfunctory hearing of lessons. The minimum number shown, 15, lies under suspicion of being

the result of a classification so close that individual needs are too largely sacrificed to those of the majority. In the average rural school, the teacher should not attempt to reduce the number of daily recitations to this minimum. The average number reported, 25, gives an average recitation period of less than 14 minutes, which is too short to do effective work, except with pupils of the primary grade. There is need of a better solution of the problem of classifying the rural school than is reported. The conditions shown furnish reasons for the unsatisfactory results elsewhere considered.

Closely connected with the problem of so classifying the school as to give recitation periods of adequate length, is that of making classes large enough for effective recitation work. The highest efficiency of the recitation is conditioned upon the extent to which interest in the work can be awakened and held and interest in class work depends, in no small degree, upon the size of the class. It is difficult for the most enthusiastic teacher to awaken a glowing interest in a class of two or three members. In larger classes, the interest aroused in each pupil stimulates interest in others and class interest thus becomes a cumulative force. That, in this respect, the classification of the rural schools is not ideal is shown by the answers to questions 2, 3 and 4. The facts therein stated give evidence of too many small classes. The causes of the conditions shown lie in defective classification and also in the existence of too many small schools. The remedy is to be sought in such methods of classifying as will increase the number of pupils in each class and, by consolidation, reduce the number of small schools.

The grading of a school is the organizing and carrying forward its instruction in such ways as to conform to a definite course of study. If such course be arranged in harmony with approved laws and, if it be adhered to as an authoritative guide, the work may be profitably done. For more than ten years, concerted efforts have been made by superintendents and teachers to grade the rural schools. What measure of success has rewarded these efforts is shown in the answers to questions 6 to 9, inclusive. As therein shown, in 95 per cent of the schools, the instruction is conducted in conformity with definite courses of study, in 65 per cent, the course is uniform in all the schools, being the prescribed state course and, as a result, 90

per cent are considered by their teachers fairly well classified. This record is one of which all concerned may well feel proud and one full of promise for more efficient work in the future. Yet there are in these schools a considerable minority of teachers who express doubts of the practicability of grading a rural school, perhaps because, as stated in question 9, they have failed to grade their own satisfactorily.

Order is the first law of the well conducted school. Under that law, all necessary movements of pupils are so directed as to cause the least confusion. The methods by which this is done form a system of school tactics. The extent to which some such system of tactics is employed by teachers is shown in the answers to questions 10 and 11. In all the schools, pupils are required to move to and from classes in obedience to signals and, in 91 per cent, they are required to file to their seats from the school yard and to file out of the room, at recess and dismissal. These school tactics serve a threefold purpose. They secure quietness of movement, exert an unconscious influence for general orderliness and have some educative force in producing desirable habits. Even if the school be so small that they seem needless as preventing confusion, their value, in other respects, is enough to warrant their use and it is, therefore, to the credit of the teachers that they are so generally used.

There are some local conditions affecting the work of the schools to their advantage, or disadvantage, the force and value of which are worthy of investigation. These conditions are set forth in question 13 and the value attached to them in the answers thereto. Of the teachers reporting, 33 per cent think that small classes are an advantage and 67 per cent think them a disadvantage:—the former probably basing their estimate upon the larger opportunities afforded by small classes for individual instruction, the latter upon the effort required to arouse and sustain interest. The remoteness of the school from town attractions is considered an advantage by 90 per cent. All agree, with good reason, that the location of the school near the laboratory of nature, where her wonderful processes and products are easily available for study, is an advantage. That the school is under the close attention of parents is deemed an advantage by 85 per cent and a disadvantage by 15 per cent. Do these latter teach in communities made up of persons who watch for faults

and magnify a mole-hill of imperfection into mountain size? All concur in the opinion that lack of close grading, meager equipment and numerous classes are disadvantages.

It is a matter of some moment to know whether pupils continue in the rural as long as in the more closely graded city schools. Facts bearing upon this point are given in the answers to questions 14 and 15, but they are somewhat difficult to reconcile. In the former, 33 per cent of the teachers assert that pupils leave their schools at an earlier age than they would if attending city schools, while 67 per cent assert the contrary. In the latter, 18 per cent assert that their pupils stay longer in their schools than they would if attending city schools and 82 per cent assert the opposite. The majority opinion would seem to be that the kind of school makes little difference in these regards. As to the age to which some pupils continue to attend the rural schools and what proportion of the older pupils pass from these to more advanced schools, the answers to questions 5 and 17 give some information. By the former, it appears that an average of but one pupil per school is found in attendance after reaching the age of 15 years and, by the latter, that this same average of one pupil per school plans to attend more advanced schools. As there are about 2,600 rural schools in the State, it would seem that about that number annually pass from these to schools of higher grade. These estimates speak well for the influence exerted by teachers, all of whom, as appears in 16, urge upon their pupils the desirability of taking advanced courses of study.

II. GRADED CITY SCHOOLS.

The graded city school differs from the rural, chiefly, in organization. While, in the latter, the same teacher does the work of all the grades and all the pupils of the different grades work in one room, in the former, one teacher does the work of only a few grades at most and in rooms separate from those occupied by teachers and pupils of other grades. As a consequence, a closer grading is possible, recitations are fewer and more time can be given to them and to individual instruction. The city schoolrooms are better equipped than are the rural and, as a rule, the teachers have been specially trained for their work. It would seem, therefore, that the city schools possess distinct

advantages over the rural schools, in respect to quantity and quality of instruction and the value of their products. It will be the main purpose of this study of the city schools, from the viewpoint of their teachers, to ascertain in what particulars and to what extent they do possess such advantages.

The questions submitted to the teachers, in these and in the rural schools, are practically the same, except that, to the rural teachers, was submitted the special list comprised in division II. The answers returned have been summarized in accordance with the same plan and in the same consecutive order and, for this reason, the questions are not reprinted in this connection. As this is to be in the nature of a comparison, there seems to be no necessity for printing the summaries made of the answers, in detail. As the principles which should govern instruction and results attained by it are the same for both rural and city schools and have been already set forth, they are not repeated here, either in terms, or in substance.

With this explanation, attention is invited to the following study and interpretation of the facts reported.

1. *Enrollment.*

The city school has an average enrollment of 38 pupils, while the average enrollment in the rural schools is 16.

2. *Reading and Spelling.*

To the instruction in oral reading, in primary grades in rural schools, an average of 18 minutes was given, for an average of three periods per day. In city schools, an average of 30 minutes, to each of the same number of periods, was the practice. In the matter of silent reading, the practice, in rural schools, was given as an average of 30 minutes per day, while in city schools, it was but 25 minutes. The pupils in these classes, in rural schools, are reported by 88 per cent of the teachers as achieving a mastery of the printed page and that they commit to memory an average of 450 lines of poetry; but 72 per cent of the city school teachers report their pupils as having such mastery and they commit to memory, an average, 120 lines. In these two respects, the rural schools seem to have advantage.

In regard to methods of teaching, as shown in the answers to questions 7, 8 and 11, the following facts may be compared. In city schools, 95 per cent of the teachers believe in the thorough reading of a few books, rather than the more hasty reading of many and all the rural teachers believe the same. In the former, there is such drill in enunciation that 70 per cent of the pupils enunciate distinctly and, in the latter, the result of such drill is that 74 per cent are credited with so enunciating. In the former, teachers average to spend 28 per cent of the time devoted to reading on the poetical selections of the reading books and, in the latter, they devote 26 per cent to such selections. As regards these general features of methods, the instruction in reading, in the city schools, is but little better than in the rural.

Results of instruction are the ultimate tests of excellence. In this regard, the rural seem to be superior to the city schools, if estimates of teachers are to be taken as reliable bases upon which to found conclusions. In the former, 88 per cent of the pupils get a fair mastery of the printed page, while, in the latter, only 71 per cent get such mastery; in the former, 74 per cent are able to enunciate distinctly and, in the latter, but 70 per cent; in the former, 49 per cent average to read in such manner as to give pleasure to the listener; in the latter, but 37 per cent do so. In one respect, however, the work of the city is superior to that of the rural school, namely, in that but 47 per cent of the pupils in the former show, in this reading, a tendency to imitation, while, in the latter, 80 per cent show such tendency.

In spelling, the comparative amount of work given daily in the city school is, in primary grades, an average of 10 words and, in grammar grades, of 15 words; in rural schools, these averages are respectively 10 and 17. As respects methods of teaching, in the former, 86 per cent of the teachers give written spelling lessons daily and 63 per cent oral; in the latter, 80 per cent give written lessons daily and 75 per cent oral. The fair conclusion to be drawn from these facts is, that the city schools do, daily, in primary grades, the same amount of work, in teaching spelling, as the rural schools and somewhat less in grammar school grades; but that the amount of written work done in the former is larger than in the latter.

In regard to dictionary drill work, in both reading and spelling, both rural and city teachers agree in the opinion that such

work properly begins in the fifth year of the pupils' school work.

As to whether the teaching of reading by phonetic methods tends to make spelling more difficult, the opinion of rural teachers is equally divided, while 60 per cent of the city teachers are of the opinion that it does not. As reading is taught by phonetic methods in the city schools more generally than in the rural, the opinion of city teachers is of the greater value.

3. *Penmanship.*

As to the style of penmanship which is considered best, 12 per cent more of the city teachers than of the rural favor the medial, 9 per cent less the slant and 3 per cent less the vertical.

The results of teaching penmanship, in the two classes of schools, are better in the city than the rural schools; for while 1 per cent less of the pupils, in the former, are reported as able to write a legible hand, 26 per cent more are reported as eligible to business positions making reasonable requirements in the matter of penmanship.

As to whether the amount of written work, required in the higher grades, is to be held responsible for poor penmanship, 10 per cent less of the city than of the rural school teachers consider it so responsible. This would indicate that, in respect to methods of securing both legibility and rapidity, the instruction in penmanship is considerably more efficient in the city than in the rural schools and, especially so, since the city schools require, as a rule, more written work than the rural.

4. *Language and Grammar.*

As to the grade in which technical grammar should be introduced, teachers of both city and rural schools are in agreement upon the sixth grade.

The correlations of language teaching with the teaching of other subjects, made in city schools as compared with rural, are as follows: In city schools, language and reading work are brought into correlation by 44 per cent of the teachers, in rural schools by 50 per cent; language and nature study by 75 and 50 per cent, respectively; language and geography by 62 and 55 per cent; language and history by 69 and 75 per cent, and language, with all these subjects, by 22 and 20 per cent. The

language work in the city schools, in so far as it connects with instruction in other branches, is superior to that of the rural schools, in spite of the fact that 20 per cent more city than rural teachers confine their language teaching to the period set apart on their programs for that special work.

In respect to comparative methods of instruction, the following facts appear: namely, that 5 per cent more of the city than of the rural teachers do not have their pupils prepare written language work, upon topics with which they are not reasonably familiar; that 10 per cent less use analysis and parsing in their work in grammar and believe that the teaching of rules has value, when not accompanied by ample opportunities for applying them. From these facts, it would seem that the methods of language and grammar instruction in the city schools, while not requiring pupils to "make bricks without straw," do require them to "sow without hope of reaping." If the faults in method, here indicated, were to be traced to their cause, they would, probably, be found to be due to the conditions demanding that pupils cover a given ground in a given time, even if that ground be superficially covered.

The comparative results of language instruction, in city and rural schools, are indicated in the following facts: In 12 per cent more of the city than rural schools, pupils get a satisfactory understanding of the construction of sentences; in the same per cent of city and rural schools, they are able to recognize promptly the parts of speech; in 27 per cent less city than rural schools, they are able to make ready use of the rules for capitals and punctuation marks; in 5 per cent less, they have the ability to give free oral expression to their ideas and in 7 per cent more, pupils show less proficiency in language than in any other subject of instruction. Evidently the problem of language instruction has been less satisfactorily solved in the city than in the rural schools.

5. *Mathematics.*

Assuming that the opinions of teachers and their practice agree, the work in number and arithmetic averages to require the same amount of time, 8 years, in both city and rural schools; but the child begins number study one year later in the city than in the rural school. Problems requiring reasoning in both city and rural are introduced in the third year of the course. From these

facts, it is to be inferred that the work done during the first three years of the course is practically the same in both and that pupils in both enter upon the study of arithmetic, proper, in the same year,—the fourth.

As respects topics in arithmetic, now studied, which should be eliminated as of least practical value, 25 per cent of the city teachers would eliminate cube root and 42 per cent of the rural the same; 25 per cent of the former would eliminate annual interest and 14 per cent of the latter the same; 25 per cent the metric system, as against 14 per cent; while 25 and 28 per cent, respectively, would teach all of these. As both city and rural teachers express no majority of opinion as to the particular topic or topics to be eliminated, it may be inferred that a majority would spend but little time in teaching any of those named.

The comparative methods of mathematical instruction employed in city and rural schools are shown by the following facts: In all city schools reported, the recitation in arithmetic is assigned to the morning, while in 4 per cent of the rural it comes in the afternoon; preparation of lessons, in the city schools, is assigned to the first part of the school day by 85 per cent of the teachers and, in rural, by 87 per cent; in city schools, the average length of the recitation period, in primary grades, is 23 minutes and, in rural schools, 20 minutes; the average length of recitation periods, in grammar grades, is 32 minutes in city and the same in rural schools; the average portion of time given to oral number work, in city primary grades, is 50 per cent; in rural, 37 per cent. In grammar grades, these averages are, respectively, 40 per cent and 39 per cent. It would seem that the city school teacher gives somewhat more time to oral drills, both in primary and grammar grades, than the rural and, in consequence, ought to get better results in readiness and accuracy.

Results of arithmetical instruction are shown only in answers to questions 24, of division 10, by which it appears that pupils are more proficient in arithmetic than in any other branch, the figures being 50 per cent of the city schools and 65 per cent of the rural.

6. *Geography.*

Simple geographical instruction begins, in the average of city schools, in the second grade, one grade earlier than in the rural. Text-book study begins, in both, in the fourth grade. The preliminary preparation for study of the text-book continues one year longer in the city than in the rural school.

In the coördination of different departments of geographical teaching, as to relative time to be devoted to each, the city schools, as compared with the rural, average to give 5 per cent more time to local geography, 3 per cent more to physical, 3 per cent less to political and 5 per cent less to commercial. These differences would hardly have been anticipated, especially those in time given to local and commercial geography.

In the correlations made in the teaching of geography and other subjects of instruction, the following comparative facts are to be noticed. In city schools, as compared with rural, 22 per cent fewer teachers connect geography with history teaching; 17 per cent more geography with reading; 17 per cent more with drawing and 10 per cent fewer with language. These differences may be interpreted as indicating that city pupils, as compared with rural, get fewer valuable associations of historical events with historical places; but get a more complete appreciation of the general use and value of geographical knowledge; that they form more definite ideas of the relative extent, location and characteristics of natural and political divisions, through the larger amount of map drawing required of them, but do not get such lasting knowledge of certain geographical facts as they would, if required to use them in written language work.

The comparative facts, as to methods employed in the two classes of schools, may be stated as follows: First, in primary grades, simple plan drawing is generally begun, in both city and rural schools, in the third grade; study of the children of the races by 15 per cent more of the city than rural schools; use of supplementary reading is made by 20 per cent more and sand table and clay molding is used by 20 per cent more. Second, in all grades, field excursions are conducted by 10 per cent fewer city than rural schools; commercial geography is taught from a separate text-book, after the completion of the general course,

by 23 per cent more; of collections for laboratory use, in teaching geography, 1 per cent more use local manufactured products, 7 per cent more local natural products, 1 per cent more foreign natural products, 7 per cent more illustrative pictures and 15 per cent more correspondence. Topics are used in teaching by 6 per cent more and use of home and near-at-hand materials is made by 25 per cent more. These methods are superior to those used in rural schools.

As the result of these better methods, geography holds first position in the list of those studies in which pupils are most proficient in 11 per cent more of the city than of the rural schools.

7. *History.*

In the city, as in the rural schools, the formal study of history begins in the sixth grade. The extent to which work preparatory is done is shown by the following facts: 5 per cent fewer city than rural teachers teach history in primary grades through biography and by study of events and 3 per cent more use important anniversaries for teaching historical facts. Local history is taught by 17 per cent fewer and, in the 8th grade, instead of the 7th, as in rural schools.

The teaching of history is connected with that of language by 21 per cent more city than rural teachers; with reading by 7 per cent more and with geography by 17 per cent fewer.

The methods by which this subject is taught in the city schools, as compared with those in rural schools, are indicated by the following facts: That 6 per cent more city than rural teachers use topics; that they spend 17 per cent less time in the study of wars; that 15 per cent more have map study and map drawing in connection with work in history; that 5 per cent more have pupils consult sources outside of text-books for additional facts and that 30 per cent more conduct historical debates. The methods here indicated are, in general, superior to those of the rural schools and ought to give better results, in a firmer grasp upon historical knowledge acquired and a clearer appreciation of the value of historical facts.

The comparative results attained are shown by these facts: First, that 7 per cent less pupils in these than in the rural schools get intelligent ideas of military maneuvers and war campaigns

and that, while, in 24 per cent of the rural schools, pupils show least proficiency in history of all subjects taught, in but 8 per cent of city schools they are least proficient in this branch.

8. *Special Studies.*

The extent to which certain very desirable subjects, outside of the more essential branches, are taught in the city, as compared with the rural school, is shown by the following facts: Drawing is taught in 40 per cent more of the city than of the rural schools; music is taught in 27 per cent more; manual training in 10 per cent more; sewing in 15 per cent fewer and physical culture in 16 per cent more.

The comparative estimates of value which city and rural teachers place upon these special subjects are shown in the following statements: As to whether the teaching of these subjects consumes time which would better be given to others, there is complete agreement between teachers of both classes. Of the 25 per cent of each class of teachers who believe such teaching does so waste time, 13 per cent fewer of the city teachers would eliminate drawing; 47 per cent fewer music; 20 per cent fewer sewing; 7 per cent fewer physical culture. Drawing is found helpful, in connection with the teaching of other subjects, by 10 per cent fewer city than rural teachers; in geography by 12 per cent fewer and in history by 15 per cent fewer; in arithmetic by 20 per cent more; in language by 30 per cent more and in nature study by 22 per cent more. Both classes are in substantial agreement that this teaching has influence in developing the artistic taste of pupils. As to the teaching of music, in the city schools only 13 per cent of the pupils get so little benefit from it that the time spent on it is wasted, while, in the rural schools, the time is so wasted for 42 per cent. The facts here given show that, in so far as pupils are benefited by instruction in these special subjects, those in the city schools are getting larger returns than those in the rural schools.

9. *Recitation and Allied Topics.*

The comparative opinions of city and rural teachers, regarding the main purpose of the recitation, may be stated as follows: 7 per cent fewer city than rural teachers think the purpose is to give instruction; 44 per cent more think it is to test knowl-

edge and 44 per cent fewer that the two purposes are of equal value. As regards value of the results of recitation work, compared with the time spent in conducting them, 17 per cent fewer city than rural teachers believe the results to be satisfactory return for the time spent, none are positive that they are not, but 26 per cent more are doubtful. Giving all these facts due consideration, they show that the recitations, in the city schools, are more generally conducted with reference to the main purpose to be subserved and that the results are as satisfactory in city as in rural schools.

As to whether, in the class recitation, it is possible to meet all individual needs, the city teachers are unanimous in concurring in the opinion of the 87 per cent of the rural teachers who believe that those needs cannot be so met. They are also, unanimously, of the opinion of the 96 per cent of the rural teachers who think that those needs could be better met, if there were opportunity to work part of the time with individual pupils. Trying to meet these needs in the class recitation, 42 per cent fewer city than rural teachers find the time of the majority to some extent wasted and 5 per cent fewer think such waste could be prevented by providing a special period for individual instruction. In this matter of trying to meet individual needs, the city teachers are meeting with quite as much difficulty as the rural. Nearly the same proportion of them, as of the rural teachers, think that the most practicable way out of the difficulty is to provide, in the daily program, a special period to be devoted to individual instruction.

In apportioning the time of the pupil to recitation work, study and receiving individual instruction, the average practice of the city teachers differs materially from that of the rural. They give 13 per cent less time to recitation periods, 8 per cent more to study periods and 5 per cent more to individual instruction. By this arrangement the pupils' time (and the teacher's as well) is more nearly equally divided between the three lines of effort. The fewer recitation periods required by the closer grading of the city school permit this arrangement and give the city an advantage over the rural school.

In the division of the recitation into oral and written work, the practice in city schools differs only slightly from that of the rural. The city school gives 2 per cent more time to oral and

2 per cent less to written work; the average division being 60 per cent of the time to oral and 40 per cent to written work. As most drill work is oral, the larger proportion of the recitation in the city school devoted to oral work would indicate the giving of more drill and, hence, more thorough instruction.

The daily rank of the pupils, in recitation work, is recorded by 37 per cent more of the city than of the rural teachers. The daily recitation is made the basis of promotion in 2 per cent fewer city than rural schools, stated examinations in 4 per cent fewer and a combination of the two in 6 per cent more. The per cent method of ranking is used by 42 per cent fewer city than rural teachers. That a much larger per cent of the teachers in city than in rural schools should be found keeping rank records was to be expected. In the city schools, the promotion of pupils is a function of the school officials and such promotion must depend upon results attained by the pupil, as ascertained by his teacher. In rural schools, the teacher, as a rule, determines the right of the pupil to promotion and renders her decision upon less carefully considered grounds. The record of work done in city schools is generally systematically kept, while there is little done in this particular in rural schools.

In the opinions of city and rural teachers, regarding defects in recitation work and the remedies therefor, there is evident a wide difference. While they are in practical agreement that there is needed both simplified instruction and a more vigorous spirit of application on the part of the pupil, yet 28 per cent more city than rural teachers believe less time should be devoted to recitations and more, by pupils, to personal work and 40 per cent that less method, or machinery, would permit more helpful service to pupils. These facts are in line with others, already noticed, as indicating a general recognition, on the part of teachers, of the need of more perfect adaptation of school work to individual needs.

As regards pupils who are not responsive to methods of dealing with them, the experience of city and rural teachers are in substantial accord. The average number of such, in the experiences of both, is the same, but the number of such cases, per teacher, where appeal to outside interests availed to stimulate the activity, averages two less in city than in rural schools. The outside interests of city pupils are naturally different from those

of rural and do not so readily favor increased interest in school work.

Causes of failure to continue in school seem to differ materially in city and country. Necessity for self-support, or aiding in support of others, is ranked as first cause of such failure by 17 per cent fewer city than rural teachers; failure in promotion with class by 24 per cent more; failure of parents to give proper encouragement by 21 per cent more; failure of school work to appeal to, or serve, the pupil by 12 per cent fewer. Enforcement of the truant and factory employment laws accounts for the first difference. That of failure in promotion is doubtless due to the stricter requirements of city school regulations; that of failure in parental encouragement to differences in character of city and rural populations.

City teachers give, in the answers to the question asking for opinions as to first causes of failure in promotion, estimates of but three of the six set forth in the question as probable causes. Their estimates regarding these differ materially from those of the rural teachers. Poor attendance is considered first cause by 14 per cent fewer city than rural teachers; lack of power of application by 40 per cent more and arrested development by 6 per cent fewer. Lack of power of application, on the part of pupils, seems to be the cause of one-half the failures in promotion of city pupils. The differences between city and country pupils, as regards weakness in ability to do certain important things, seems especially noticeable in only one particular. They are shown, in detail, in the following statement: In power of application 6 per cent more city than rural teachers affirm weakness of pupils; in ability to apply abstract principles to concrete problems 4 per cent fewer find their pupils weak; in ability to draw accurate conclusions from study of concrete problems, 4 per cent fewer find pupils wanting; in ability to concentrate attention 21 per cent more find pupils weak; in ability to give continuous thought 7 per cent fewer find their pupils lacking; in ability to master lessons 1 per cent more report weakness and, in ability to work without direction or assistance, 8 per cent fewer discover lack of ability. Ability to concentrate attention seems to be the chief lack in city pupils. Whether this is due to faulty methods of school work, or to the action upon the child of special conditions of local environment,

are questions for city teachers to solve, before attempting to apply a remedy to this marked defect in city school work.

The so called dull pupil is equally in evidence in city and rural schools. In both, teachers agree that he is, in almost every case, not lacking in capacity, but is slow in mental processes. He is found to retain knowledge longer, when acquired, by 1 per cent more of the city than the rural teachers; but 2 per cent fewer of the city teachers think that the proper way to deal with him is to give him less work than is given the quicker pupil, on the ground that the greater effort required in doing the less will result in mental discipline, equal to that resulting for the quicker, in the doing of the greater.

10. *General Questions.*

Of the personal habits and practices of pupils, which affect their school work to its detriment, the following facts are reported. The number of pupils who use tobacco is 2 per cent less in city than in rural schools; the number addicted to the reading of unwholesome literature 5 per cent more; the number spending too much time away from home 12 per cent more; the number spending too much time in exciting amusements 1 per cent more; the number giving promise of becoming loafers 5 per cent more; the number who eat considerable quantities of pastry and confectionery 12 per cent more; the number who drink tea 18 per cent more; the number who drink coffee 3 per cent less. In the prevalence of these personal vices among pupils—for in children of the age of those in the elementary schools these practices are vices—the work of the city school is evidently suffering larger detriment.

The minimum age at which children enter the city schools is the same as for entering the rural—five years, as established by law; that at which they begin the use of books is one year later.

The amount of work assigned by the city teachers, to pupils in primary grades, to be done at home, averages 15 minutes, while the rural gives 10 minutes; in city grammar grades the assignments are for 8 minutes less than in rural. It would seem, from these facts, that the city teacher can get more home work done by primary pupils than can the rural, but can not get as much in grammar grades.

The average city teacher finds it necessary to spend one hour and ten minutes more time than the rural in daily preparation of work. All believe in planning each day's work in advance and 35 per cent more of the city than of the rural teachers plan work in advance, covering the longer period. In these respects, the city teacher is wiser than the rural, for she goes to her daily work with better assurance of success, and, hence, greater interest and pleasure in doing it.

As regards the better school environment of children in the cities than in the country, the facts reported serve to make definite conditions known to exist. The facts reported are that 46 per cent more city schoolrooms than rural are satisfactorily ventilated; that 47 per cent more school yards are in satisfactory condition; that the equipment of the schools is satisfactory in 48 per cent more cases and that 20 per cent more schoolrooms are satisfactorily decorated. The conditions here shown, while superior to those in the rural districts, are yet far from ideal. The gospel of better school environment for the children needs effective preaching, in the city, as well as the country.

Has the product of the city schools reasonable fitness, in scholarship and personal qualities, for citizenship? Such fitness is positively affirmed by 80 per cent of the teachers of these schools, while only 55 per cent of the rural teachers thus testify. Is there this wide difference in the product of city and rural schools, or is the difference shown due to different conceptions of fitness on the part of teachers?

Comparative proficiency of a majority of the pupils, in different subjects of study, in city and rural schools, is shown in the following statement: In arithmetic 40 per cent fewer city than rural teachers find their pupils most proficient; in reading 6 per cent of the city teachers find their pupils least proficient, while 20 per cent of the rural find theirs most proficient; in geography 7 per cent more city than rural teachers find theirs most proficient; in language 42 per cent of the city teachers find theirs most proficient, while 35 per cent of the rural find theirs least proficient; in history 8 per cent of the city teachers find theirs most proficient. There is evident here a very marked difference in the relative proficiency in different subjects attained by pupils in city and rural schools. It would be worth the work required to make a special investigation into the causes of these

apparent differences. Evidently, both city and rural schools are failing to secure that all round, average proficiency of pupils it should be their aim to secure.

The number of pupils in reasonable physical and mental health, who fail to derive advantage therefrom, is 1 per cent in city schools and 5 per cent in rural. In other words, more pupils are getting some advantages from their work in the city schools than in the rural.

In respect to those other general qualities of character which make for fitness for citizenship and which are the product of the rightly instructed school, the comparative facts reported are as follows: In city, as compared with rural schools, 3 per cent fewer pupils reach a satisfactory standard in a respectful attitude toward elders; 9 per cent more in industry; 27 per cent fewer in sense of personal responsibility; 3 per cent fewer in development of a useful type of citizenship and 4 per cent fewer in regard for public property. Averaging the per cents of those who reach a satisfactory standard in all these particulars, it would appear that 55 per cent of the pupils in the city schools and 60 per cent of those in the rural schools reach such standard. Probably, the differences shown are due, in some part, to causes lying outside of the schools. The most marked of these causes is that, in sense of personal responsibility, demands are made upon the country child, for the exercise of personal responsibility, such as can not be made in the home of the city child.

Many paragraphs are suggested in the statement that 71 per cent of the teachers in rural schools are hopeful for the future of Maine, as revealed to them in their boys and girls. The city teachers are even more optimistic and the returns show that 81 per cent belong in this class.

III. MISCELLANEOUS QUESTIONS AND ANSWERS.

In addition to questions to which answers could be made in such form as to permit numerical summaries, others were asked calling for more extended statements of facts and opinions. These questions, with representative answers, are here submitted without comment.

I. *Reading and Spelling.*

(1) Have you a definite plan for encouraging and directing home reading?

"I give the children good books, occasionally, as rewards for good work and good attendance. I intend to keep some books to loan the children."

"I lend my pupils books, papers and magazines and point out to them interesting topics, on current events etc. On a certain day, each week, I take a period to question them on what they have read. (My pupils are all young)."

"In lower grades, I tell the wee folk parts of the little nature books and encourage them to read the books at home."

"We have no public or school library and, in the homes, the reading matter is limited; but my own library helps me out. I loan my books and even allow the pupils to take them home for the family to read. I believe that books were made for use, rather than for ornaments."

"In some way, earn money to expend in a few good books and thus begin a school library. Each pupil should be allowed to carry home the book of his choice and his taste for good reading may be much encouraged."

(2) Have you a definite plan for conducting dictionary drills?

"Give out twenty words each day to look up the meaning, the definition counting as much as spelling."

"I give five words every day, have the children look them up in the dictionary, learn the meanings, separate the syllables, put the accent on the proper ones and be able to arrange them into sentences."

"I usually commence dictionary drills with the Third Reader class. The pupils have to find and study the meaning of every word I give them for spelling. Besides those, I give them from four to six words of similar sound. They must learn their significations and give a sentence containing each word, to prove that they understand its meaning. The children must keep a list of these words and sentences, for every other Friday afternoon I take half an hour in reviewing them. The children like these drills."

"A suggestion for teaching spelling.

1. Use analogy. Have the child know that spelling 'cat' helps him to know how to spell 'rat,' 'bat,' 'mat' etc."

2. The teacher should know rules of spelling. Children should be helped by them. Example "have, having;" "give, giving;" "put, putting;" "get, getting" etc.

3. Words that are spelled phonetically, or by rule, should not be assigned for study. Pupils should be taught to use what knowledge they have.

4. Of the words that need to be studied there are only a few hundred in the average person's vocabulary and these can be learned if taught one at a time. Two words each week, for four or five years, would be enough and could be memorized. The ordinary spelling lesson, of ten or twenty words a day, makes poor spellers, by causing confusion in the memory. Most mistakes in spelling are made by confusing one word with another, as 'whitch' part of 'which' and part of 'witch' etc."

2. *Geography.*

Outline any plan you have used for making and classifying collections for a geographical laboratory.

"1. I set the pupils at work to secure what they can. 2. Procure and bring in much myself. 3. Obtain material from business houses. In one set we have our cotton collection from the pod to the manufactured cloth. In another our cocoa, in another our samples of coal etc."

"I encourage the pupils to bring in pictures and sketches relating to the subjects studied. All items are arranged by periods in scrapbooks and these are used as books of reference."

3. *History.*

Have you a definite plan for a study of current events?

"I encourage pupils whose parents receive newspapers to look them over and bring them to school if they find any passage which they think might interest the other pupils or myself. I also lend them papers and magazines and, when we have a few minutes left after the reading lesson, I read them a few items on subjects of interest, on which I always manage to ask them a few questions, the following day, to see if they remember what they have heard. Each Friday, instead of the regular reading lesson, each pupil of the higher grades brings a clipping from some magazine and they study it instead of the usual reading."

4. *General.*

(1) What training should the child receive before he uses books?

“Before a child is allowed to use a book, he should have a knowledge of all the sounds and be familiar with all the small words and should be old enough to study a part of the day by himself.”

“He should be trained to read from the board, to keep clean hands and to use papers without getting them soiled, or torn.”

“Geography and history should be taken up incidentally in the supplementary reading and language work and in general exercises.”

“His interest in books may be developed by showing toys and, in connection, showing pictures of the toy, telling stories about them etc. and helping the children to understand that books, as such, are story-tellers.”

(2) What means may be used to induce children who are not in school and should be in school to return to school?

“When a child has been absent from school two or three days, without sufficient reason, I usually call on his parents to make inquiries, or send word that we miss him from school and that certain ones of his division are working hard to get ahead of him and that he must not let them do it. I find that stimulating their ambition is a good way to keep children (especially the younger ones) in school every day. When they become older we can lead them to like the school because of the knowledge they acquire and which will be so useful to them in after years.”

“The truant officer should be notified and, when pupils have returned, the class should be made as interesting as possible to them.”

“Gain the co-operation of the parents as far as you can. If possible, secure the social friendship of the child and arouse the desire to attend. Lastly and in obdurate cases, call in the truant officer.”

“More athletics. A well planned social life for the school. Simple manual training. An earnest effort by the teacher to show the pupil that she is interested in him personally.”

Have you a systematic plan for visiting the homes of your pupils?

"While I have no definite plan, I use every opportunity to do so, finding the habit of invaluable assistance in learning how to approach the child as well as to interest and, incidentally, to help the parents and thus help the child. It also gives opportunity to urge upon parents the duty of school visitation and influence them to wish to do so."

"Yes; I secure the names of the entering class and, if possible, visit their homes before the term commences; if not, I go very early in the term. I also call once or twice a year on all my pupils. When I know the home life it helps me to understand my pupils better."

"The following works well with me: Prepare a card with pupil's and parent's name at the top. When the visit is made the date is recorded and also the result of the call. Nine times out of ten, I find some characteristic about the child which I did not know before the visit. Three calls a year are made for every pupil and the cards are kept for reference. I cannot too strongly recommend a close acquaintance between teacher and parent."

(2) Have you a systematic plan for interesting parents in school visitation?

"One visiting day a term is appointed. Results are good."

"We do a little in S. I. L. M. work."

"We have school visitation days, in which the parents are quite interested."

(3) Admitting our schools are defective, who are responsible for these conditions?

"First of all, the inherent imperfection of human beings who must direct the working of said schools. But this trouble left out, were we to eliminate selfishness and politics, replacing them with true public spirit and genuine merit, we should have fewer ill-adapted schoolhouses, wanting in books of reference and worthy works of art, to inculcate love for the beautiful; fewer pitiful school boards of people who are ignorant of the principles of education and dictating to teachers who have forgotten more about schools than the school board and superintendent ever knew; fewer 'misfits' in teachers who are in their positions by a 'pull,' not merit and who are there solely for the money. To sum it up—the indifference of the community in regard to schools."

“ A combination of city, parent and teacher.”

“ First the parents in general do not take interest enough in the instruction of their children. This lack of interest leads them to choose superintendents who do not have the energy and tact which are needed to do their work properly. They will not pay good wages for an efficient teacher, when they can have a poor one for small wages. Energetic, wide-awake men who understand school work and will do all they can to help their teachers in the way of improvement and give them new ideas and correct mistakes. These are the men we need for superintendents of schools. After them will come good teachers.”

(4) What has been the effect on children of the multiplication of studies and the refinement of methods?

“ It has affected them according to the temperament of the individual; in some cases making them more formal and in others, helping them to be accurate and punctual.”

“ It makes them jacks at all trades and masters of none. It destroys self-reliance and fondness for hard ‘digging’ for results—too much ‘prepared foods’ about it.”

(5) What may be done to make the school more serviceable to the child?

“ Understand more fully the very important item of character-building in its highest sense. Then educate the hand as well as the head, so that when the child leaves school he can *do* something, not simply *say* something. Education must prepare the child to live wisely and rationally in all of the relations of life.”

“ I think if the time spent in the first three grades, in making believe teach arithmetic, could be spent in acquiring a foreign language it would be a great advantage in several ways:

1. Children from 5 to 8 can learn to speak and read a foreign language at least, twice as readily as pupils of high school, or college age. It saves time.
2. Children can be taught in the fourth school year all of mathematics that they now know at the end of that year. Nothing is lost.
3. Children who know two or more languages, as our foreign population, do more thinking and progress faster than children of one language. The Canadian French boy, who learns English in our schools, excels his parents in a much greater degree

than the ordinary 'Yankee' boy excels his. There is educational value in it.

4. If the United States is to hold a place among the nations, she needs officials who understand foreign languages, as people who learn them after they reach maturity never can. Officials come from citizens. Our future citizens need two or more languages."

(6) Have you a definite plan for combining the classes of different grades for recitation purposes?

"I find that the only classes I can combine for recitation, with success, are the spelling classes."

"I combine grades V and VII in geography, when studying the same country. I also have written spelling lessons by grades V, VI, and VII at the same time, giving a word to each grade in turn."

(7) Have you a definite plan for economizing time?

"I find that, in a country school, much time must be economized. To do this, I have a stated time to help those pupils who need help during the time they are studying."

"Place upon the board a set of questions which have already been prepared and, while the class is working on a written lesson, another class may be reciting in another part of the room."

"While I take the beginners, who cannot prepare their lessons alone, I require the more advanced to prepare their reading and oral and written spelling lessons and dictionary drills. I always hear the lessons of the higher grades last, for they have more to do. Those that have written work to do, either in grammar, geography or history, are required to do it alone, after I have explained the lesson. In arithmetic, I can not take all my classes every day so, while I have one class at the board, the others do slate work. Study and recitation take place at the same time."

IV. CONCLUSIONS.

From the foregoing analysis of the facts reported certain conclusions have been drawn, the more important of which may be generalized as follows:

1. There is needed further consolidation of schools through abolition of the smaller.

2. Better instruction is needed in all the essential branches of study, in the following particulars:

In reading, pupils should be more thoroughly drilled in distinctness of enunciation and in giving proper expression to the matter read, to the end that their reading may give pleasure to the listener.

As regards penmanship, a better and uniform style should take the place of those now taught and special care should be exercised, in advanced grades, that the written work, done in connection with other subjects, shall be so done as to improve the pupil's handwriting in both legibility and rapidity.

In language, there should be such work, in the primary grades, as will prepare the pupil for the intelligent study of technical grammar and such as will give the child the power of free expression of thought. In grammar grades, the pupil should be given more thorough and constant drill, in applying principles learned, to parsing, analysis and composition.

Arithmetic should be so taught as to secure greater accuracy in all processes and special emphasis should be placed upon mastery of the facts and principles of more general use.

Geography teaching should put more emphasis upon primary work, in preparing the pupil to enter upon the formal study of the subject. More use should be made of the sand table and clay moulding, of simple plan drawing, of supplementary reading, of field excursions and of illustrative specimens. More objective work, in the way of map drawing and study of illustrative pictures and objects, should be done in advance grades.

History should be taught less by memorizing facts and more through appeals to the pupil's imagination and reasoning powers. Preparatory to the formal text-book study, there is need of more efficient primary instruction, both oral and in written form, especially in the form of stories of persons and events. In both preparatory work and formal study, pupils should be led to form high ideals of patriotism and civic virtue. In connection with both local and national history, so much of civics should be taught as every citizen ought to know, in order to the right enjoyment of his rights and performance of his duties. It should be so taught as to give clear conceptions of the requirements of civic honesty and obedience to law.

The lack of equality in proficiency of pupils in these subjects should be remedied and the average pupil be brought to a more nearly equal proficiency in all.

3. Drawing, music and physical culture should be taught in every school. Some provision should be made for instruction in sewing and industrial training.

4. Class recitations should be conducted with distinct reference to the real purposes to be subserved and, especially, that preparation for them shall be so made, by the pupil, as to acquire thereby ability to apply himself to work, to concentrate attention, to give continuous thought, to master lessons and to work without direction or assistance. Teachers must study more thoroughly the purposes, methods and possibilities of the rightly conducted class recitation.

5. To meet such real needs of individual pupils as can not be met in the class recitation, provision should be made, in the school program, for the systematic giving of individual instruction of such kind as will help the pupil to do for himself what he has failed to do without guidance.

6. A certain amount of home work should be assigned to pupils and the teacher should so test the work thus done as to insure its faithful performance.

7. There is need of continued effort, on the part of teachers, to create in pupils and parents an interest in the improvement of schoolhouses, schoolrooms and school yards, for which purpose there should be organized and kept in operation a School Improvement League in every school.

8. Such training must be given and such influences exerted as will persuade pupils to manifest due respect for superiors, in age or position, to habits of industry, to a sense of personal responsibility, to regard for public property and to all other qualities of character essential to the highest type of citizenship.

THE TESTIMONY OF SECONDARY SCHOOL TEACHERS.

The teachers in our Secondary Schools are in a position to speak intelligently regarding the results achieved in the elementary schools.

They are, also, in a position to give valuable testimony on the quality of the training afforded in schools of higher grade and to offer suggestions on their needs.

With a view to gathering statistics from these teachers, a *questionnaire* was sent to all teachers in Maine secondary schools. From the answers received, the conclusions stated herein are drawn.

WHAT FRACTION OF YOUR PUPILS HAVE A REASONABLE MASTERY OF THE PRINTED PAGE?

Not a little criticism has been made relative to the ability of public school pupils to get out of books the ideas contained therein. Many people seem to hold the opinion that the majority of our pupils are incapable of the mastery of the printed page. It is worth while to note the view of our secondary school teachers in this matter.

Fifty per cent of the teachers find that all their pupils meet a satisfactory standard in their ability to understand the printed page. The most discouraging report comes from one teacher who finds that only one-half his pupils show a reasonable proficiency in this respect. Eighty-four per cent report that their pupils are fitted to do acceptable work in reading. This estimate is encouraging to those who would like to believe that our boys and girls are acquiring the power to read, think and to act independently.

WHAT FRACTION HAVE A REASONABLE KNOWLEDGE OF
TECHNICAL GRAMMAR?

The increased attention given in elementary schools to "language study" has lead some to fear that pupils would fail to acquire a knowledge of the structure of the English sentence. In the opinion of our secondary teachers, this anxiety is not without foundation. About three-fifths of the teachers state that one-half of their pupils have a reasonable knowledge of technical grammar. Only one teacher finds all his pupils meeting a satisfactory requirement in this important subject.

An average of the returns made shows that only 48% of the pupils in the secondary schools have had adequate training in the rules and principles governing the construction of our mother tongue.

WHAT FRACTION CAN CONSTRUE A COMPLEX SENTENCE?

This question, based on and closely connected with the preceding, brings a similar response, the answers agreeing almost exactly with those given to the former question. Evidently, the ability to "analyze and parse," that well known exercise of the school of a generation ago, is in danger of becoming a lost art.

WHAT FRACTION HAVE A REASONABLE KNOWLEDGE OF THE
PRINCIPLES OF ARITHMETIC?

Arithmetic has been given the first place in many of our schools. It has stood on a plane with reading and has been held of no less importance than that subject. So important is the position which has been assigned this branch, that many teachers have felt it was given an undue prominence in the course of study and not a few have expressed the opinion that many details of arithmetic study might profitably be eliminated. There can only be one opinion as to the desirability of having pupils thoroughly grounded in the fundamentals of arithmetic. Every school system should afford ample opportunity for drill in the processes and principles of this study.

Our secondary teachers find more satisfactory conditions in arithmetic than they report in technical grammar. Twenty per cent of the teachers find all their pupils have a fair knowledge of arithmetic, while the average for all teachers reporting is 82%.

WHAT FRACTION ARE QUICK, OR ACCURATE, IN COMPUTATION?

While little fault can be found with the percentage of our boys and girls who understand the principles of arithmetic, it is less pleasant to note that, in the actual work of using numbers, there is less facility. Teachers who can report 4-5 and 7-8 to the question covering the former point are obliged to reduce their fractions to 1-2 or 1-6 when reporting on the ability of pupils to add, subtract, multiply and divide with reasonable speed and accuracy. According to the figures sent in, only about 60% of the students of secondary schools have had sufficient drill in the fundamental processes to render them ready in the use of figures.

WHAT FRACTION CAN DO SATISFACTORY WORK IN SPELLING?

Spelling has long held a prominent place in the thought and discussion of the public. Not only has the fact been forcefully stated that most persons cannot spell, but the causes for this failure have been given and remedies not a few have been proposed.

The question "Can our boys and girls spell" is answered by our secondary teachers in the following figures.

No teacher finds more than half her pupils poor spellers. Thirty per cent report that 9-10, or more, are good spellers. The average per cent of pupils who reach a creditable degree of proficiency in spelling, as deduced from all returns, is 70½.

WHAT FRACTION CAN WORK WITHOUT DIRECTION?

The most important lesson the school has to teach will go unlearned unless the boys and girls, as they perform their daily tasks, acquire the ability to use their talents, make their plans and accomplish results.

The findings of the teachers in secondary schools, on this point, are not inspiring. One teacher reports that only 1-10 of his pupils can work without help, another finds only 1-3, while most find only one-half possessed of this ability. The average for all reporting is 61½ per cent. Other questions, covering this general point somewhat in detail, reveal the fact that more attention needs to be given to awakening in our youth ambition, self-reliance and a willingness to work.

WHAT CHANGES SHOULD BE MADE IN SECONDARY SCHOOL COURSES?

Opinions vary, among secondary teachers, as to the wisdom of including in the courses of study all the branches now pursued. Eighty per cent of the teachers believe that no studies should be omitted from the average course. Among the teachers included in the remaining twenty per cent are found the following subjects recommended to be dropped:—Book-keeping, advanced algebra, solid geometry, psychology and geology.

Among the studies different secondary school teachers would like to add to the course are found arithmetic in review, the Bible as history and literature, anatomy, forestry, elementary law, music, drawing, manual training, economics, biology.

From the foregoing evidence it would appear that the extension, rather than the abridgment, of the secondary course seems desirable to our teachers in this class of schools.

Studies reported as consuming more than their share of time, in the order of the number of times each is named, are Latin and algebra. Science and English are the branches most frequently named as the ones needing more time than they now receive.

All the subjects of the course are named by different teachers as producing most, or least, satisfactory results. There appears to be more nearly general agreement that the best work is done in mathematics and Latin, while the poorest is in English and science.

The teachers reporting are about evenly divided on the point as to whether it would be better for students to pursue fewer studies and devote more time to those taken. A considerable fraction are noncommittal on this point.

All teachers, who make any comment on the question as to whether there is some one study which is *the* study of the secondary course, agree on English including literature as that study.

DO ATHLETICS BENEFIT THE PUPILS?

Sixty per cent of the secondary teachers believe that athletics benefit the pupils. The same number report an increase of interest in school sports. Several register emphatic objections to athletics, stating that, in the opinions of the writers, the regular school work is much hindered and that there is a tendency

among students to magnify the importance of sports, to the detriment of student work.

SUPERVISION OF STUDENT SOCIETIES.

Without exception, all the teachers having part in this report agree that all societies, organized within the schools, should be under the direction and control of teachers and school authorities. Several take occasion to deplore the existence of secret societies, in high schools, declaring them to be "undemocratic," "injurious to the schools" and "detrimental to the interests of the pupils."

THE RECITATION AND ALLIED TOPICS.

In discussing the main object of the recitation, a few more than one-half the teachers believe that it is the teacher's chief purpose, in the recitation, to test the knowledge of the class; about one-fifth believe that instruction is the chief function of the recitation, while the remaining seven-tenths consider the two objects of equal importance.

Seven-eighths of the teachers reporting agree that the time and effort spent in conducting recitations do not yield a satisfactory return and the opinion is practically unanimous that there are certain individual needs impossible to meet in the recitation. Following this line of opinion is the conclusion that the school program should afford some opportunity for meeting these needs. A majority believe this time should not be taken during the recitation, but should be provided for in special program periods for this purpose. The amount of time to be devoted to individual instruction varies from 1-6 to 1-4. A few are of the opinion that such instruction is to be given only out of school hours.

The amount of time to be given to the recitation is about one-half of the entire day. The proportion of oral to written work varies from 1-10 in the case of the former and 9-10 in the case of the latter. The average would be about 1-4 written and 3-4 oral. Just one-half of the teachers reporting keep daily ranks of pupils' work. Of the other one-half, a few keep the ranks by weeks and the remaining, in part, in examination.

Ten per cent of the teachers believe that promotions should be based entirely on written examinations. Twenty-five per cent

favor pupils being promoted entirely on daily recitations. All others think there should be a combination of these two plans and the weight to be given each varies from one-tenth examination and nine-tenths recitation to one-fourth examination and three-fourths recitation. The majority of these teachers would use the recitation as the chiefly determining factor in the promotion of pupils.

Seventy-five per cent of the teachers use a per cent method in ranking. All others use a system of letters, or symbols, to denote approximate standing.

The teachers, generally, express the opinion that any defects in the product of the schools are due more to the lack of ability of pupils to apply themselves than to the need of a simplified instruction; there is similar agreement that an opportunity for studying, more closely, the personal characteristics of pupils would bring better results.

A most gratifying report is given by the teachers in the matter of cases that fail to respond to school discipline and instruction. Many teachers recall no cases of this hopeless kind and no teacher reports more than two. On the other hand, nearly every teacher reports that many pupils have been reached by some special interest and, through that interest, have been brought to do good work in all, or a majority, of the studies.

The tendency of pupils to leave school before the completion of their courses is one that has given not a little anxiety to teachers and parents. A tabulation of the causes which lead pupils so to abandon their school work cannot fail to be of interest. Arranged in order, placing first the cause assigned as first by the greatest number of teachers and so on through the list, the tabulation is as follows:

1. Necessity of self-support, or aid in supporting others.
2. Discouragement because of poor class standing.
3. Failure of parents to give proper encouragement.
4. Failure of school work to appeal to, or serve him.
5. Failure of teacher to understand and help the child.
6. Failure of teacher to stimulate ambition for future study.
7. Failure to be promoted with class.

According to the returns made, an average of 9 per cent of their pupils fail, annually, of promotion. The causes of this failure, arranged in order of their importance, are as follows:

1. Poor attendance.
2. Arrested development.
3. Lack of power of application.
4. Outside interests (social, etc.)
5. Failure of school to interest and serve.
6. Failure of teacher to understand and help.

These teachers are unanimous in the opinion that many pupils who are classed as dull are only slow in mental processes and, really, retain, more tenaciously than other pupils, the knowledge once possessed through hard study. The majority of the teachers agree that pupils of this class should be assigned a smaller quantity of work in order that mental processes, peculiar to them, be allowed to work naturally.

SOME GENERAL POINTS—UNWHOLESOME READING.

Not a little concern has been expressed relative to the wide circulation of certain unwholesome literature. The yellow covered novel has been held responsible for much youthful depravity and adult crime. The extent to which Maine high school boys and girls show the effect of such reading is reported, by their teachers, as varying from none, three teachers so reporting, to 25 per cent, as reported by ten per cent of the teachers. The average is less than 2 per cent.

USE OF TOBACCO.

Only two teachers report that none of their boys use tobacco. The largest per cent reported is five. Several answer in general terms as "Far too many," "Uncertain." The average for the whole number reporting in figures is under three per cent.

TOO MUCH AWAY FROM HOME.

But few teachers make comments relative to the time pupils of high school age spend away from home, evidently being uncertain of the facts. The answers to the question covering this point are too indefinite to warrant drawing conclusions.

EXCITING AMUSEMENTS.

They are more ready to express their views on the extent to which the boys and girls spend their time at dances, plays, parties and other exciting amusements and the fraction of students

who so waste their energies is stated as high as nine-tenths by one teacher, while several place it at one-half. The average for all reporting is 45 per cent.

THE TENDENCY TO LOAF.

Hardly less dangerous than actual wrong doing is the tendency to loaf, thus indulging in a habit that leads to crime. Our secondary teachers believe this tendency is less noticeable among school boys than among other young people. A majority of the teachers discover no tendency of the kind and the largest percentage of pupils giving evidence of this weakness is reported by one teacher as 4. The average for the entire number is only slightly over one per cent. It certainly is gratifying to learn that, in the opinion of the teachers, not much over one in a hundred of our students is to be classed as in danger of becoming a loafer.

CLOTHING AND FOOD.

Only a few teachers were in possession of facts which, they felt, justified their giving any testimony on the item of improper food or nourishment. In the matter of extravagant clothing, there appears a more general willingness to express an opinion and it is pleasing to note that less than one half of one per cent of our students of high school age are to be included in the class that give more than a proper attention to the item of dress.

MEANS TO INDUCE PUPILS TO RETURN TO SCHOOL AND REMAIN IN SCHOOL.

No greater problem is presented to the high school teacher than that of keeping students in school. The majority of these pupils have passed the limit of the compulsory attendance law; many of their friends have begun to earn money and to enjoy the independence it brings. Any advantages education may have are, to them, in the future rather than in the present. Against these and similar disadvantages the secondary school teacher must struggle. Therefore, it is worth while to quote some of the teachers who attempt to deal with these problems.

1. "I would use the law to its limit."
2. "Can accomplish most by conference with parents."
3. "Study your boy."

4. "I seek to make the school exercises attractive."
5. "Athletics are a help."
6. "I appeal frequently to the ambition of pupils."
7. "I talk to pupils of the advantages of high school and college."
8. "Students may often be reached through their fellow students; they will listen to their arguments when they decline to pay heed to those of instructors. Therefore, I try to enlist the interest of the faithful students in the absentees."
9. "Attendance records, sent to the homes, will sometimes produce favorable results."
10. "If a school is wide-awake, there will be no 'attendance problem.'"

The foregoing are illustrative and cover, practically, the entire range of remedies suggested by teachers for dealing with poor attendance.

HOME STUDY FOR PUPILS AND TEACHER.

Two hours for home study for pupils is the average stated as a fair allowance by the teachers. A few would give three hours, a few would assign only one hour, while one teacher would assign "as much time as is necessary to get the lessons."

Not less exacting are teachers with themselves in the matter of outside preparation; indeed the average, as computed from all replies, is about two and a half hours and, in only two cases, do teachers state a shorter requirement in this particular for themselves than they make for their pupils.

PLANNING FOR WORK.

Of all teachers reporting, only one finds no advantage in planning, with some definiteness, each day's work. The majority plan their work for each day in advance. More than three-fourths also arrange the work to be accomplished during each term. Practically, all teachers report that they estimate the work to be covered during the year and plan it with some view to definite succession.

VISITATION OF HOMES.

A small per cent—less than one—of the teachers have any systematic plans for visiting the homes of pupils. A few teachers arrange to call at the home of each pupil at least once in a term; others once in a year.

SCHOOL VISITATION.

About the same per cent of teachers have a definite plan for interesting parents in school visitation; a few give parents "Visitation Days," once a term, or once a year. In one school which has the one session plan all the teachers are "at home" on a certain day of each week. Good results are reported from both plans.

IMPROVEMENT OF SCHOOL SURROUNDINGS.

About 25 per cent of the teachers report that they attempt to engage their pupils in efforts to improve the physical conditions of their schools. The teachers so reporting testify to an encouraging growth of pride in their schools on the part of pupils and parents and a ready response to the appeal for a better school equipment.

THE CONDITION OF MAINE SCHOOLS IN IMPORTANT POINTS.

Twenty-five per cent of these teachers report that their school buildings do not meet a satisfactory standard in the matter of ventilation and the same number report that the heating is not adequate. Forty per cent report that the school yards are either too small, or are not properly cared for. Forty-five per cent are not satisfied with the equipment of regular apparatus and text-books and only twenty per cent find a reasonable equipment of supplementary reading and reference books. About twenty per cent report, also, that their school rooms are adorned with pictures and other appropriate school room ornaments.

COMMUNITY INTEREST.

There can be no question that the success of a school depends in large measure upon the interest of the people of the community in its welfare. It is gratifying to know that 90 per cent of our secondary school teachers report that these communities are actively and, in many cases, enthusiastically interested in them. Ten per cent of the schools reported the attitude of the communities as indifferent and, happily, in no case is there reported a sentiment hostile to the school.

FINANCIAL.

After enumerating the amounts spent for the support of their schools, the teachers gave in their testimony as to the items which should be increased or diminished. No teachers report that any amount less than that now expended should be spent for any of the several items. Nearly all report that there should be increase in one or more of the following—teachers' salaries, repairs, text-books, supplies, apparatus.

Nearly one-half the teachers state that their towns are not in condition to increase their school appropriations. This raises again the question as to the means to be employed to equalize the cost of school support, thereby equalizing educational opportunity.

The teachers are of the unanimous opinion that, in the expenditure of school funds, there is, practically, no waste and that there is a fair return in service and material for all money expended.

RESPONSIBILITY FOR DEFECTS.

For the defects in the schools, various causes are to be held accountable. Among the causes enumerated, a few are given as representative of the views most frequently stated.

1. "Lack of careful supervision."
2. "No definitely formed public opinion as to what the school should be and do."
3. "Lack of interest in the homes."
4. "Teachers do not always know what good schools ought to be."
5. "Teachers who are in it for the money are to blame."
6. "Low salaries and, consequently, teachers of inadequate preparation."
7. "The attempt to cover too many subjects with resulting scrappy work."
8. "Lack of agreement in makers of courses of study."
9. "Wrong demands of the colleges."
10. "Poor preparation in lower schools."

EXTENSION OF COURSE OF STUDY.

The extent to which our students have received benefit, through the increased number of branches taught, is a point on which our teachers are not agreed. Sixty per cent are not prepared to express any view on this subject. Of the remaining 40 per cent, a little more than one-half believe that the pupils have gained because of the wider course of study now offered in the schools.

A SCHOOL MORE SERVICEABLE TO THE CHILD.

That the school, at present, does not meet, entirely, the needs of the pupils is the opinion of most of our teachers. In answering the question covering this point, there is noted a tendency to refer to some specific need of a particular school, rather than to the general needs of all schools of a class. However, many answers have so general a bearing that it is well worth while to make the following significant quotations:

1. "Manual training should be added."
2. "Courses of study should fit for life, as well as for college."
3. "Should like to add a commercial course to our school."
4. "Public speaking and debating are too much neglected."
5. "Provision should be made for looking after health of pupils, especially on matters of eyesight, etc."
6. "Teachers ought to have some authority in determining hours for home study."
7. "Physical training should have more attention."
8. "Less Latin and Greek and more English."
9. "Teachers should give more attention to special cases."
10. "Larger option in choice of studies ought to be allowed high school students."

The foregoing extracts are fairly representative of the most frequently expressed views.

POINTS OF STRENGTH AND WEAKNESS.

It is significant that the teachers quoted in this report are able to agree so nearly on the subjects in which their pupils show the greatest and the least proficiency. Over 90 per cent report that their pupils are most proficient in mathematics, while nearly 85

per cent find their classes in English the least satisfactory. In this conclusion is certainly food for most anxious thought. The subject for which pupils are to have the greatest use yields, in the opinion of our teachers, least reason for congratulation in the matter of results.

SOME POINTS NOT SCHOLASTIC.

The teachers were asked to state their opinions, not only on those points having directly to do with the schools and the subjects taught therein, but they were likewise invited to express themselves on certain important phases of character. The averages of all returns on these items are given below.

The proportion of pupils reaching a satisfactory standard:

In respectful attitude towards elders.....	75 per cent.
In industry	80 per cent.
In sense of personal responsibility.....	30 per cent.
In regard for public property.....	50 per cent.
In development of useful type of citizenship.....	75 per cent.

DOES YOUR KNOWLEDGE OF THE PRESENT GENERATION OF CHILDREN LEAD YOU TO BE HOPEFUL FOR THE FUTURE OF MAINE?

While this final question calls only for an expression of personal opinion, yet to none could it be offered with better expectation of correct answer than to the teachers of Maine, who are the daily associates of our future citizens, who have opportunities to note their controlling motives, their habits of thought and their tendencies of action.

These teachers are practically unanimous in stating that the future is to be better than the present, because those who are to live in it are to control it for better things.

To be sure, a few wish to qualify the affirmative replies by noting that "the progress is slow," or that, "in the battle between good and evil, good will finally win," or "hopeful, with some reservations;" but the tenor of all replies glows with anticipation of a higher thinking and better living.

CONCLUSION.

It is encouraging to those who cherish the interests of Maine schools and Maine children that there are, in the State, teachers who give themselves to so discriminating a study of educational problems as is revealed in this investigation. The points which have been covered are those that possess a strong interest for educators everywhere and they are most important, likewise, for parents and citizens and even the youth themselves to consider. Whatever findings indicate the existence of serious deterrents to the objects education should promote, we ought, by this clearer expression and understanding of them, to be better able to overcome.

On the other hand, it is worth while to seek the help and encouragement the favorable comments herein recorded afford in the work that lies ahead.

For these reasons, this report of Maine secondary school teachers, on the schools they represent, deserves the consideration of all our people.

THE SCHOOL SITUATION—FROM THE VIEWPOINT OF MAINE SUPERINTENDENTS.

The study of educational problems is valuable to the extent of its results in educational advancement and those results depend upon the extent to which it discovers causes and stimulates those efforts which produce better conditions.

A study made by the philosopher is apt to be formulated in premises which are valueless as soon as the actual conditions are revealed. Among the persons who are best fitted for the study of the problems of the Maine schools are those who see them from both the outside and the inside—see them as a whole and in detail.

In this list the local superintendents hold the first place. They have made a study of certain school problems and their findings constitute a most enlightening view of the present situation. Herewith is printed a copy of the document sent to superintendents and which served as the basis of this study.

To the Superintendents:—

You can be of great service to yourself and the profession by aiding in investigating school problems. Your opinions on the points included in these questions are of paramount importance since they will be the product of practical experience rather than the fulminations of theorists.

You are therefore urged to give careful attention to the following questions and, after a study of each, answer those to which you can make definite replies. For these answers to be of value they must represent well considered decisions and not off-hand judgments. It is earnestly hoped that every Maine superintendent will have a part in the report based upon this investigation.

If you prefer that your answers be considered confidential, please indicate that fact on this booklet and your wishes in this matter will be respected.

Please write your answers in this booklet and forward the same to the State Superintendent of Public Schools, Augusta, Maine, on, or before, July 1, 1906.

Your name

P. O.

Number of teachers

Town

County

1. What per cent. of your teachers should be classed as poor?
 fair? excellent?

2. What per cent. of your teachers have a limited scholastic
 education? fair? excellent?

3. What per cent. of your teachers have had limited profes-
 sional training? fair? excellent?

(Note: Give credit for reading, study and investigation done
 by themselves.)

4. What per cent. of your teachers are paid less than they
 earn?

5. What per cent. of your teachers are paid all they earn?

6. What per cent of your teachers are paid more than they
 earn?

7. What per cent. of the expenditure for schools in your
 town fails to yield a fair return?

(Note: This includes teachers' wages, repairs, fuel, supplies,
 text-books, janitor, conveyance.)

8. As nearly as you can state it in figures, what fraction of
 the teacher's work is rendered valueless by the indifference, or
 the hostile criticism of parents?

9. What changes would you like to see in your schools, if you
 had the authority and the means to make them? (See foot note
 page 1.)

10. Is it advantageous to a town to have a percentage of its
 teachers chosen from other communities?

11. At what age should the average teacher sever her con-
 nection with the profession?

12. What is the minimum age at which a teacher may safely
 be placed in charge of a school?

13. What administrative duties should belong to the Super-
 intendent of Schools?

14. What administrative duties should belong to the School Committee?
15. Are we attempting too much in the Elementary Course?
16. What subjects and topics would you eliminate? add? (See foot note page 1.)
17. Do you arrange for teachers' meetings?.....
18. Do you have a definite plan for conducting such meetings?.....
19. Have you a definite plan for strengthening weak teachers so that they may be retained?.....
20. What is the most serious difficulty in the administration of your school?.....
21. What are the most encouraging features in connection with your work?
22. Are your schools, on the whole, doing better work than was done ten years ago?.....twenty?.....thirty?.....
23. At the same age are your pupils more proficient in spelling and reading than were the pupils of ten years ago?.....twenty?.....thirty?..... arithmetic ten years ago?.....twenty?.....thirty?.....
24. Do you notice an increasing tendency on the part of boys to loaf?.....
25. What is a reasonable distance which pupils may be required to walk to school?.....
26. In consolidating schools are there sufficient gains in matters of closer classification, better teaching and improved equipment, to offset the losses incident to abandoning schools and conveying pupils?.....
27. Enumerate the subjects which, in your opinion, are most skillfully taught?
28. Enumerate those which are least skillfully taught?.....
29. State the minimum qualifications of a teacher in the common schools. (See foot note page 1.)
30. What next?

In the following pages will be found summaries of the facts and opinions reported by the superintendents.

QUALITY OF TEACHING.

With the local superintendents, if anywhere, must be found positive knowledge as to the quality of teaching and all other items that go to make up the professional equipment of the teachers in the schools of Maine. In answer to the first question, the largest per cent of "excellent" teachers reported is 100, only one official so reporting. The smallest per cent is 10, while the average for the whole number is 49 per cent. It is certainly an encouraging testimony to the high grade of the instruction given that the superintendents can report nearly half the teachers as standing in a superior class.

Under the head of "fair," the per cents range from 100 in the case of the highest to 7 in the lowest, while the average is 40 per cent. Thus we are assured by these frequent witnesses of the teaching in the schools, that 89 per cent of our teachers are to be ranked as average or better.

Of the remaining 11 per cent, who are to be classed as "poor," it would be pleasant not to speak. It is gratifying to know that nearly half the superintendents find no "poor" teachers in their corps. The largest number of "poor" teachers reported is 33 per cent.

SCHOLASTIC ATTAINMENTS.

It is interesting to trace the connection between the quality of the teaching and the scholastic attainments of the teachers. The percentages certainly are close enough to be suggestive. Two superintendents find 100 per cent of their teachers "excellent" in scholarship; one finds no teacher in his corps who may be included in that class. The average of "excellent" teachers reported is 42 per cent.

Three superintendents report 100 per cent of the teachers in the "fair" class, in respect to scholarship, while the average is 41 per cent.

The student of school problems is interested in the statement that, while the average of "poor" teachers is only 10 per cent, the average of those having limited scholastic education is 17 per cent. These figures indicate that, in a large majority of cases, the best teaching depends on scholastic attainments.

PROFESSIONAL TRAINING.

Coming to the important item of professional training, the returns show that the "excellent" class drops to 34 per cent, while for the "fair" class, it is 42 per cent. As 24 per cent of the teachers have only "limited" professional training and there is reported only 10 per cent of "poor" teachers, we might infer that, to an extent, other factors, as experience and natural aptitude, take the place, to a small extent, of professional training.

THE TEACHER'S COMPENSATION.

As one of the results of the agitation now being promoted for higher salaries for teachers, it is encouraging to note the opinions of Maine superintendents as to the deserts of their teachers in this particular.

According to the figures returned, all the superintendents, except one, find that a part of their teachers are earning more than they receive. The number of such teachers range from none, in one case, to 100 per cent in seven, while the average is 63 per cent. These reports indicate that the State fails to do justice by a majority of its teachers.

The average percentage of teachers who receive about what they earn is 28, while those who receive more than they earn are 10 per cent of the whole. It will be noted that this is exactly the per cent reported as being in the class listed as "poor" teachers. According to the testimony of the superintendents, about one-tenth of our teaching force is too poor to be worth the salaries paid. Justice to the children demands the elimination of this "submerged tenth."

WASTE IN THE SCHOOLS.

All industries find, in their operation, a certain percentage of waste. It is the constant effort of those who have in charge great industrial enterprises to cut down this item to the lowest figure. In the operation of the public school system there are elements resulting in waste. Misdirected effort, misunderstanding of purpose, lack of preparation for teaching and inadequate equipment are principal causes of a failure to receive a fair return for expenditures. It is illuminating to know that 21 per cent of the superintendents report that all the money expended for

schools yields a fair return. One superintendent thinks that 80 per cent of the money does not produce commensurate results. The average shows that 12 per cent of the schools fail to yield a fair return. In these figures we have a per cent suggestively near that reported on poor teaching.

THE EFFECT OF HOSTILE CRITICISM.

No institution is injured by fair criticism. Petty faultfinding is disastrous to the person who indulges in this vice and is detrimental to the interests against which it is directed. The people are, of right, watchful of the public schools. Such scrutiny, if it result in knowledge of conditions, will bring good to this most important of the people's interests. Criticism which is based on half knowledge, or misrepresentation, is not only unfair, but seriously impairs the usefulness of the school. The extent to which such injury is wrought is expressed by the superintendents in the following figures. Only one superintendent notes no loss to the schools through the indifference or hostility of parents, while 17 per cent are of the opinion that one-half the school's work goes for nothing, because of these disturbing elements. The average of the whole is 25 per cent. It is worthy of consideration that, in the opinion of superintendents, one-quarter of the school's effort is wasted, because of the lack of sympathy and co-operation which are due the schools from the homes.

DESIRABLE CHANGES.

The testimony of the superintendents, on the "next thing" for our schools, furnishes much valuable food for thought. On a few leading points there appears to be well nigh unanimous agreement. More than three-quarters of the superintendents mention the justice of higher salaries for teachers, while nearly one-half of the small towns insist on more general consolidation of schools. In the words of one superintendent, "We should have fewer schools and better ones."

A third point, on which there is unanimity of opinion, is the need of better physical equipment for the schools, including more spacious grounds, better sanitary arrangements, more books, more apparatus, pictures etc., etc.

Leaving these general items, the suggestions made by superintendents cover every range of school work, management and

administration. The following brief extracts are illustrative, but by no means exhaustive, of the ideas expressed.

1. "A state law to fix the limits of conveyance."
2. "Would employ only trained teachers."
3. "Would like to grade my schools in some way so that no teacher would have over 25 classes a day."
4. "Would put more children in special institutions supported by the State."
5. "Would muzzle a few parents."
6. "Would make the superintendent really superintendent."
7. "Would employ only an efficient superintendent, being careful in selection so that no change might be necessary; would give him full administrative duties; would assist him in every way to raise the standard of the schools and would keep him in office."
8. "Would 'talk up' the schools and keep them in the public eye; would speak words of encouragement to teachers and pupils, without being blind to defects."
9. "Would encourage pride of scholars in their respective schools without jealousy, countenance healthy sports and friendly contests, one school with another, by means of baseball and other games, debating clubs and spelling matches."
10. "Would buy land adjacent to school buildings, as opportunity offered, until each building had, at least, two acres for play grounds and school gardens; make improvements from year to year until the school yard became the most attractive spot in town."
11. "Would limit to 30 pupils the number in charge of one teacher."
12. "Would like authority to deal with all insubordinate teachers as I would with an insubordinate pupil."
13. "Would admit no pupil under six years of age."
14. "Would have a large bell on every school house."
15. "Would have one 'spare-hand' teacher in every school, for emergencies and special help."
16. "Would have manual training for both boys and girls." (Similar comments by several other superintendents.)
17. "Would have simpler text-books in grammar, arithmetic, geography, etc."

18. "Would have five-year tenure of office for superintendent of schools."

19. "Would have plenty of dictionaries."

20. "Would like a good library in each school."

21. "Would like to be able to visit schools more than twice a term, without being accused of mercenary motives, when working by the day."

22. "Would like a more uniform system of text-books."

23. "Would like to retain teachers longer in the same schools."

24. "Our greatest need is professionally trained teachers and that means 'more money.'"

25. "Would have fewer schools, more attractive rooms, larger play grounds, sanitary outbuildings and a trained, enthusiastic teacher in each room."

26. "Would require two recitations a week in nature study."

27. "Would maintain music instruction at expense of town."

(Several superintendents concur in this opinion.)

28. "Would have all schools graded."

29. "Would have pupils obliged to attend school until they can pass a satisfactory examination, or until they are 18 years old."

30. "Would have longer school year." (Similar opinion is expressed by a number.)

31. "Would have as good janitor service as we require teaching service."

32. "Would like authority to have every child in school every school day, sickness only excepted."

33. "Would have the State, instead of the town, furnish text-books, or make provision for uniform books throughout the State."

34. "Would have a public gymnasium supported by the town, as a part of the school system."

35. "Would like to have all schools directly managed by the State."

36. "Would like courses of lectures along educational lines."

37. "Instruction in physical training by a special teacher who should have direction also of sports and games."

38. "Health lessons, to teach children truths which some prudish parents keep from their children."

39. "Would like primary schools distinctly separated from grammar school grades."
40. "Would like school board members who have no axes to grind."
41. "More of the kind of instruction which leads a child to question and enables him to search out the answers for himself."
42. "Would have uniform courses of study for the State."
43. "Would like to secure better preparation for high school work."
44. "Would like to see educational qualification required for school board membership."
45. "Would like to tear down outbuildings with their obscene figures and teach children the blessedness promised to the pure in heart."
46. "I would shut forever from the schoolroom the 'popular' teacher who works for nothing but praise and show. She is the most dangerous enemy to the welfare of children that I know."
47. "Would like to have a class of teachers specially trained for rural schools."
48. "Would have better supervision of pupils by the teachers during play periods."
49. "Would limit to 30 the number of pupils assigned a teacher."
50. "Would like to have a branch of the School Improvement League in every school."
51. "Would like a law by which the State would place a premium on the best teachers. Just as the State pays a rebate for a part of the expenses of free high schools of standard grade and for State roads, I would recommend a rebate of reimbursement for a part of the wages of every teacher of a certain grade, as shown by record of normal training and rank of State certificate."

HOME VERSUS "IMPORTED" TEACHERS.

Ninety per cent of the superintendents state, without qualification, that some of the teachers should be chosen from other than home communities. Less than 5 per cent believe in drawing the entire teaching force from the home town, while the remainder use such qualifying expressions as the following:

"Get the best regardless of other conditions;" "Provided you can get better ones away from home;" "Home teachers *ought*

to be qualified;" "Depends entirely on the teacher;" "You must *know* your teacher" etc., etc.

WHEN SHOULD THE TEACHER CEASE WORK?

It has been said that this age is, essentially, one of opportunities for the young. It has been urged that there is an age at which it is better for the teacher to retire from the active work of her profession. It is interesting to note the opinions of those persons who, collectively, have occasion to study six thousand teachers at their daily tasks.

One superintendent would advocate their withdrawal at 75 years of age, five give as the age at which school teaching should end as 30. A considerable number prefer to answer this question by using general answers as "at the dead line," "when her nerves get sensitive," "when she ceases to be active," "when she loses her enthusiasm," "with decline of powers," or "when she forgets her own youth." The average age reported is 44.

WHEN MAY A TEACHER BEGIN?

Equally interesting are the opinions of superintendents relative to the age when a teacher may safely be entrusted with the care of a school. On this point more are willing to be definite and the replies range from 16 years to 25 years, the average being 19 years.

THE DUTIES OF THE SUPERINTENDENT AND COMMITTEE.

About 60 per cent of the superintendents find satisfactory the provision of the law governing the relations of school committees and superintendents. A considerable number would add to the duties of the superintendent the power to grade schools, several state that the powers now given the superintendent, at the option of the board, should be bestowed on him by the statutes; some would make it the duty of the committee to deal solely with the financial question. A considerable minority report that the school committees, in their towns, do not perform any duties and that, if the superintendent did not do the work, many matters would not receive attention. Three would give all powers to the superintendent, reserving only the power of veto to the com-

mittee, and two would place the "transportation problem" entirely in the hands of the committee.

The general trend of the replies indicate that there should be a wider extension of the powers of the superintendent, making his duties largely administrative and leaving legislative functions to the committee.

ARE THERE TOO MANY STUDIES?

It is often said the elementary schools are trying to do more work than they can do well. The Maine superintendents give the following opinions on this point. 51 per cent believe we are not attempting to do too much in the elementary school; 22 per cent think we are trying to do too much, while 27 per cent are unwilling to express any opinion.

On the question of addition, or elimination, of studies there is not sufficient agreement to permit a classification of replies. There is no subject in the school course which, in the opinion of some superintendents, might not be profitably cut down; on the other hand there is none which some would not like to extend. More superintendents agree on a reduction of time to be given arithmetic than for any other subject. A number would add one or more of the following: Music, drawing, manual training, kindergarten, domestic science, elements of agriculture and nature study; while several are emphatic in their condemnation of a list of subjects to which they apply the general term "fads." "It is hard to decide when we are in the middle ground. The temperaments and abilities of children are so vastly different that our task is doubly difficult. What one child may readily grasp, take in to himself and even digest, another may find practically indigestible. In other words, while the elimination of a certain subject would be beneficial to one child, it might be an act of injustice to another."

HELPS AND DISCOURAGEMENTS.

It is worth while to find those factors which insure our greatest progress in school work. It is, for another reason, well to know what things stand in the way of growth.

So great is the agreement of the superintendents on both these points that it is not a difficult task to summarize their views.

The hindrances to progress come under six general heads and are classified in the order of their importance, as indicated by the number of superintendents naming each.

They are as follows:

1. Indifference of some parents and citizens. (More than half the superintendents so report.)
2. Transportation problem.
3. Lack of funds.
4. Indifferent teachers.
5. Tendency of pupils to leave school before completing the course.
6. Irregularity of attendance.

Among the leading points named, as offering special encouragement, are the following:

1. Readiness of the people to recognize and appreciate good teaching.
2. Growing interest of parents and citizens in the work of the schools.
3. Ambition for high school and college education among older pupils.
4. Devotion of teachers to their work.
5. Increased care in selection of school committees.
6. General improvement of school property.
7. Increased interest of teachers in professional improvement.

ARE THE SCHOOLS GROWING BETTER?

There can be no question but that the old time school had many superior features. Its excellencies are written in the lives of the successful men and women of today.

There is no certain way of testing the quality of any system, or institution, except in studying its product. We cannot therefore judge the school of the present until its pupils shall have become men and women. Estimates made now must be expressions of opinion.

A personal opinion, based on knowledge of past methods and conditions and on personal observation of those of the present, must be given weight and the opinions of Maine superintendents, on this point, are worthy of special consideration.

A little over 90 per cent of the superintendents are willing to go on record in the matter of comparing the schools of today with those of the past. Of this number, about one-third state they have no way of knowing about the schools of twenty or thirty years ago, but are willing to speak concerning those of ten years ago. Of the entire number of superintendents who answer the question, only one sees deterioration in the schools, while one other declares himself "doubtful of any improvement." All the others declare for improvement in terms varying from the simple affirmative to the emphatic "Decidedly!" and "In every way."

In the more specific questions covering reading and spelling and arithmetic, superintendents report less favorably. In both subjects, a little over 90 per cent express opinions; about one-third of this number either find no superiority in the subjects named, or note a lower attainment.

THE QUALITY OF TEACHING.

Remarkable progress has been made in the matter of scientific teaching. Increased attention has been given to methods of instruction and to the psychological development of children, with a view to the presentation of each topic at the time when the child's interest in that topic is greatest. It is instructive to note the subjects which, in the opinion of the superintendents, are most skillfully taught.

Seventy-five per cent report arithmetic among the branches more skillfully taught, while 25 per cent believe it is ineffectually taught. This preponderance of opinion is fortified by the traditional importance accorded this branch.

A little over 70 per cent would place reading among the branches more satisfactorily taught, while a little less than 30 per cent express an opposite opinion.

As to geography and history, the superintendents are about evenly divided.

The subjects named by a majority of the superintendents as least efficiently taught are spelling and grammar. In the case of the former, the number is about 40 per cent, while, in the latter, we find the figures for arithmetic are practically reversed, 32 stating that language and grammar are well taught and 68 per cent expressing the opposite view.

THE TEACHER'S QUALIFICATIONS.

Most important are the views expressed by the superintendents as to the qualifications necessary for those who attempt to teach in our schools.

Stating these qualifications in simple terms, they are as given below. They are arranged in order, according to the number of times they are named in the returns.

1. Character.
2. Professional training.
3. Ability to govern.
4. Knowledge of subjects to be taught.
5. Good health.
6. Energy, enthusiasm, force etc.
7. Pleasing personal appearance.

Considerably more than one-half the superintendents would require normal training, while over 95 per cent would insist on the completion of a secondary school course. Only a small number state that they would make no further requirement than merely the ability to teach the subjects to be offered in the school.

The responses to this question are convincing evidence that school officials are making increasing demands for a better trained teaching force. One superintendent clearly expresses the point of view of the majority in the following words: "A teacher should have strength of soul, mind and body; a high school education, ability to impart knowledge; a love for children and her work and a life at least twenty years long."

SOME OTHER POINTS.

In 62 per cent of the towns, the superintendents arrange local teachers' meetings for the purpose of discussing methods, school management and educational problems. In the remaining 38 per cent, the teachers have no opportunities for attending meetings, except those afforded by the county and State associations.

Sixty per cent of the superintendents report definite plans for strengthening weak teachers so that they may be retained. Among the methods suggested are the following:

1. Personal conferences.
2. Teachers' meetings for discussion.
3. Educational lectures.

4. Prescribed reading.
5. Visitation of successful schools.
6. Leaves of absence for professional study.

On the point of transportation, there is evident a strong desire that there be named, by law, a prescribed limit beyond which a child should be conveyed to school at the expense of the town. The average distance, as shown in the returns, is about one and one-half miles. Two superintendents believe children should not be required to walk over a half a mile. Under this ruling, probably more than half the children of the State would ride to school at the expense of their towns. Several placed the limit which pupils should be required to walk at two miles for the older pupils. A number call attention to the difficulty of determining an exact distance because of differences in the age, sex and physical condition of children. Two superintendents believe that the towns should be under no expense for this item, the transportation being provided by the parents.

It is encouraging to note that 70 per cent of the superintendents see no indication of an increasing tendency on the part of boys to loaf. One superintendent, who helps to make up the remaining 30 per cent, sententiously adds to his answer, "Cigarettes chiefly responsible."

CONCLUSIONS.

Aside from the direct data included in the specific answers herein considered, there are certain general conclusions which constitute a valuable portion of the results of the investigation.

First, there is the highest evidence that school officials are giving increasing attention to the solution of school problems and that this study is resulting in a more general and more systematic attempt to awaken educational sentiment and to improve school conditions, than the State has before known.

Second, it is clear that the people are insisting on a higher standard of school work and on a better school product.

Third, the investigation reveals the intelligent educational spirit which controls the great majority of the teachers and indicates their growing ability to perform creditably the work devolving upon them.

Fourth, it is clearly stated that, in the opinion of the superintendents, certain movements (as the discontinuance of small

schools, grading of schools, improvement of grounds and buildings and increased appropriations for the support of schools) should be continued and should receive a heartier support on the part of our citizens.

Fifth, the optimism pervading the returns bears witness to the abiding faith possessed by all our people in our schools and is a happy omen of the better days that await them.

MAINE TEACHERS' ASSOCIATION.

The State Association has grown, during the past few years, until its membership is one of the largest in the country. It is proving its worth by championing the cause of the common school teacher and is indicating its intention of being still farther useful by formulating plans for studying problems that especially concern our schools.

Two years ago, the committee on salaries made one of the most exhaustive and helpful reports ever issued on this subject. It has been extensively reprinted and largely quoted by writers on this question.

This year, the association passed the following vote and appointed a most capable committee to conduct the investigation contemplated.

On motion, it was voted that the president appoint a committee of eight whose duty it shall be to inquire into the following matters and report their findings to this Association at its next meeting:

* First: The time when the work in language is commenced in the common schools, when it should be commenced and what results should be secured.

* Second: The same of mathematics.

* Third: The same of science.

* Fourth: The same of art.

* Fifth: The same of history.

Sixth: What studies pursued in the common schools, in the judgment of adults, have been of greatest service to the persons expressing these opinions?

Seventh: What subjects have been of least benefit?

Eighth: What subjects would have been of service if instruction had been given in the same?

* NOTE. In the above the term "language" includes writing, spelling, language lessons and technical grammar.

The term "mathematics" includes number, arithmetic and algebra.

The term "science" includes geography and nature study.

The term "art" includes music, drawing and penmanship.

The term "history" includes local, United States and English history.

The Association makes it clear that, in undertaking these studies, it purposes to devote itself to definite tasks and not be content with discussing vague generalities, or with formulating ill considered and indefinite statements.

The work outlined in the above vote is one that especially needs to be done and the investigations must, of necessity, result in great advantage to the common school. It will assist in the settlement of vital questions whose solution must be determined before the schools can do their best work.

The quality of the membership of the committee having the work in charge makes it certain that the study will be ably conducted.

Another vote passed by the Association shows a desire to do justice to those who have occupied conspicuous positions in the profession in the past. We have been remiss in this particular. Some of the ablest men in the work have devoted their lives to the cause in the State and but little has been written, or said, which would indicate proper appreciation of their services.

It was voted that the president be instructed to appoint a committee of five whose duty it shall be to arrange for the preparation of biographies of persons whose services as teachers in the public schools, or other educational institutions of the State, entitle them to this recognition.

It should be a matter of great satisfaction to all who desire the improvement of the common schools that the State Association recognizes its opportunity and offers its services for the advancement of the State's most influential agency.

MAINE SCHOOLS: NOW AND THEN.

ALBERT F. RICHARDSON, Prin. Castine State Normal School.

It is claimed, by some, that we are not making progress in education in Maine and that the schools of today are no better than they have been in the past.

SCHOOLHOUSES.

A prominent Maine educator said at one of our state conventions that a very fair way to decide this would be to compare the schoolhouse of today with that of the past and he then made the comparison. In what I shall say, I shall try to make a fair comparison of the schools of 1860, the year I began to teach, with those of 1905. In my native town, in 1860, we erected one schoolhouse at the expense of \$500. It was a good one—the best in town. Last year the little town of Stonington built one at a cost of \$30,000. The average expense of the schoolhouses built in 1860 was \$414. Last year we erected 60 at an average expense of \$3,519. The number reported in good condition, in 1860, was 2,054; in 1905, the number was only 644.

SCHOOL FINANCES.

In 1860, the towns raised for common schools \$405,337; last year \$984,856. The State expended for common schools, in 1860, \$404,000; last year \$567,192. The total amount expended for common schools increased from \$616,879 to \$1,597,656.

The value of the schoolhouses and school property increased from \$1,164,006 to \$5,416,628. The best financial showing is probably in the amount paid for school supervision, which increased from \$13,714 to \$67,736.

TOWN PLAN.

By far the greatest and most advantageous change has been from the (so called) District System to the Town Plan. In 1860, we had in Maine 4,146 district agents who employed the teachers, but were not required to visit the schools, nor did they examine the teachers, or grant certificates. We have changed to what seems to me the best system imaginable. The town superintendent employs the teacher, examines and grants certificates and visits the schools; his list of teachers being subject to the approval of the school committee. In addition to this, the grouping of towns for expert supervision has been very beneficial wherever it has been tried.

SCHOOL LAWS.

Our Maine school laws have many points of superiority besides those named above. Among others, the requirement that, in the normal schools, shall be taught the fundamental principles of Christianity, while the graduates of these schools, as of course all others, are required to teach in the common schools the great principles of morality.

FEMALE TEACHERS.

Another important change has been in the employment of female teachers instead of males. In 1860, there were 2,776 men teaching in the common schools of Maine. Last winter there were only 542. The pay of females has more than doubled (it increased 67 cts. per week last year), while males were not paid so much in 1905 as in 1904.

OTHER CHANGES.

In 1860, there was not a normal school in Maine and probably not a normal teacher. Last year, there were 1,613 normal graduates teaching and probably nearly 2,000 more who had attended normal schools. We have more than 2,000 flags flying from the schoolhouses of the common schools, a thing unknown in 1860.

Eleven hundred of our teachers hold State certificates, a thing unknown in 1860. They have passed an examination which would have puzzled many of us in the old days.

DISCIPLINE.

Remarkable changes have been made in school discipline. That of today is very mild in comparison with what it was when I began to teach. Then the master and the mistress used the ferule and the birch. Today the teacher teaches.

STUDIES.

The teaching of temperance, of nature and of hygiene in the common schools and the introduction of agriculture into all the normal schools mark important changes.

METHODS.

One of the greatest changes has been in methods of teaching. In reading, the word method is used more, phonic drills are more common and we have much more supplemental reading.

In history, we are memorizing less and giving less attention to details of battles and are putting more emphasis on causes and results. In arithmetic, pupils are not learning so many rules, but are making their own rules before they use them and we are dropping the more difficult parts of the subject and putting more time on the practical. In geography, we are making the physical the basis of the political and teaching causes and effects more, with less memorizing.

In writing, I hardly know where we are and in spelling we are still more mixed; so I will pass over these two subjects.

INDIVIDUALITY OF THE PUPIL.

My long experience leads me to believe that the most hopeful line of progress, in recent years, has been that of developing the individuality of the pupil. We are learning that no two pupils are alike and that they should not be treated alike, but each as is best for him. This is founded on sound psychological principles and is likely to be greatly emphasized in time to come.

THE SCHOOL IMPROVEMENT LEAGUE OF MAINE.

SOME IDEALS OF THE S. I. L. M.

REPORT OF THE PRESIDENT.

The vast work which has been accomplished for Maine schools by the School Improvement League has been done without any attempt on the part of the State officers to direct its details.

From the first, the direction has been put in this interrogative form, "You know the condition of *your* school, what will you do to improve it?" In each case, therefore, the teacher has taken the lead, first, by analyzing the needs of her school, second, by inviting the attention of her pupils and school patrons to them and third, by planning the ways of meeting them.

In no two cases, therefore, out of the hundreds of schools where leagues have been formed, has the work accomplished been precisely the same, nor has it been done in precisely the same way. That this has been the wisest plan is amply proven by the results. Each school has received the material blessing it most needed and to each school has come that enthusiastic interest in its enterprise which can proceed only from a spontaneous effort.

While all the achievements of the league make, in the aggregate, a showing of enormous proportions it is not easy to state in definite terms all the improvements that have been wrought. They range in size from a cake of soap to a piano, in value from a penny picture to several hundred dollars, in one case, for helping to rebuild a schoolhouse and, in another, for the payment of the salary of a special teacher of music; in kind from the extension of school grounds and their beautification through all the possibilities of interior decoration and into all manner of schoolroom equipment.

But whether the improvement has been in the penny picture; in the planted tree, or shrub, or garden; in the bell, or flag; in the decorated wall, the cast, the library, the curtains, the piano,

the globe, the maps, the encyclopedia, the reference work, the apparatus, or even in the soap and towels, the impulse has been the same and that has been towards other improvements, towards better equipment in all directions, towards larger opportunities for the schools in every way.

So, all the way along, the task of each local league has been to accomplish the "next thing" and in the accomplishment of it has the path of future activities been opened. Thus have the leagues worked and thus will they continue to work, each marking out its own line of action. Yet it would probably be wise for those who are planning the work of the leagues to hold in mind certain ideals of the equipment of the schools, measures by which they may mark their progress and standards which they may reasonably hope to attain.

Many of the things herein to be enumerated should be provided by towns and will, under proper incentive from the leagues in way of increased interest, be so provided. Others will come directly as the result of the work of the leagues.

SCHOOL GROUNDS.

No Maine teacher should be content until she has secured, through the action of the town, the work of the community, or the effort of the league, or through the co-operation of all these factors, a school yard large enough to provide ample spaces for play, with reservations for gardens, shrubs and trees. In the country, there can be no excuse for not having these reservations large enough for school gardens, with a plot for the individual use of each child.

There should be walks leading from the road to the school-house door and from the schoolhouse to the outhouses. These walks should be so constructed that in wet weather they will not collect pools of water, nor be soft with clay or mud.

If fences are necessary, these should be built so as to add to, rather than detract from, the appearance of the yard. If there are small children, sand piles separately arranged in one corner of the yard may be made to serve an educational as well as an amusement purpose. Swings and arrangements for organized games can be had at small expense and go far towards ending the aimless rough and tumble often seen at school.

The fulfillment of these suggestions for the school yard is possible to any Maine school whose teacher, pupils and patrons are willing to unite for their accomplishment.

OUTBUILDINGS.

The most discreditable part of many Maine schools is their sanitary condition. In many instances the outhouses are placed too near the main buildings, they are so constructed as to make frequent cleaning difficult, if not impossible, they make no decent provision for the separation of the sexes and far too often they present most demoralizing and obscene conditions. Many children who are carefully shielded in their homes from all that is indecent are sent into schools from which their parents would be justified in withholding them, if they knew the conditions they must there encounter. No Maine teacher, therefore, should be content with her school until, in all the particulars enumerated, the outbuildings conform to proper conditions and such inspections should be made as will guarantee their remaining so.

Usually, school authorities are ready to remedy the most glaring defects when these are frankly presented, other improvements are easily possible when the teacher has connected with her school a parents' and citizens' organization to which these improvements may be suggested.

THE BUILDING.

The Maine schoolhouse is the home of the Maine child for at least a third of his waking hours. He averages to spend considerably more of those hours indoors at school than he spends indoors at home.

Manifestly, it is important that his school should present as desirable conditions in respect to heat and ventilation as his own home presents and, since most of the time at school is spent in seat study, it is important that the sittings be such as will aid in correct position and the light so arranged as to prevent strain upon her eyes. It is, perhaps, not going too far to say that, unless a building conforms to correct conditions in the four fundamentals, heat, ventilation, lighting and seats, it should not be used for school purposes until it is made so to conform.

Our Maine teachers are reasonable in expecting that their schoolhouses be constructed in accordance with certain generally approved ideas; that some provision besides the opening of windows be made for ventilation; that the windows be placed so that the light will not strike directly into the pupils' eyes and, if possible, be massed so as to prevent the shadows of cross light and, in all cases, fitted with shades that will work; they should expect their schools to be provided with adequate coat rooms having a coat hook for each child, the desks and seats should be of a form and size suited to the pupils who will occupy them. In addition to these conditions there should be cleanliness. The paint, both outside and inside, should be kept free from grime, smoke and markings.

It must be admitted that, simple as these standards are, there are many Maine schools which do not meet them and it is a part of our work, as members of an organization committed to the improvement of Maine schools, to set them before our people until nothing less desirable shall be found within the limits of our State.

The most direct way, of course, is for each teacher, the accepted leader in these things, whenever and wherever she finds herself in a school that is below the standard, to organize the people of the community and lead them to do what is proper that they as a community should do and through them obtain suitable action of the town. Schools that are poor remain so for no other reason than that the people are content with them in that condition.

EQUIPMENT.

No carpenter expects to do good work without good tools. Poor results are expected of poor tools, or from those only of a makeshift order.

Our schools, which for the sake of the analogy we may call our educational workshops, often lack the necessary tools and it is not to be expected that they will work to best advantage until they are supplied.

The flag of our country, our best teacher of patriotism, should find place on every schoolhouse and the exterior equipment is not complete without the bell which is an aid to promptness and regularity of attendance too important to be overlooked.

Since cleanliness in the scale of virtues is given a place even in advance of wisdom, it is not improper that the way to cleanliness be provided for those urchins whose homes have forgotten its importance, or who may have fallen from grace between home and school. A wash basin, soap and towels go far towards adding to the mental as well as the physical brightness of the school.

In respect to the school's supply of strictly educational appliances, it is only reasonable to expect that the school have, besides the text-books required by law, a few good reference books, including a large dictionary, a small library for outside and supplementary reading, a blackboard that is really black, crayon that is not in bits, a clock, a thermometer, such charts as are necessary for teaching reading, music, language etc., maps for geography and history, a few objects as aids in arithmetic, language and other subjects, a supply of educative busy work for pupils of primary grades and collections of material for illustrating nature study, geography etc.

It would be interesting to know how many Maine teachers are trying to get on without the very simple equipment mentioned and it might astonish these teachers to know how easily obtainable they are and how many other Maine teachers already have them, not because some one thought to provide them, but because they, the teachers, decided to have them and found a way. It is true, of course, that many of these things might properly be purchased by the town and it certainly is true that they may just as properly be obtained through the efforts of the school and it is absolutely certain that what is provided in the latter way will be most highly appreciated. It has been demonstrated that a dictionary bought by the pupils outlasts three bought by the town and the difference is not in the quality of the binding or of the paper; it is in the quality of the interest in the book.

Our schools, to do their work well, ought to have these things. It is possible for any school to have them. A conviction of their need, a wise statement to pupils and parents, a campaign of judicious work, getting one thing at a time—the most necessary first—these are the steps and the thing is accomplished.

SOME OTHER HELPS.

The pioneer home had few things beyond those absolutely required in the daily life of its people; pictures, books, small luxuries came little by little, at first to the few and later to the majority.

In the class with the pioneer home is the school which has only the means for meeting its absolute needs. Beyond these are certain helps in the training of the child. Order among children is better in well ordered surroundings. Children are susceptible to the influence of things as well as to the influence of persons. We seek for our children those things which shall influence them for good and we want these things, so far as is possible, in the schools for it is there the children spend their time.

No one would ask for our schools luxurious or costly furnishings, but it is easily within the ability of any Maine school to have, at least, a few of the things which cultivate the taste. Walls tinted a restful shade, a few good pictures simply framed, one or two inexpensive casts, books out of the ordinary school-room kind, a table with a vase for fresh flowers and a few ornaments dear to childish eyes, an organ, or, in a large school, a piano,—all these are to be had with no great difficulty and they are the things which make "going to school" less like drudgery and more like the natural occupation of childhood, which it is. They may come to those schools whose teachers appreciate their value and are willing to explain their usefulness to the people of their communities.

THE COMING YEAR.

Not all the things we want for our schools will come at once. Not all the demands the School Improvement League makes in their behalf can be immediately met. They are to be answered, however, is the unmistakable testimony of its record.

For the coming year, the following leading suggestions are made.

First: Keep before your league reasonable ideals of what its school should be.

Second: Arrange, at least, one public meeting for the distinct purpose of discussing school needs.

Third: Adopt for each term one object for which your league will work and see that it comes to pass.

Fourth: Increase the effectiveness of your own work by enlisting other teachers in a similar endeavor.

PAYSON SMITH,

President S. I. L. M.

REPORT OF THE SECRETARY.

To those interested in the splendid work being done by the S. I. L. M. the secretary wishes to say that the year just closed has been one of the most satisfactory and encouraging since its organization. The promoters of the League have had in mind from the start the hope of uniting the school and the home in the improvement of the school; they have wished to impress the idea that its chief motive is to cultivate in pupils a spirit of self-help and personal responsibility. That these two objects have been accomplished is proven beyond a doubt.

In previous years, the letters received by the secretary have been mainly from teachers. Of the 347 letters coming to her in 1906, fifty-eight were from parents, thirty-seven from superintendents, eighty-two from teachers and nearly all of the remaining one hundred seventy were from pupils.

Eighty-nine leagues have been granted charters and to these the officers will look particularly, during the coming year, for the reports. Blanks will be sent the local secretaries twice each year to be filled and returned to the State secretary. The need of a charter should be apparent to every league.

The teachers' directory has grown to over one thousand names. It is hoped that the entire list may be published soon.

Local secretaries have been most faithful in reporting to the newspapers interesting descriptions of entertainments and lectures given under the auspices of their leagues. One has but to read these accounts to realize what a social factor the league may be.

Many letters have come to the secretary, from people of other states, telling of organizations similar to our league and asking, or offering, suggestions. One very cordial letter came from Little Rock, Arkansas, and another from North Carolina. The latter told of an association which has been written up in a

recent magazine. The writer quoted from the article mentioned and the work is so exactly what the S. I. L. M. has done for the past five years that it is given: "It can have a new schoolhouse built, or the old one repaired and painted; it can have rough and uncomfortable benches exchanged for good desks; it can have blackboards multiplied; it can have the floor scrubbed, the stove polished, the windows washed; it can have shades or curtains added to the windows; it can have pictures placed on the walls; it can secure a library and keep it growing; it can bring into the school good magazines and papers; it can give interesting and profitable entertainments, which will be of no less value to the community than to the school; it can beautify the school grounds by having stumps removed, grass and flowers planted and play grounds laid off. Finally, it can uphold the hand of the teacher, help her, encourage her and stimulate her in her difficult and trying work. The work will interest the community in the community's school and the community's children; it will teach the few to subordinate personal advantage to the welfare of the whole; it will discourage those two most bitter and most fatal foes to educational progress—local prejudices and neighborhood misunderstandings."

We claim even more than the good things enumerated above.

Many newspaper clippings have been sent with the term reports, a few of which follow: "The townspeople were given a rare treat on Wednesday evening when Mr. —— gave a talk upon his recent European trip. Lincoln League has given us many good things in the past, but no more thoroughly interesting and instructive entertainment than that of Wed. What did we do before this league was formed!"

Another reads: "Liberty Hall was well filled on Tuesday, Wednesday and Thursday by the school children and older lovers of good pictures. Through the efforts of Washington League this fine collection of valuable pictures was secured. Such an exhibition is an education for our pupils and those of us stay-at-homes who are unable to visit picture galleries. A good sum was realized which will be invested in pictures for the primary and grammar schoolrooms." We can easily imagine the schoolroom in this one: "A good old-fashioned spelling match, in which the gray beards and school children were ranged against one another, was given by Longfellow League

on last Friday evening. Much good-natured rivalry was aroused as the sides had been chosen the previous day. This league is doing much for its members in a social as well as a literary way."

So many superintendents have written in praise of the S. I. L. M. that it is a great temptation to quote at length from their letters, but these few lines from Mr. R——'s tells the whole story: "What a grand good work the league is doing all over the State. It has worked a real transformation in my own schools; through its influence enthusiasm has been aroused and interest awakened where I had never hoped to see it."

A young man, principal of a high school, who has been an active league worker for three years, sends fine reports of his work. A part of his letter follows: "The intense interest aroused last winter is still evident. We try to secure variety in our programs so the meetings always go with a snap. We spend one evening with a poet, the next may run on the 'Coming Citizen: His Obligations and Privileges.' The league numbers fifty, all active members. We intend to introduce town meetings (mock) and a few other features of that sort. We netted \$47 from our last entertainment. Although league work is a new thing in this town, parents and school officials have much good to say of our efforts." One hundred letters of this sort might be given, all equally full of interest in the cause.

Are we not really accomplishing what we desire?

KATE MacDONALD,

Secretary S. I. L. M.

SUMMER SCHOOLS.

The following circular of information was issued from the State Educational Department, June 20, 1906:

CIRCULAR.

"The sessions of the State Summer Schools for Teachers will begin Monday, July 9th and will continue four weeks. They will be held in Bucksport, Brooks, St. Agatha and Pittston.

In addition to these schools, one will be established at Pembroke, provided a sufficient number of teachers in the vicinity of that town should, before July 1st, register their intentions to attend such a school.

At these schools, opportunity will be given for a careful review of the fundamental facts and principles in Arithmetic, Geography, English Grammar and U. S. History. Talks on method, discipline and school management will be given. The aim of these schools is to prepare the teachers who attend them for more efficient service in the schoolroom.

The only necessary expenses are for board and traveling. Board will be provided at a reasonable rate.

Teachers should take to the school any text-books they may have in the subjects to be studied.

For information relative to boarding places, or other local arrangements, teachers may correspond with Pres. F. E. Bragdon, Bucksport; Dr. J. E. Odiorne, E. Pittston; Supt. J. S. Dugal, St. Agatha; Mr. Marcellus J. Dow, Brooks; or Miss V. A. Porter, Pembroke."

The Summer Training School for teachers has demonstrated its right to exist and has won its way to a permanent place in the system of public instruction in Maine.

Like every new departure, its first years were devoted, in a great degree, to experimental efforts and the work was neces-

sarily somewhat crude; but, by assembling the most ambitious teachers in classes for instruction, they gradually discovered for themselves and made manifest to their associates the points in which they were weakest and the best methods of supplying the needed strength.

Thus, the Maine Summer School is the product of evolution. There is yet room for much improvement, but it is describing the situation most tersely to say that the teachers who have attended the sessions most regularly are now among the best equipped for their work of any members of the profession in the State.

The method of conducting the summer schools, previous to the year 1906, was to devote the time, principally, to lectures by men and women who have made a success of teaching and have come to be regarded as experts in the several lines to which they have devoted their time and talent.

In the Summer Schools of 1906, the common school branches were taken up and lessons were assigned, recitations were heard and instruction given after the manner of a first-class school. In this manner a review, as thorough as the limited time would allow, of the English branches taught in our common schools was the leading feature of the work. The lessons were prepared and recited and the teachers received the methods of teaching through the presentation of the subjects by the instructors.

In addition to this, lectures, by competent instructors, held an important place upon the program and these addresses, or, as they were alluded to in the circulars, "talks on method, discipline and school management," added much to the interest, as well as to the benefit of the schools.

Successful schools were held at each of the places mentioned in the circular (five in number) and the instructors at each proved to be eminently fitted for the work.

The average attendance in each school was about forty-five and the interest in each was sustained until the close.

TEACHERS' INSTITUTES.

The statute relating to holding county teachers' meetings is given below. It is a part of Chapter 15 of the Revised Statutes of Maine.

SEC. 89. Whenever not less than thirty of the teachers and school officers of any county shall have formed an association under rules of government approved by the state superintendent of public schools, for the purpose of mutual improvement in the science and art of teaching and of creating popular interest in and diffusing a knowledge of the best methods of improving our public school system, by the holding of conventions at least once every year under the supervision of the state superintendent, the state shall defray the necessary expenses attending the holding of such conventions, for which purpose the sum of one thousand dollars is hereby annually appropriated to be deducted and set aside therefor by the treasurer of state from the annual school fund of the state; *provided, however*, that no more than two such associations shall be formed in any county and that the expenses as aforesaid of no more than two conventions of any such association in any year shall be defrayed by the state.

SEC. 90. Teachers of public schools may suspend their schools for not more than two days in any year during the sessions of such conventions within their counties and also for not more than two days in any year during the sessions of any state teachers' convention approved by the state superintendent of public schools, unless otherwise directed in writing by the school officers and attend said conventions without forfeiture of pay for the time of such attendance, *provided* they shall present to the officers employing them, certificates signed by the secretaries of such conventions and countersigned by the state superintendent of public schools, showing such attendance.

SEC. 91. The governor and council may draw warrants on the treasurer of state for the payment of bills for the expenses provided for in section eighty-nine, when such bills shall have

been approved by the state superintendent of public schools, *provided, however*, that no bills shall be so paid except those for advertising such conventions and for actual traveling expenses of speakers and lecturers not residing in the counties in which such conventions are held.

To assist in carrying out the provisions of the statute the following circular is sent, each year, to those having the matter in charge in the several counties.

“DEAR SIR:—Experience makes it clear that it is necessary to advise those having charge of County Teachers’ Institutes as to what part of the expenses of these meetings will be paid by the State.

If the manuscripts of the programs for Institutes are forwarded to this office they will be printed and sent to the proper officers at the expense of the State. The State will also pay the postage on programs mailed to teachers and will pay the fees and expenses of speakers engaged by the State Superintendent. The above items indicate the extent of the responsibility of the State in paying the bills of the County Institutes.

Manuscripts of programs must be received at this office at least one week before they are needed for mailing to teachers.

Will you please notify me as soon as possible when you intend to hold the next session of your Association.

The department is prepared to send suggestions as to programs on application.

Those meetings have proved most successful in which the papers and talks have been brief, the speakers omitting introductory remarks and closing exhortations and the president has devoted his energies to presiding and the members of the Executive Committee have attended to distributing the programs and seating the audience.

I am convinced that you can render your association a great service by commencing each session at the time announced in the program and not allowing the speakers on any topic to infringe upon the time which has been assigned to other subjects. I hope that you will allow ample time for the discussion of each question that admits of a general consideration by the members.

I shall be pleased to assist in any way that I can in making your next meeting a marked success.”

In addition to the above, a pamphlet, entitled a "Manual for the use of Officers and Members of Teachers' Institutes," has been prepared and has been quite generally distributed among the superintendents and teachers of the State. It is a pamphlet of 45 pages and contains a general plan for conducting institutes and detailed outlines of work in the various subjects taught in the common schools. This pamphlet can be obtained by addressing a request to the Educational Department at Augusta.

Teachers' Institutes have been held, during the past year, in every county in the State and the sessions have been confined to earnest work upon well defined and carefully prepared programs.

The meetings have been well attended and the interest manifested has been most encouraging.

Competent speakers were present at each session and practical papers by local talent made an important feature of the work.

In addition to the regular County meetings, a course of lectures, more especially for teachers in secondary schools, was given by Prof. Judd, of Yale, as explained by the following circular, which was sent broadcast throughout the State early in February.

"Arrangements have been made for holding a series of meetings for teachers in the secondary schools. The sessions will be held in Bangor, in the assembly room of the high school, on February 19, at 3.00 P. M.; in Waterville, in the City Council rooms in City Hall, on February 19, at 8.00 P. M.; in Auburn, in the Assembly Hall in the Public Library on Court Street, on February 20, at 3.00 P. M.; in Augusta, in the Senate Chamber at the State House, on February 20, at 8.00 P. M., and in Portland, in the City Council rooms in City Hall, on February 21, at 3.30 P. M.

The meetings will be addressed by Prof. Charles H. Judd, of the Department of Psychology of Yale University, on the subject, "Why should secondary school teachers make a scientific study of education?" Prof. Judd is thoroughly familiar with conditions in secondary schools, having had experience in this field and having made extended studies of the work. Those who attend will hear the latest and best thought on the subject discussed.

School officials, principals of grammar schools, teachers in the ninth grade and other citizens interested in secondary schools are cordially invited to attend these meetings."

The lectures of Prof. Judd were of a very high order and were not only instructive, but were delivered in a manner to interest the average citizen as well as the professional educator.

The effect of the various meetings for the instruction of teachers has been to foster a professional zeal, as well as to awaken a lively interest in the matter of better preparation for the work of instructing youth.

STATE EXAMINATIONS.

The tenth regular annual examination of candidates for state certificates was held Friday, August 31, 1906, at the following named places: Auburn, Augusta, Belfast, Bluehill, Calais, Canaan, Carratunk, Cherryfield, Dexter, Ellsworth, Houlton, Kittery, Milo, Newcastle, Old Town, Pittsfield, Plymouth, Presque Isle, South Paris, Thomaston, Van Buren, Waterville, Wells Beach, and Westbrook. In addition to those held as above, examinations for the special benefit of teachers attending the summer schools, who desired state certificates, were held at Brooks, Bucksport, East Pittston and Pembroke.

The number of candidates registering for examination was 240. Of this number, 43 failed to report for examination. The whole number taking the examination in whole, or in part, therefore, was 197, of whom 33 failed to pass satisfactorily. The number of certificates awarded, therefore, was 164, exactly the same number as awarded last year.

The plan, adopted last year, of issuing state certificates to members of the graduating classes of the State Normal Schools, based upon the ranks attained during their connection with those schools and upon estimates of fitness furnished by the teachers thereof, was continued this year. In accordance with this plan, 140 such special certificates were issued and are now in force.

Of the certificates issued as the results of previous annual examinations, 239 will cease to be valid on and after January 1, 1907, unless renewed before that date and made good for another term equal to that for which they were originally granted. At the time of writing this report, 152 of those certificates have been so renewed and continued in force.

The final record of the results of the state examinations for the year, therefore, stands as follows:

Whole number of certificates granted as results of regular examinations of 1906.....	164
Whole number granted to Normal School graduates	140
Whole number reissued.....	52
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Total issued for year	356

In the following table will be found the results of the examinations for the year, as regards number of candidates examined, number of certificates granted, together with the grades thereof and the terms for which issued.

Counties and Normal Schools.	Number examined.	Number passed.	No. not passed by reason of		Grades of certificates.				Periods for which certificates were granted.				
			Defective rank.	Incomplete examination.	Public school.	Grammar or common school.	Common school.	Primary or common school.	Life.	Five years.	Three years.	One year.	
Androscoggin.....	1	1	-	-	-	1	-	-	-	-	-	-	1
Aroostook.....	29	25	-	2	1	4	14	6	13	4	1	-	3
Cumberland.....	7	7	-	-	-	3	3	1	1	1	1	2	3
Hancock.....	30	25	-	3	-	3	13	6	6	6	6	6	6
Kennebec.....	20	17	-	3	1	6	6	4	9	4	1	2	2
Knox.....	6	6	-	-	1	1	1	1	1	1	1	1	1
Lincoln.....	9	7	-	2	-	3	3	3	1	2	2	2	2
Oxford.....	6	4	-	2	-	1	1	1	1	1	1	1	1
Penobscot.....	26	20	-	5	1	6	2	6	6	5	1	1	5
Piscataquis.....	4	4	-	-	1	1	-	3	3	1	-	-	-
Sagadahoc.....	3	3	-	-	-	-	-	3	2	-	-	-	1
Somerset.....	13	10	-	2	-	1	4	2	4	4	4	4	4
Waldo.....	10	8	-	1	-	1	4	2	4	2	2	2	2
Washington.....	17	13	-	2	1	1	2	2	4	4	5	5	4
York.....	16	14	-	2	-	1	6	7	5	3	5	3	6
Castine Normal.....	28	28	-	-	2	17	9	-	1	1	1	1	1
Farmington Normal..	51	51	-	-	1	32	18	-	1	19	21	4	10
Gorham Normal.....	36	36	-	-	-	14	19	3	1	7	3	4	24
Presque Isle Normal..	9	9	-	-	-	4	5	-	1	1	3	3	3
Madawaska Training school.....	16	16	-	-	-	13	3	-	-	3	4	4	9
Totals.....	337	314	17	18	9	126	142	47	57	73	74	100	

The record of the results of these state examinations, for the ten years during which they have been held, is as follows:

Whole number of candidates examined.....	3,395
Whole number of certificates awarded.....	2,937
Number of certificates lapsing and not renewed..	1,452
Number in force Jan. 1, 1907.....	1,485

SCHOOLS IN UNORGANIZED TOWNSHIPS.

The condition of the schools in unorganized townships for the school year 1905-6, as compared with that of the preceding year, is shown by the facts stated in the following

STATISTICAL SUMMARIES.

	1904-5	1905-6
1. <i>Number, Population etc., of Townships.</i>		
Number of townships reported.....	56	54
Population of townships.....	2,080	2,194
Number of children of school age.....	701	710
Number of townships in which schools were maintained	45	44
Number in which children were schooled in other towns or townships.....	11	10
Number of different schools maintained..	47	50
2. <i>School Enrollment and Attendance.</i>		
Number of children schooled.....	585	554
Number schooled in their own townships	533	502
Number schooled elsewhere.....	52	52
Average daily attendance.....	483	448
3. <i>Of Teachers.</i>		
Number of different teachers employed..	44	57
Number who had previously taught.....	37	48
Number who had not taught before.....	7	9
Average number of terms previously taught	11	13
Average weekly wages including board...	\$7.02	\$7.15

4. <i>Fiscal.</i>	1904-5	1905-6
Amount paid for wages and board of teachers	\$7,082	\$6,864
Amount paid for transportation of children	225	312
Amount paid for tuition.....	372	276
Amount paid for board of children.....	571	510
Amount paid for fuel, janitors' services etc	404	416
	<hr/>	<hr/>
Total paid for instruction.....	\$8,654	\$8,378
Amount paid agents, service and expenses	850	762
Amount paid for books and supplies....	298	230
	<hr/>	<hr/>
Total expenditures for year.....	\$9,802	\$9,370
Amount paid by per capita taxes.....	825	863
Amount paid from interest on reserved lands	2,894	2,596
Amount paid from State appropriations..	6,083	5,911
	<hr/>	<hr/>
	\$9,802	\$9,370

CONDITIONS SHOWN.

1. Until the year here reported there has been an annual increase in the number of unorganized townships, the children in which have been schooled under the law providing therefor. While, almost every year, some townships have been dropped from the list, because through local conditions they have ceased to have the required number of children, the number so dropped has been less than the number of new townships applying for school privileges. But for this year, six townships have been dropped and only four new ones have been added to the list. Children were, therefore, schooled in but 54 townships this year as against 56 the preceding year. Nevertheless, the population of these townships and the number of children of school age resident in them were both larger than in those reported last year.

While the number of townships in which schools were maintained was one less than in the preceding year, three more

schools were maintained. One of these was established in a township the children of which had hitherto been schooled in an adjoining town. The other two were established to meet the needs of children in new settlements in townships where schools had been maintained, but which schools would not convene these children so inexpensively and effectively as would schools specially established for their benefit.

2. While the aggregate number of children of school age in the 54 townships of this year was 9 more than in the 56 townships of the preceding year, the number attending school was 31 less and the average daily attendance 35 less. As to what causes operated to produce these results, no explanatory facts are available.

3. The number of different teachers employed was 7 more than the number of schools maintained. In other words, in 7 of the schools the same teachers were employed but a single term. While it is one of the purposes kept in view in the management of these schools to keep the same teacher in the same school for a year, at least, that purpose sometimes fails. Teachers sometimes prove inefficient and have to be discharged and the efficient sometimes get discontented because of local conditions and ask to be relieved at the end of their first term. On the whole, however, the teachers employed were superior to those of the preceding year, both in experience and the value of their services. Two per cent more of the whole number had previously taught, the average previous teaching experience was two terms more and the average weekly wages paid were nearly two per cent larger.

4. While the gross amount paid for wages and board of teachers in all the schools for the year, in view of the increase in rate paid, should have been larger than for the preceding year, it was actually less by \$218. The cause of this apparent discrepancy is found in the fact that, in each of three townships, only one term of school was had, because of local conditions making such course advisable. Because of this smaller expenditure for teachers and a net reduction of \$58 in the other items of expenditures for instruction, the total cost of instruction for the year was \$276 less than for the preceding year. Besides this reduction in expenditures for instruction, there was a reduction of \$156 in the amounts paid for agents' services and

expenses and for books. The whole cost of schooling the children in these unorganized townships, therefore, for the year was \$432 less than for the preceding year.

5. In view of all the facts shown in the foregoing statistics, it is safe to conclude that these special schools are satisfactorily doing the work for which they were established, in so far as the law makes adequate provision therefor. Originally established as an experiment, they would now seem to have passed the experimental stage. They are an essential and a permanent part of the common school system of the State and should be maintained and fostered as such.

DETAILED STATISTICS.

In the following table will be found in detail the statistics, summaries of which have been considered in the foregoing pages.

SCHOOL STATISTICS, UNORGANIZED TOWNSHIPS, FOR THE YEAR ENDING APRIL 1, 1906.

Designation of Townships.	County.	Number of persons resident in.	Number of children of school age.	Number attending school.	Average attendance.	AMOUNTS EXPENDED FOR						EXPENDED FROM			
						Wages and board of teachers.	Transportation of children.	Board of children.	Tuition of children.	Fuel, janitor, supplies etc.	Total.	Per capita tax.	Interest on reserved lands.	State appropriation.	Total.
8 R 3, W. E. L. S.	Aroostook..	86	21	17	15	\$195 00	-	-	-	\$15 00	\$210 00	\$34 40	\$16 21	\$159 39	\$210 00
8 R 4, W. E. L. S.	Aroostook..	95	22	21	14	150 00	-	-	-	9 00	159 00	38 00	60 93	60 07	159 00
9 R 4, W. E. L. S.	Aroostook..	44	12	13	13	170 00	-	-	-	-	170 00	17 60	-	152 40	170 00
11 R 4, W. E. L. S.	Aroostook..	6	3	3	3	135 95	-	-	-	7 21	143 16	2 40	32 62	108 14	143 16
17 R 4, W. E. L. S.	Aroostook..	100	41	38	31	150 00	-	-	-	33 75	153 75	40 00	20 76	92 99	153 75
A R 5, W. E. L. S.	Aroostook..	48	16	12	9	188 00	\$66 50	-	-	7 50	262 00	19 20	150 73	92 07	262 00
1 R 5, W. E. L. S.	Aroostook..	11	5	6	4	30 00	-	-	-	4 50	34 50	4 40	-	30 10	34 50
8 R 5, W. E. L. S.	Aroostook..	5	3	2	2	-	-	\$76 00	\$7 70	-	83 70	2 00	-	81 70	83 70
9 R 5, W. E. L. S.	Aroostook..	4	2	2	2	150 00	-	-	-	-	150 00	1 60	13 21	135 19	150 00
17 R 5, W. E. L. S.	Aroostook..	113	45	12	11	145 00	-	-	25 00	4 00	174 00	45 20	81 25	47 55	174 00
14 R 6, W. E. L. S.	Aroostook..	23	14	9	7	140 00	-	-	-	10 00	150 00	8 80	-	141 20	150 00
15 R 6, W. E. L. S.	Aroostook..	54	15	15	9	130 00	-	-	-	2 00	132 00	21 60	16 92	93 48	132 00
15 R 11, W. E. L. S.	Aroostook..	26	11	5	5	100 00	-	-	-	-	100 00	10 40	-	89 60	100 00
4 R 2, B. K. P.	Franklin	106	31	32	29	150 00	-	-	-	7 00	157 00	42 40	11 62	102 98	157 00
4 R 3, B. K. P.	Franklin	30	10	13	10	150 00	20 00	-	-	2 50	172 50	12 00	-	160 50	172 50
1 R 8, W. B. K. P.	Franklin	68	18	14	13	220 00	-	-	-	85	220 85	27 20	17 19	176 46	220 85
2 R 8, W. B. K. P.	Franklin	48	6	3	3	130 00	-	-	-	2 50	132 50	17 20	-	115 30	132 50
3 R 2 (Jerusalem)	Franklin	24	9	7	6	124 00	-	-	-	-	124 00	9 60	-	114 40	124 00
Perkins.	Franklin	70	21	12	10	123 50	51 00	-	-	2 00	176 50	23 00	-	148 50	176 50
Washington	Franklin	27	9	6	6	-	45 00	-	-	-	45 00	10 80	-	34 20	45 00
No. 10	Hancock	16	6	6	4	-	-	-	99 15	-	99 15	6 40	92 75	-	99 15
No. 28	Hancock	14	4	4	3	-	-	95 00	-	-	125 00	5 60	119 40	-	125 00
No. 32	Hancock	13	5	2	2	152 50	-	-	-	32 00	184 50	5 20	42 00	137 30	184 50

No. 39	Hancock	47	13	11	9	172	00	-	-	-	36 00	208 00	18 80	78 67	110 53	208 00		
Great Duck Island	Hancock	20	12	9	8	150	25	-	-	-	8 50	158 75	8 00	-	150 75	153 75		
Hibberts Gore	Lincoln	12	4	4	3	-	-	-	-	-	-	-	-	-	43 20	48 00		
Andover N. Surplus	Oxford	13	6	7	6	112	00	-	-	48 00	-	48 00	4 80	-	101 00	127 50		
Letter C	Oxford	7	5	3	3	67	00	-	-	-	15 50	127 50	5 20	21 30	63 97	79 00		
Fryeburg Academy Grant	Oxford	14	2	2	2	-	-	-	80 00	10 00	-	90 00	5 60	22 23	84 40	90 00		
2 R 6 (W. District)	Penobscot	74	24	28	24	140	00	-	-	12 00	13 00	165 00	29 60	-	137 40	165 00		
2 R 6 (E. District)	Penobscot	39	22	11	8	130	00	-	24 56	-	27 00	181 56	15 60	-	165 96	181 56		
A. R. 7	Penobscot	26	7	7	6	120	00	-	-	-	24 25	144 25	10 40	-	133 85	144 25		
A. R. 8 and 9	Penobscot	60	18	25	19	140	00	-	-	-	-	155 00	24 00	53 76	77 24	155 00		
No. 3 Indian Purchase	Penobscot	65	21	14	11	68	00	-	-	-	-	68 00	25 00	-	42 00	68 00		
Day's Academy Grant	Piscataquis	59	8	8	7	409	00	-	-	-	6 00	415 00	23 60	22 56	368 84	415 00		
R 5 (Little Squaw Mt.)	Piscataquis	62	17	16	14	-	-	-	-	139 12	-	139 12	14 00	40 80	84 32	139 12		
2 R 6 (Squaw Mt.)	Piscataquis	38	17	12	12	295	50	-	-	-	-	295 50	15 20	108 28	172 02	295 50		
5 R 9, N. W. P.	Piscataquis	10	5	5	5	-	-	80 00	-	45 00	-	125 00	4 00	22 86	98 14	125 00		
6 R 9, (K. I. Works)	Piscataquis	52	10	10	6	161	00	-	-	30 00	12 50	203 50	20 80	10 54	173 16	203 50		
5 R 13 (Chesuncook)	Piscataquis	83	21	12	10	417	79	-	-	-	71 00	488 79	33 20	73 41	352 18	488 79		
6 R 13 (Mud Pond Carry)	Piscataquis	6	3	2	2	203	81	-	-	-	5 00	208 31	2 40	-	205 91	208 81		
3 R 15 (N. E. Carry)	Piscataquis	9	2	2	2	45	00	-	-	-	-	45 00	-	39 48	4 92	45 00		
1 R 1 (Taunton and Raynham)	Somerset	23	8	7	5	115	00	-	-	-	8 00	123 00	9 20	113 80	-	123 00		
1 R 1 (Rockwood Strip)	Somerset	116	40	24	21	205	00	-	-	-	3 93	208 93	46 40	112 24	50 31	208 95		
3 R 1 (Long Pond)	Somerset	54	18	17	12	119	00	-	-	-	22 25	141 25	21 60	22 23	97 42	141 25		
6 R 1 (Attean)	Somerset	10	2	2	2	100	00	-	-	-	-	100 00	4 00	96 00	-	100 00		
6 R 1 (Holeb)	Somerset	33	11	11	9	140	00	-	-	-	3 75	143 75	13 20	74 55	55 70	143 75		
1 R 2 (Tomhegan)	Somerset	6	4	3	3	-	-	50 00	-	-	-	50 00	-	50 00	-	50 00		
4 R 3 (Bald Mt.)	Somerset	11	6	4	4	-	-	-	40 00	-	-	40 00	4 40	-	35 60	40 00		
1 R 4 (Bowtown)	Somerset	31	13	11	9	160	00	-	-	-	4 00	164 00	12 40	36 10	125 50	164 00		
1 R 5 (Moxie Gore)	Somerset	18	10	7	6	150	00	-	-	-	5 00	155 00	7 20	29 39	115 41	155 00		
1 R 3 (Lambert Lake)	Washington	75	21	21	18	160	65	-	-	-	17 15	177 80	30 00	118 65	29 15	177 80		
10 R 3 (Forest Station)	Washington	24	8	8	7	150	00	-	-	-	17 50	167 50	9 60	157 90	-	167 50		
No. 18, East Division	Washington	18	7	6	5	111	50	-	-	-	3 50	115 00	7 20	50 97	56 83	115 00		
Kossuth	Washington	50	17	13	12	85	25	-	-	-	-	85 25	20 00	65 25	85 25	85 25		
		2,194	710	554	448	\$6,564	20	\$314	50	\$275	56	\$50	23	\$416	41	\$8,378	89	
															\$2,085	86	\$5,430	23
																	\$8,378	89

SUPERINTENDENT'S REPORT.

**SPECIAL STATISTICS OF ACADEMIES, SEMINARIES AND INSTITUTES, FOR THE YEAR
ENDING JULY 1, 1906.**

Name.	Location.	Date of incorporation.	Date of establishment.	Number of weeks in session from July 1, 1905, to July 1, 1906.	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	55	50	55	49	35	32	20	17	-	-	36	32
Bluehill-George Stevens Acad.	Bluehill	1891	1898	36	106	90	95	85	60	53	35	32	-	-	72	72
Bridgton Academy	Bridgton	1808	1808	36	92	75	51	45	10	9	41	36	11	11	51	45
Calais Academy	Calais	1836	1836	36	158	150	121	119	75	74	46	45	-	-	40	40
Cherryfield Academy	Cherryfield	1829	1829	36	87	78	87	78	64	54	23	24	-	-	46	40
Coburn Classical Institute	Waterville	1842	1842	36	148	123	148	123	34	29	114	94	-	-	41	41
Corinna Union Academy	Corinna	1852	1851	36	45	40	45	40	31	27	14	13	-	-	33	30
East Corinth Academy	Corinth	1846	1844	33	54	46	42	39	20	20	22	19	15	12	37	34
Erskine Academy	South China	1891	1883	30	60	37	50	35	30	22	20	13	-	-	50	35
Foxcroft Academy	Foxcroft	1823	1822	36	127	115	127	115	53	47	74	68	-	-	82	77
Freedom Academy	Freedom	1836	1836	36	86	67	75	60	15	13	60	47	11	7	31	23
Fryeburg Academy	Fryeburg	1792	1792	36	115	92	115	92	36	33	79	59	-	-	78	59
Gould's Academy	Bethel	1836	1836	36	92	80	92	80	41	41	43	39	-	-	49	41
Hampden Academy	Hampden	1803	1803	36	95	91	95	91	62	65	27	26	-	-	63	60
Higgins Classical Institute	Charleston	1890	1890	36	70	63	63	54	15	15	39	39	9	7	20	20
Lee Normal Academy	Lee	1845	1845	33	75	56	57	38	23	18	34	20	18	12	25	14
Limerick Academy	Limerick	1809	1808	33	34	25	34	25	23	16	11	9	-	-	27	18
Limington Academy	Limington	1848	1848	33	29	22	21	16	15	6	6	6	12	10	18	18
Lincoln Academy	Newcastle	1801	1805	32	123	105	123	105	36	27	87	78	-	-	67	56
Litchfield Academy	Litchfield	1845	1839	36	43	35	43	39	30	27	13	12	-	-	25	22
Maine Central Institute	Pittsfield	1866	1866	37	175	147	170	142	56	51	114	91	5	5	55	48

Mattanawcook Academy	Lincoln.....	1847	1847	36	54	45	54	45	26	22	28	23	-	-	17	16	
Monmouth Academy	Monmouth.....	1809	1803	32	43	36	43	36	28	25	15	11	-	-	38	32	
Monson Academy	Monson.....	1847	1847	34	48	42	48	42	37	31	11	11	-	-	48	42	
North Yarmouth Academy	Yarmouth.....	1814	1812	37	67	56	54	46	5	4	49	42	13	10	30	24	
Oak Grove Seminary	Vassalboro.....	1854	1850	36	114	90	101	83	54	44	47	39	11	8	64	52	
Parsonsfield Seminary	Parsonsfield.....	1833	1833	No returns.													
Patten Academy	Patten.....	1847	1848	Returns delayed.													
Ricker Classical Institute.....	Houlton.....	1845	1847	38	216	158	167	144	38	30	129	114	18	12	71	41	
Somerset Academy.....	Athens.....	1846	1846	30	38	31	38	31	24	20	14	11	-	-	30	28	
Springfield Normal School.....	Springfield.....	1848	1885	30	43	28	43	28	23	16	20	12	-	-	43	28	
Thornton Academy.....	Saco.....	1811	1813	37	173	170	173	169	136	133	37	36	-	-	95	80	
Washington Academy.....	E. Machias.....	1792	1823	37	57	49	57	49	43	39	14	10	-	-	12	12	
Wilton Academy.....	Wilton.....	1867	1867	32	87	85	87	85	62	60	25	25	-	-	62	60	
Wiscasset Academy.....	Wiscasset.....	1808	1808	35	66	58	66	58	54	47	12	11	-	-	53	49	
Total		-	-	1,152	2,879	2,442	2,641	2,291	1,307	1,159	1,334	1,132	123	100	1,522	1,290	

Special Statistics of Academies, etc.—Continued.

	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	19	17	-	-	52	51	38	33	6	17	3	-	-	-
Bluehill-George Stevens	20	20	-	-	106	106	106	106	18	23	16	-	-	3
Bridgton Academy	30	29	-	-	78	83	46	51	26	35	15	-	-	3
Calais Academy	57	57	-	-	90	158	64	31	59	95	24	-	-	1
Cherryfield Academy	41	37	-	-	67	97	45	59	38	49	9	-	-	2
Coburn Classical Institute	95	88	-	-	126	148	35	48	109	35	43	-	-	20
Corinna Union Academy	12	10	-	-	45	45	40	27	18	12	14	-	-	4
East Corinth Academy	1	1	5	5	46	46	40	26	3	4	1	-	-	1
Erskine Academy	-	-	-	-	45	50	26	36	-	9	3	-	-	2
Foxcroft Academy	45	38	-	-	87	127	46	83	34	46	22	-	-	5
Freedom Academy	27	22	17	15	72	80	45	35	19	27	15	-	-	1
Fryeburg Academy	37	33	-	-	79	115	49	47	45	40	14	-	-	2
Gould's Academy	43	39	-	-	88	92	57	56	38	37	10	-	-	1
Hampden Academy	32	30	-	-	87	94	27	42	35	32	12	-	-	1
Higgins Classical Institute	37	35	2	2	54	70	45	45	25	9	12	-	-	1
Lee Normal Academy	11	11	21	13	75	75	33	50	7	26	2	-	-	2
Limerick Academy	7	7	-	-	34	34	7	26	4	7	2	-	-	1
Limington Academy	4	3	-	-	31	33	26	10	3	14	1	-	-	3
Lincoln Academy	41	36	15	13	121	123	36	78	51	39	14	-	-	3
Litchfield Academy	18	17	-	-	39	39	11	37	14	14	9	-	-	4
Maine Central Institute	80	77	28	25	157	175	65	104	52	73	52	-	-	3
Mattanawcook Academy	22	18	6	6	54	49	26	35	16	22	5	-	-	-

Monmouth Academy	5	4	-	-	43	43	20	35	6	6	7			
Monson Academy.....	19	18	-	-	47	48	31	43	31	17	3	3		
North Yarmouth Academy.....	24	22	-	-	65	53	39	35	21	24	5	3	1	
Oak Grove Seminary	37	30	-	-	109	111	30	53	34	26	10	2	1	1
Ricker Classical Institute	96	86	27	20	216	216	111	95	54	96	29	10	2	1
Somerset Academy	4	4	-	-	28	34	28	15	6	7	6			
Springfield Normal	2	2	37	23	43	41	15	24	4	6	3			
Thornton Academy.....	88	85	-	-	164	173	115	69	86	115	31	4		
Washington Academy.....	15	15	-	-	50	57	40	34	23	16	9	4		
Wilton Academy.....	25	25	-	-	77	87	67	67	24	25	12	1		
Wiscasset Academy	13	11	-	-	66	64	49	26	12	12	8	-	-	1
Total	1,037	957	158	122	2,541	2,807	1,414	1,555	906	1,066	425	109	24	25

SUPERINTENDENT'S REPORT.

Special Statistics of Academies, etc—Continued.

Name.	Number intending to enter institutions not heretofore mentioned.	Number who do not intend entering any institution of learning.	Number of instructors, including president or principal.	ASSETS—Permanent.			
				Endowment.	Grounds and buildings.	Other property.	Total.
Anson Academy.....	1	1	2	\$4,500	\$2,500	-	\$7,000
Bluehill-George Stevens Academy.....	1	-	2	14,000	6,900	\$400	20,400
Bridgton Academy.....	2	6	5	16,200	10,000	6,250	32,450
Calais Academy.....	1	19	5	4,150	6,600	300	10,450
Cherryfield Academy.....	3	3	2	2,000	10,000	686	12,686
Coburn Classical Institute.....	1	23	7	36,175	65,000	3,000	104,175
Corinna Union Academy.....	3	6	2	500	2,500	1,750	4,750
East Corinth Academy.....	1	7	2	5,500	4,000	-	9,500
Erekrine Academy.....	-	-	3	7,780	5,000	500	11,280
Foxcroft Academy.....	-	7	7	2,800	15,000	1,000	18,800
Freedom Academy.....	1	10	4	-	3,500	500	4,000
Fryeburg Academy.....	-	7	2	8,650	10,000	3,500	22,150
Gould's Academy.....	2	4	4	1,000	6,000	4,000	11,000
Hampden Academy.....	-	-	3	10,800	2,000	-	12,800
Higgins Classical Institute.....	-	-	5	20,000	100,000	-	120,000
Lee Normal Academy.....	-	3	4	-	3,000	2,100	5,100
Limerick Academy.....	2	3	1	1,000	3,000	-	4,000
Limington Academy.....	-	-	2	500	3,500	-	4,000
Lincoln Academy.....	1	4	5	12,587	8,000	1,000	21,587
Litchfield Academy.....	-	5	2	350	2,000	700	3,050
Maine Central Institute.....	-	4	9	17,241	35,000	-	50,241
Mattawancook Academy.....	3	-	2	2,200	2,500	300	5,000

PUBLIC SCHOOLS.

Monmouth Academy.....	-	7	2	2,000	3,000	-	5,000
Monson Academy.....	-	-	2	3,925	3,000	175	7,100
North Yarmouth Academy.....	-	1	4	9,000	12,000	1,800	22,800
Oak Grove Seminary.....	2	4	7	7,000	20,750	6,250	34,000
Parsonfield Seminary.....							
Patten Academy.....							
Ricker Classical Institute.....	-	14	7	22,000	50,000	-	72,000
Somerset Academy.....	4	2	3	3,500	2,700	3,500	9,700
Springfield Normal School.....	2	1	3	-	4,000	-	4,000
Thornton Academy.....	6	5	10	129,735	7,272	35,000	172,007
Washington Academy.....	1	4	4	46,000	13,000	1,000	60,000
Wilton Academy.....	3	8	5	-	15,000	650	15,650
Wiscasset Academy.....	-	-	3	-	2,000	500	2,500
Total.....	44	158	139	\$391,093	\$433,222	\$74,841	\$899,156

SUPERINTENDENT'S REPORT.

Special Statistics of Academies, etc.—Concluded.

Names.	INCOME—CURRENT.								EXPENDITURES—CURRENT.							Balance on hand July 1, 1906.	Deficiency.
	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.		
Anson Academy	\$239	\$500	\$500	-	\$289	-	-	-	\$1,522	1,150	\$34	\$105	\$17	\$102	\$1,408	\$120	74
Bluehill-George Stevens.....	650	500	750	-	81	-	-	-	1,981	1,600	135	65	50	315	2,165	-	
Bridgton Academy	741	-	750	-	1,875	-	234	450	4,050	2,650	110	150	404	400	3,714	336	
Calais Academy	250	2,500	500	-	312	-	-	-	3,562	3,234	126	100	-	-	3,460	102	
Cherryfield Academy	120	900	750	250	88	-	511	1,254	3,873	1,561	58	-	8	1,560	3,187	686	
Coburn Classical Institute	1,584	-	500	-	4,771	-	1,150	417	8,422	5,491	420	176	236	2,099	8,422	-	
Corinna Union Academy	73	350	500	250	65	-	125	-	1,363	951	31	46	30	145	1,203	160	
East Corinth Academy	200	250	500	250	-	-	-	-	1,200	1,000	35	4	-	147	1,193	-	
Erskine Academy	360	250	500	-	120	-	-	-	1,230	985	25	40	130	50	1,230	-	
Foxcroft Academy	87	750	750	250	1,502	-	-	60	3,399	2,885	220	-	3	291	3,399	-	
Freedom Academy	-	500	1,000	-	1,050	-	-	-	2,550	2,000	60	100	150	190	2,500	50	
Fryeburg Academy	378	-	750	-	1,942	-	-	3,583	6,653	3,800	300	294	68	1,310	5,772	881	
Gould's Academy	101	-	750	-	1,760	-	340	160	3,111	2,587	108	197	27	228	3,147	-	
Hampden Academy	542	500	750	250	140	-	-	-	2,182	1,900	43	-	50	185	2,178	4	
Higgin's Classical Institute	1,346	207	500	-	995	77	1,305	61	4,494	3,500	250	26	30	688	4,494	-	
Lee Normal Academy	-	-	1,000	-	592	-	-	85	1,677	1,281	36	10	21	185	1,533	144	
Limerick Academy	40	500	447	-	-	-	-	-	987	766	30	-	14	121	931	56	
Limington Academy	17	250	-	250	-	-	-	56	573	956	-	-	-	56	1,012	-	
Lincoln Academy	835	-	1,000	-	2,443	-	-	-	4,278	3,011	150	136	96	511	3,904	374	
Litchfield Academy	33	-	500	-	455	-	57	108	1,153	920	18	15	268	14	1,235	-	
Maine Central Institute	805	935	1,000	250	2,291	-	-	1,018	6,299	3,640	300	250	336	1,658	6,184	115	82

Mattanawcook Academy	132	466	500	750	-	-	-	177	2,025	1,111	44	-	-	190	1,345	680	
Monmouth Academy	86	500	500	-	50	-	-	-	1,136	1,150	34	-	19	29	92	1,324	188
Monson Academy	157	350	500	250	-	-	-	-	1,257	1,028	42	-	17	37	1,124	133	
North Yarmouth Academy	430	-	500	-	1,432	-	168	519	3,049	2,352	-	219	48	90	2,709	340	
Oak Grove Seminary	369	750	750	-	1,338	-	1,500	8,289	12,987	2,939	1,676	708	1,806	5,661	12,810	177	
Parsonsfield Seminary																	
Patten Academy																	
Ricker Classical Institute	676	-	1,000	-	4,890	-	195	1,478	8,239	4,494	499	-	1,250	2,134	8,377	-	138
Somerset Academy	308	300	500	-	175	-	-	-	1,288	970	35	35	125	86	1,251	32	
Springfield Normal	-	450	500	250	107	-	-	-	1,307	1,050	45	37	18	66	1,216	91	
Thornton Academy	9,780	2,750	-	250	1,115	-	3,000	-	16,895	6,408	700	-	1,752	-	8,860	8,035	
Washington Academy	1,467	750	500	-	222	-	-	130	3,069	2,800	156	329	377	472	4,134	-	1,065
Wilton Academy	-	1,250	750	250	26	-	1,000	-	3,515	2,152	100	68	1,000	195	3,515	-	
Wiscasset Academy	-	500	500	250	73	-	-	199	1,432	1,199	-	116	11	-	1,326	106	
Total	\$21,797	\$16,958	\$20,197	\$3,750	\$30,438	\$77	\$9,585	\$17,957	\$120,759	\$73,541	\$5,820	\$3,245	\$8,378	\$19,278	\$110,262	\$12,629	\$2,132

SUPERINTENDENT'S REPORT.

ANALYSIS OF SPECIAL STATISTICS OF ACADE-
MIES, SEMINARIES AND INSTITUTES FOR THE
YEAR ENDING JULY 1, 1906.

SUMMARY.

I. *Assets Permanent:*

Amount of endowment.....	\$391,093
Value of grounds, buildings etc.....	433,222
Value of other property.....	74,841
Total assets	\$899,156

II. *Income—Current:*

From invested funds.....	\$21,797
Received from towns.....	16,958
Received from State (appropriation).....	20,197
Received from State (high school fund)..	3,750
Received from tuition.....	30,438
Received from fees.....	77
Received from gifts.....	9,585
Received from all other sources.....	17,957
Total income—current	\$120,759

III. *Expenditures—Current:*

For teachers' salaries.....	\$73,541
For janitors' services.....	5,820
For books, apparatus etc.....	3,245
For repairs	8,378
For all other purposes.....	19,278
Total expenditures—current	\$110,262
Balance—total credit balances.....	12,629
Deficiency—total balances over- expended	2,132
Net balance unexpended.....	10,497

IV. *Number of Pupils Who Studied*

Mathematics	2,541
English	2,807
History	1,444
Science	1,555
Modern languages	906
Ancient language	1,066

V. *Teachers, Attendance etc.:*

Number of teachers including president or principal	139
Number of weeks in session between July 1, 1905, and July 1, 1906.....	1,152
Number of pupils enrolled.....	2,879
Average number of pupils in attendance..	2,442
Number of pupils pursuing academic studies exclusively	2,641
Average number pursuing academic studies exclusively	2,291
Whole number resident pupils pursuing academic studies exclusively.....	1,307
Average number resident pupils pursuing academic studies exclusively.....	1,159
Number non-resident pupils pursuing academic studies exclusively.....	1,334
Average number non-resident pupils pursuing academic studies exclusively.....	1,132
Whole number pursuing common school studies	123
Average number pursuing common school studies	100
Whole number in English academic course,	1,522
Average number in English academic course	1,290
Whole number in college preparatory course	1,037
Average number in college preparatory course	957
Whole number in training course for teachers	158

V. *Teachers, Attendance etc.*—Concluded:

Average number in training course for teachers	122
Number graduated present year.....	425
Number intending to enter Maine college..	109
Number intending to enter other colleges,	24
Number intending to enter technical schools	25
Number intending to enter institutions not heretofore mentioned	44
Number who do not intend entering any higher institution of learning.....	158

NORMAL SCHOOLS.

The following tabulation exhibits the statistics of attendance of the State Normal Schools of Farmington, Castine, Gorham and Presque Isle for the year 1905-6:

COMPARATIVE SUMMARY.

COMPARATIVE SUMMARY.					LARGEST ATTENDANCE.	
School.	Year ending.	Number entering.	Number graduated.	Average attendance per term.	Number.	Term.
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	168	Winter.
Presque Isle.....	June 2, 1905....	30	12	42	44	Winter.
Totals.....		262	122	369	410	
Farmington.....	June 14, 1906....	130	51	159	186	Winter.
Castine.....	June 12, 1906....	80	28	104	120	Spring.
Gorham.....	June 8, 1906....	96	36	125	146	Winter.
Presque Isle.....	June 7, 1906....	21	11	31	37	Spring.
Totals.....		327	126	419	489	

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 14, 1906.

To the Trustees of the Normal Schools:

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

Number entering	130
Registered in fall term.....	137
Registered in winter term.....	186
Registered in spring term.....	153
Number of different pupils.....	263
Number graduating	51

The teachers for the year have been: Principal, Geo. C. Purington, A. M.; assistants, Wilbert G. Mallett, A. B., Hor- tense M. Merrill, Kate H. Pattangall, A. M., Katherine E. Abbott, Carolyn A. Stone, Mary Alma Bradbury for the winter and spring terms, Louise W. Richards, teacher of music. Training schools: Principal and critic teacher, Lillian I. Lin- coln; assistants, Louise W. Richards, seventh, eighth, and ninth grades; Lena Schenk, fifth and sixth grades; Zuletta Morse, third and fourth grades; Gertrude E. Richardson, first and second grades.

Miss March, who had been with us for three years, resigned at the close of last year to become the mistress of a home. She had done excellent work, and we were sorry to lose her, but were very glad indeed to be able to secure the return of Miss Stone to the school. Owing to the large attendance in the winter it was absolutely necessary to have another teacher, and Miss Mary Alma Bradbury, class of 1904, was secured. Her work, as we anticipated, it would be, has been most satisfactory and we trust that she will be retained.

Having completed the course of study and sustained a good character, the following are recommended for graduation:

Gertrude Emma Bean, Alfred; Esley Bicknell, Rockland; Annie Edwyna Bradford, Paris; Ambrose S. Bragg, Lincoln- ville; Louis Frank Brown, East Dover; Frances Helen Butler, Rockland; Linda Agnes Chase, Monroe; Maude Bernice Cole, Cambridge; Vurnyer A. Craig, Brookton; Helen Hartwell Delano, Abbot Village; Melvina Delano, Canton; Kathleen Janet Dyer, North Haven; Maude Ella Dyer, Madison; Annie May Eldridge, Cornish; Florence Faught, Sidney; Bertha Mae Gray, Winthrop; Ethel Claire Greenlaw, Eastport; Maude

Emily Guimond, Frenchville; Fannie Harlow, Buckfield; Irene Frances Hazen, Norway; Lephe Etta Henderson, Athens; Mary Elsie Keene, York; Josephine May Kennedy, Farmington; Edna Emma Lamson, Rockport; Estella R. Leavitt, Dresden; Margaret MacGregor Longfellow, Lambert Lake; S. Gertrude Luce, Winthrop; Sarah Belle McCorison, North Berwick; Grace M. McKowen, East Machias; Fannie C. Muhlolland, Lubec; Azubah Olivia Myrick, Troy; Bertha Maude Ogden, Springvale; Ora Mabel Packard, East Mercer; Alice May Patten, Sangerville; Edwina Lowe Pearson, Farmington; Pearl Erdene Pierce, Troy; Fostina Edna Purington, North Jay; Glennie Emma Rowe, St. George; Ruth Mayhew Russell, Fort Fairfield; Carolyn Laud Ryan, North Edgecomb; Rena A. Saunders, Lubec; Ethel M. Scott, Lincoln; Irving Wheelock Small, S. Beddington; Emily Ethel Swazey, Lincoln; Agnes Edith Vose, Madison; Annie Rose Webber, Mt. Vernon; Mabel Trefry Wells, Lubec; Alice Elizabeth Weston, Madison; Rena Henderson Wiley, St. George; Annie Blanche Woodworth, Bowdoinham; Ida Murray Wooster, North Haven.

The class numbers 51. Only four classes have been larger and only one has been more widely distributed over the State. The class of 1904 represented every county in the State. This class comes from the following counties: Aroostook, 2; Cumberland, 1; Franklin, 3; Kennebec, 4; Knox, 7; Lincoln, 2; Oxford, 4; Penobscot, 2; Piscataquis, 3; Sagadahoc, 1; Somerset, 6; Waldo, 4; Washington, 8; York, 4.

The average age of the class is 23 years 6.4 months. All but four have taught, ranging from 9 to 363 weeks and an average of 82.4 weeks. In point of teaching experience the class is far above any previous class that we can recall. It is a strong class in all respects and, in teaching ability, as well as in experience, stands far above the average and cannot fail to add a great deal of strength to the teaching force of the State. Already half the class have good situations for the coming year.

The demand upon the school for teachers during the past year has been just four times the number we have been able to supply and, from present appearances, will be larger for the coming year.

I believe that the work of training the teachers of the State can be done more economically and satisfactorily in the normal

schools than elsewhere and, if the same efforts were made to induce students to attend them that other and, in some sense, rival institutions make, they would be filled to overflowing. The work of the normal schools ought to be expanded, a larger teaching force ought to be employed, the advanced course should be re-established and built up and everywhere those who are planning to teach should be impressed with the importance and necessity of taking normal courses. In matter of equipment, support and in the directing of public attention to them they ought to be placed on a par with other State institutions.

The time has come when normal schools ought to expand their work. I renew my recommendations for an advanced course, for a beginning in manual training and also instruction in the "library method," also that someone be employed to do the purely clerical work of the schools.

The appropriations made by the last legislature have enabled us to get a large number of desirable books, to make much needed repairs, to beautify the building and, when fully expended, to have a fine chemical laboratory. We have no doubt that the next legislature will generously provide for other urgent wants.

Respectfully submitted,

GEO. C. PURINGTON.

CASTINE, MAINE, June 12, 1906.

To the Trustees of the State Normal Schools:

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

ATTENDANCE.

Number entering the school.....	80
Number attending the fall term.....	80
Number attending the winter term.....	112
Number attending the spring term.....	120
Total enrollment for the year.....	312
Number of different pupils.....	204

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, in the normal school; Mary L. Hastings, critic teacher; Mary B. Bills in the primary department of the model training school; Bernice Philbrook, in the intermediate department in the fall and winter and Beth M. Jellison in the spring; Bert N. Allen in the grammar school in the fall and winter and Annie F. Shepherd in the spring.

I recommend the reelection of all the present teachers and that Dr. Philbrook's salary be increased \$100, Miss Jellison's \$100 and Miss Hastings' \$50.

MODEL TRAINING SCHOOLS.

These schools have been greatly improved by dividing one of them and furnishing another teacher. Miss Philbrook was obliged to resign at the close of the winter term on account of ill health and Miss Jellison was elected to fill the vacancy. Both of these teachers have worked very hard and given excellent satisfaction. Miss Shepherd, who has charge of the grammar school, is doing good work and the three schools are now in fine condition.

THE YEAR'S WORK.

The past year has been a very pleasant one in this school. We have had no sickness and there has been no case requiring even unkind criticism of the students. Teachers and pupils have worked together harmoniously for the best interests of the school. The attendance has been exactly the same as last year, but the number entering has been 20 more.

NEEDS.

As one of the other principals has said, the needs of a school like this are constantly increasing. Our text-books are now in good condition and can be kept so for some years to come, but we need at least \$500 for reference books. The school grounds ought to be graded and the trees need better care. We have not had money to do this work. We need another teacher. The addition of the study of agriculture and forestry to the course make more work than can be done by the present number.

We also need \$4,000 to finish and furnish the new building.

CLASS OF 1906.

I recommend that diplomas be granted to the 28 persons named below. They are already teachers of experience, having taught an average of 65 weeks.

Mary L. Bates, Calais; Estelle F. Bailey, Olamon; Gladys N. Black, Cape Rozier; Flora L. Bowden, Sargentville; Gertrude E. Bowen, Searsport; Mabelle L. Farnum, Concord, N. H.; Blanche E. Foster, Burnham; Thomas S. Grindle, Penobscot; Addie S. Hart, Brewer; Byrde E. Hatch, Penobscot; Lora M. Hopkins, Vinalhaven; Daisy Humphreys, Henderson; Bessie Irvine, Conway, N. H.; Julia M. Leary, Belfast; O. Earle Lowell, Dexter; Margaret M. Mcglauffin, Baring; M. Winifred Mehann, Berlin, N. H.; Georgia V. Miller, Lincolnville; Lucy L. Patten, Penobscot; Stella B. Powers, Deer Isle; Etta M. Richards, Rockport; Hannah F. Sargent, Alton; Lucy H. M. Salisbury, Hull's Cove; Ella C. Sweet, Hull's Cove; Geneva M. Turner, Milbridge; Nellie B. Webster, Sandy Point; Edward E. Weeks, Bristol; Lula F. West, Egypt.

Respectfully,

ALBERT F. RICHARDSON.

GORHAM, MAINE, June 8, 1906.

To the Trustees of the State Normal Schools:

GENTLEMEN:—I have the honor to submit the following report of the Western State Normal School for the year ending June 21, 1906.

ENROLLMENT.

The attendance has been very satisfactory. The number entering exceeds by two that of any previous year in the history of this school. The following is the detailed statement:

Number entering	96
Number to be graduated.....	36
Number attending the first term.....	111
Number attending the second term.....	146
Number attending the third term.....	117

FACULTY.

The teachers for the year have been Walter E. Russell, A. B., principal; Frederick F. Smith, B. S., Viola M. White, Katharine Halliday, Gertrude L. Stone, A. M., M. Grace Fickett, A. B., Gertrude H. Nourse, assistants; Cora B. Dillingham, supervisor of grammar grades and Isabel T. Reed, supervisor of primary grades.

CANDIDATES FOR GRADUATION.

The thirty-six pupils named below, having worked faithfully and efficiently, have completed the prescribed course of study. I recommend that you grant them diplomas.

Edith Louise Bartlett, Gorham; Susan Augusta Cary, East Pittston; Edith Ann Chellis, Greenwood, Mass.; Mary Clement, Berwick; Mary Alice Davis, West Buxton; Margaret Elizabeth Dennett, South Waterboro; Lillian Pearl Diffin, Eastport; Theda Cary Dingley, Auburn; Bessie Maria Edwards, Westbrook; Bertha Rozilla Freeman, South Windham; Marian Lawrence Freeman, Portland; Annie Anderson Hall, Berwick; Inez Mabel Hall, Westbrook; Irma Ethel Hanson, East Waterboro; Alice Newhall Harris, South Portland; Maria Louise Haskell, Gray; Ellie Kathrina Hawes, Westbrook; Mildred Louise Ingersoll, Cumberland Mills; Myrtle Eliza Johnson, South Waterboro; Chestina Flood Kennerson, Fort Fairfield; Agnes Mustard Lancaster, Gardiner; Edith Olivia Lord, Wells Depot; Clara Estelle Merrill, Emery Mills; Ethel Gertrude Merriman, South Portland; Ivy Alta Norton, Cornish; Sadie Lillian Nowell, Sanford; Maud Given Parsons, Alna; Lizzie May Piper, South Biddeford; Bertha Frances Ramsdell, Ogunquit; Isabel Theodate Lakin Spaulding, South Hiram; Florence Belle Spring, Hiram; Annie Josephine Stanley, Kezar Falls; Ethel Sugden, Sanford; Ina Evelyn Wadsworth, South Hiram; Eugenia Helen Wilson, West Jonesport; Belle Rosina Witham, Biddeford.

LIBRARY.

We now have room enough for a library, but neither shelves enough nor books enough. We very much need more reference books in pedagogy, psychology, nature and history, as well as many standard works of literature. Also our general reference

books, such as dictionaries and encyclopedias, are getting both dilapidated and out of date. We need several new dictionaries and a set of modern encyclopedias.

TEXT-BOOKS.

A large number of text-books were provided for the school at the beginning of the year at a cost of about two hundred and fifty dollars. A similar expenditure each year will keep the supply sufficient in number and quality for the needs of the

PRACTICE SCHOOLS.

The remodeling of the practice work has made that very important part of our normal school course much more nearly adequate to the demands of the times. While the opportunity thus given for real teaching is much greater than ever before, a further extension is very desirable.

MANUAL TRAINING.

A manual training course would be of great advantage to the normal school and the allied practice schools. The third floor of the old part of the recitation building could be fitted to suitably provide for such a course and a teacher from a neighboring city could be secured perhaps to conduct it.

GYMNASIUM.

The room designed for a gymnasium we have been able to make a little use of this past year, but it will be comparatively useless until it is finished and furnished. We very much need it.

REPAIRS.

The preservation as well as the good appearance of the old part of the recitation building would be furthered by the painting of the woodwork and by the tinting of the walls and by putting steel ceilings into the halls and rooms that do not now have them.

NEW ROOMS.

The rooms which were finished for occupancy last summer have been beautifully and substantially furnished. With a book-case built into each room they would be entirely satisfactory.

I am very respectfully yours,

WALTER E. RUSSELL.

PRESQUE ISLE, June 7, 1906.

To the Honorable Board of Normal School Trustees:

GENTLEMEN:—I have the honor to submit herewith the third annual report of the Aroostook State Normal School.

Number entering fall term.....	10
Number attending fall term.....	22
Number entering winter term.....	7
Number attending winter term.....	34
Number entering spring term.....	4
Number attending spring term.....	37
Total number entering.....	21
Total attendance.....	93
Average attendance.....	31

The following students have completed the regular course as shown in our catalogue and are recommended for graduation:

Clara Louise Anderson, Flora Maria Billington, Augusta Anne Crouse, Agnes Belle Davis, Bessie Helen Grant, Harriet Frances Huson, Elsie Gertrude Merrill, Ethel Burnette Smith, Sadie Smith Sprague, Myrtle L. T. White, Helen Cordelia York.

The teachers for the year have been, Irving O. Bragg, principal; Alonzo J. Knowlton, Ardelle M. Tozier, Nellie W. Jordan, Anna L. Bard, assistants; Florence M. Hale, principal in training school; Elizabeth M. Jenkins, Lillian L. Page, assistants in training school.

I recommend that one grade, the eighth, be added in the training school and that an additional assistant be employed in the training school, same to be one of the last graduating class at a salary of \$200 per year. This is practically what the citizens of Presque Isle were led to expect at the time the school was established and what is necessary for the proper advancement of the children.

The opening of the school was delayed in the fall in order that we might have the use of the new dormitory, but unexpected delays made it necessary that the school open without it and as a result the attendance was small. During the winter and spring terms we have occupied it and the results are all we expected. Everything is entirely satisfactory and the excellent health of

the students and increased efficiency of all bear strong testimony to the great usefulness of the hall.

Respectfully submitted,

IRVING O. BRAGG.

FORT KENT, MAINE, June 1, 1906.

To the Trustees of the State Normal Schools:

GENTLEMEN:—The following is a report of the Madawaska Training School for the year ending May 31, 1906:

ATTENDANCE.

Number entering the school.....	52
Number attending the autumn term.....	133
Number attending the winter term.....	139
Number attending the spring term.....	91
Number of different pupils.....	140
Number graduating.....	16

The teachers for the year have been Mary P. Nowland, principal; assistants, May Brown, Jos. C. Morin, Emma J. Bresnahan and Pauline D. Balloch who was employed during the winter term only.

The class entering the school in the autumn was the largest in the school's history and the work done by most of its members has been very satisfactory as has that of nearly all the other members of the school, especially those of the graduating class, in whose praise I think I cannot say too much.

The class numbers sixteen, the third class in point of number ever graduated from the Madawaska Training School.

Painting, whitewashing and other repairs were done during the summer, all expenses therefor being met from the income of the boarding house.

From the appropriation made by the last legislature the house was supplied with steam heat which makes it very warm and comfortable throughout. Thus has been realized one of our fondest desires.

We very much want new floors and new seats another year but we want more and absolutely need another teacher.

The services of Miss Balloch during the winter term added much to the advantage of the school in every way.

Much more and far better work can be done by five teachers than by four, if all are capable workers.

THE GRADUATING CLASS OF 1906.

Alfred Albert, Madawaska; Catherine Bouchard, Fort Kent; Sadie S. Bernard, Grand Isle; F. Joseph Cyr, Fort Kent; Edith Dufour, Madawaska; Alma Doucet, Grand Isle; Hubalde R. Daigle, Fort Kent; Nellie M. Gullifer, Fort Fairfield; Nathaniel L. Klein, Fort Kent; Levi E. Michaud, Wallagrass; Louise Plourd, Fort Kent; Emma M. Raymond, Fort Kent; Catherine Souci, Grand Isle; Joseph H. Therriault, Grand Isle; Lea R. Tardif, St. Agatha; Lottie B. Williams, Monticello.

Very respectfully,

MARY P. NOWLAND.

FISCAL STATEMENT.

The resources and expenditures for the normal schools and training school, for the fiscal year 1906, 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 completion of residence of principal at Gorham Normal School.....	1,500 00
Special appropriation for Aroostook State Normal School	10,000 00
Special appropriation for Madawaska Training School	1,500 00
Total resources	\$69,000 00

EXPENDITURES, 1906.

For salaries	\$34,871 99
fuel	5,980 10
water	461 01
light	489 29
books	402 95
diplomas	63 75
repairs	551 15
apparatus	68 66
insurance	111 16
Farmington (special appropriation).....	1,500 00
Castine " "	6,000 00
Gorham " "	5,500 00
Presque Isle " "	10,000 00
Fort Kent " "	1,500 00
Residence of principal at Gorham.....	1,500 00
Total expenditures	\$69,000 00

COMMON SCHOOLS.

In the appendix of this report will be found tabulated statistics giving, in detail, the condition of the common schools in every city, town and plantation in the State for the school year ending April 1, 1906.

These statistics show the number of persons of school age (5-21) in each town, the number registered in the public schools, with average attendance etc., length of schools and the aggregate number of weeks of school in the State for the year. They also show the facts concerning the teaching force of the State, the average wages of teachers and the aggregate amount paid for wages and board.

Facts concerning text-books, school libraries and school appliances are also given by towns and counties together with detailed statistics concerning the number and character of the schools. The number of schoolhouses in each town is here given, together with their condition, the number built during the year with cost of the same and the estimated value of all school property in the several towns.

The resources and expenditures for the schools are given in detail, with the sources of the several funds and the purposes for which the money was expended.

A comparison between the condition of the schools, as a whole, with the resources and expenditures for the present year and for the year preceding may be found in the following

COMPARATIVE SUMMARIES.

I. *Of Scholars and School Attendance.*

	1905	1906
Whole number of persons in State between ages of 5 and 21.....	207,284	210,288
Increase	3,004	
Whole number of different scholars attending school	132,448	130,547
Decrease	1,901	

	1905	1906
Average registered attendance per term,	116,548	115,566
Decrease	982	
Average daily attendance per term....	97,845	97,580
Decrease	265	

II. *Length of Schools.*

Average length for year.....	27w 4d	27w
Decrease	4d	
Aggregate number of weeks for year...	128,111	123,492
Decrease	4,619	

III. *Teachers.*

Number of different teachers employed during year	6,658	6,650
Decrease	8	
Number continued in same school during year	2,584	2,594
Increase	10	
Number who had had previous experience	5,682	5,642
Decrease	40	
Number who were graduates of normal schools	1,613	1,653
Increase	40	
Number holding State certificates....	1,100	1,114
Increase	14	
Number who attended teachers' meetings	3,505	3,489
Decrease	16	
Number who attended summer schools for teachers	1,101	1,034
Decrease	67	
Number of male teachers in spring terms	339	361
Increase	22	
Number of male teachers in fall and winter terms	542	464
Decrease	78	

Number of female teachers in spring terms	1905 4,398	1906 4,401
Increase	3	
Number of female teachers in fall and winter terms	4,667	4,613
Decrease	54	
Average wages of male teachers per month	\$38,32	38,99
Increase	\$0.67	
Average wages of female teachers per week	\$7.37	\$7.48
Increase	\$0.11	
Amount paid for teachers' services and board and janitors' services	\$1,293,608	\$1,322,629
Increase	\$29,021	

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

Amount expended for free text-books	\$99,235	\$99,436
Increase	\$201	
Number of schools having libraries	713	735
Increase	22	
Number of volumes in school libraries	35,464	37,095
Increase	1,631	
Amount expended for new buildings, repairs, insurance and school appliances	\$343,714	\$324,732
Decrease	\$18,982	
Value of schoolroom and school yard improvements not paid for by town ..	\$7,319	\$8,499
Increase	\$1,180	

V. *Number and Character of Schools.*

Whole number of schools in State	4,605	4,549
Decrease	56	
Number of graded schools	1,992	2,009
Increase	17	
Number of ungraded schools	2,613	2,540
Decrease	73	

Number of schools located in rural communities	1905 2,737	1906 2,677
Decrease	60	
Number of different pupils registered in rural schools	55,444	53,307
Decrease	2,137	
Number of schools located in villages ..	1,057	1,110
Increase	53	
Number of different pupils registered in village schools	41,766	42,894
Increase	1,128	
Number of schools located in cities	811	762
Decrease	49	
Number of different pupils registered in city schools	35,238	34,346
Decrease	892	
Number of rural schools using a prescribed course of study	933	967
Increase	34	
Number of village schools not using a prescribed course of study	198	146
Decrease	52	
Number of schools having active School Improvement Leagues	501	597
Increase	96	

VI. *Number and Condition of Schoolhouses.*

Number of schoolhouses in State	3,889	3,901
Increase	12	
Number reported in good condition	3,245	3,318
Increase	73	
Number supplied with flags	2,002	2,187
Increase	185	
Number built during year.....	60	47
Decrease	13	
Cost of same	\$211,148	\$172,169
Decrease	\$38,979	
Estimated value of all school property .	\$5,416,628	\$5,893,989
Increase	\$477,361	

VII. *School Superintendence.*

	1905	1906
Number of terms of school not visited as required by law	295	184
Decrease	III	
Number of teachers who failed to return registers	14	13
Decrease	I	
Amount paid by towns for superintendence	\$67,736	\$71,163
Increase	\$3,427	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries	\$984,856	\$1,018,601
Increase	\$33,745	
Amounts available from State Treasury	\$567,192	\$570,982
Increase	\$3,790	
Amounts derived from local funds	\$45,608	\$49,161
Increase	\$3,553	
Total school resources (school fund proper)	\$1,597,656	\$1,638,744
Increase	\$41,088	
Total school expenditures (school fund proper)	\$1,518,797	\$1,574,345
Increase	\$55,548	
Balance unexpended (school fund proper)	\$78,859	\$64,399
Decrease	\$14,460	
Amounts expended for new school-houses	\$211,148	\$172,169
Decrease	\$38,979	
Amounts expended for insurance, repairs, apparatus, etc.	\$132,566	\$152,563
Increase	\$19,997	
Amounts expended for free text-books	\$99,235	\$99,436
Increase	\$201	
Amounts expended for local superintendence	\$67,736	\$71,163
Increase	\$3,427	

	1905	1906
Total expenditures for common schools	\$2,020,348	\$2,040,285
Increase	\$19,937	
Amount of common school fund voted		
by towns	\$882,355	\$934,958
Increase	\$44,381	
Amount raised per scholar	\$4.24	\$4.44
Increase	\$0.20	

FREE HIGH SCHOOLS.

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

It will there be found that in nearly every particular, relating to the progress and excellence of the schools, there has been an increase during the present year.

The decrease in the number of high schools is accounted for by the fact that the law allowing pupils, who wish to pursue secondary studies, to attend standard schools in other towns when none of that grade are maintained in their own towns and to have their tuition paid by the town, with a rebate of one-half from the State, has had a tendency to discourage the maintenance of low grade high schools.

The increase of the average number of pupils attending the free high schools proves, also, that there is no diminution of interest in higher education on the part of the youth of the State.

An examination of the items scheduled under the head of "Scope of Instruction" will show that the free high schools are doing more of what may be called strictly secondary school work than ever before. It will be seen that the number of pupils pursuing academic studies exclusively and the number in college preparatory work are noticeably increasing, while the number pursuing common school studies in free high schools is less than ever before. A healthy gain is also shown in the number taking the training course for teachers.

The large increase in the number of non-resident pupils pursuing academic studies exclusively shows the effect of the act "For the better education of youth." Since the passage of that act a large number of towns have taken the benefit of its provisions and sent their pupils, who wished to pursue a four years' course in either higher English or classical branches, to secondary schools of standard grade in other towns. During the past

year, fully one-fourth of the State appropriation for free high schools has been paid to towns, as rebate of one-half the tuition of their pupils in secondary schools in other towns.

The following courses of study have been adopted and issued with the approval of the State Educational Department :

MINIMUM COURSES OF STUDY FOR SECONDARY SCHOOLS OF STANDARD GRADE.

At the meeting of The Maine Association of Colleges and Preparatory Schools held in Portland in October, 1905, Principal H. K. White, of the Bangor High School, presented a report on minimum courses of study for secondary schools of standard grade. The matter was carefully considered and his outlines were accepted with slight modifications.

The courses found below are, as has already been indicated, minimum courses. Courses cannot be approved which do not include all the studies enumerated and for the number of periods stated and with the teaching force and apparatus indicated. Studies may be added as desired by the boards of control of the schools applying for certificates placing them on the approved list.

College Preparatory Course.

First Year—Latin 5 recitations per week, History and English 5, Algebra 5.

Second Year—Latin 5, French or German 5, Geometry 5, History and English 3.

Third Year—Latin 5, French or German 5, History and English 5, Algebra 3.

Fourth Year—Latin 4, French or German 5, Mathematics 5, History and English 5.

In preparation for college these subjects count as follows: Four years of Latin, 8 points; 3 years of French or German, 6 points; Algebra, 4 points; Plane Geometry, 2 points; English, 4 points; History, 2 points; full requirement, 26 points.

GENERAL COURSE.

First Year—Algebra 5, History 5, English 5.

Second Year—Geometry or Botany or French or German or History, three of the five, 5 recitations per week; * English 3.

Third Year—Physics or Chemistry or French or German, two of the four, 5 recitations per week; * English Literature and Rhetoric 5.

Fourth Year—Political Economy and Civics 5, French or German 5, American Literature, English Grammar and Rhetoric 5.

Small schools should not attempt both French and German.

During the third and fourth years United States History, Arithmetic and Geography are to be taken in thorough reviews.

The work in Science cannot be done without laboratories.

It is necessary that the standard works in history and literature be provided for supplementary reading and study by the students selecting the General Course.

A course of standard grade requires the services of, at least, two teachers.

COMPARATIVE STATEMENT.

I. *Number and Length.*

	1905	1906
Number of free high schools receiving aid from the state	239	235
Decrease	4	
Number established by towns	237	234
Decrease	3	
Number established by precincts	2	1
Decrease	1	
Total number of weeks	6,503	6,631
Increase	128	
Average number of weeks to each school,	29w 4d	28w 1d.
Decrease	1w 4d	

* These subjects are not electives for the pupils, but from these such are to be chosen as best suit the needs of the school.

II. *Attendance.*

	1905	1906
Number of scholars registered	12,917	13,256
Increase	339	
Average attendance	11,462	11,781
Increase	319	
Per cent. of average attendance89	.88
Decrease01	
Number of common school teachers who were pupils	503	438
Decrease	65	
Number attending from rural communi- ties	4,346	4,713
Increase	367	
Number attending from villages	4,987	4,937
Decrease	50	
Number attending from cities.....	3,584	3,606
Increase	22	

III. *Scope of Instruction.*

Number pursuing academic studies exclusively	10,539	11,272
Increase	733	
Number of resident pupils pursuing aca- demic studies exclusively.....	9,483	9,922
Increase	439	
Number of non-resident pupils pursuing academic studies exclusively	1,140	1,406
Increase	266	
Number pursuing common school studies	1,568	1,516
Decrease	52	
Number pursuing English academic course	5,748	5,971
Increase	223	
Number pursuing college preparatory course	3,639	4,024
Increase	385	

Number pursuing training course for teachers	1905 116	1906 207
Increase	91	
Number studying higher mathematics .	11,165	11,406
Increase	241	
Number studying English literature, rhetoric, etc.	11,784	12,290
Increase	506	
Number studying ancient and modern history	6,803	7,349
Increase	546	
Number studying the natural sciences ..	6,130	5,829
Decrease	301	
Number studying modern languages ...	3,935	4,019
Increase	84	
Number studying ancient languages ...	5,127	5,529
Increase	402	
Number who were graduated the present year	1,638	1,664
Increase	26	
Number who intend to enter a Maine college	352	330
Decrease	22	
Number who intend to enter other colleges	86	89
Increase	3	
Number who intend to enter technical schools	104	89
Decrease	15	
Number who intend to study in institutions not named above	272	199
Decrease	73	
Number of rural residents intending to enter college	377	541
Increase	164	
Number of village residents intending to enter college	670	696
Increase	26	
Number of city residents intending to enter college	392	439
Increase	47	



APPENDIX--I.

COMMON SCHOOL STATISTICS.

**Compiled from Annual Returns of School Superintendents and Fiscal Returns of Municipal Officers, for the Year Ending April 1, 1906.
ANDROSCOGGIN COUNTY.**

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.		Average number in spring terms.	Number registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of schoolhouses in town.	Number in good condition.	Number supplied with flags.	Number of schoolhouses built last year.	Cost of same.	Estimated value of all school property in town.	Number of male teachers employed in spring terms.	Number of male teachers employed in fall and winter terms.	Number of female teachers employed in spring terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.	Number of teachers holding State certificates.	Number of teachers who attended summer schools.	
	w.	d.						w.	d.																	
Auburn	4,229	1,804	1,712	1,870	1,756	.41	2,055	12	24																	
Durham	469	186	156	205	166	.34	227	9	12																	
East Livermore	742	435	384	476	475	.57	695	11	13																	
Greene	175	108	90	112	77	.47	119	9	9																	
Leeds	294	174	150	192	138	.48	192	9	8	2																
Lewiston	8,018	2,491	2,002	2,420	1,908	.24	2,844	9	12																	
Lisbon	1,190	736	663	769	675	.56	801	12	12																	
Livermore	257	147	130	180	140	.52	184	9	4	2																
Mechanic Falls	358	256	230	261	223	.63	261	18	24																	
Minot	176	110	95	114	99	.55	121	10	10																	
Poland	351	257	215	237	198	.58	257	10	10																	
Turner	440	232	206	241	208	.47	253	10	9																	
Wales	112	72	65	72	52	.52	79	9	17																	
Webster	332	191	169	206	179	.52	208	12	18	5																
Total	17,143	7,199	6,267	7,355	6,294	.36	8,296	10	3	14				3	\$24100	\$594,050	18	19	271	293	133	32	33			

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 1906.	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, 1906, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Auburn	66	\$95 00	\$9 37	\$1,800	\$20,049	\$9,688	-	\$4 74	.002 9-10	\$20,049	\$10,460	-	\$30,509	\$30,490	\$19	-
Durham	-	34 00	6 44	100	1,100	116	-	2 34	.003 2-10	1,367	1,331	-	2,698	2,420	278	-
East Livermore	-	60 00	9 00	150	2,000	297	-	2 69	.001 8-10	1,103	1,074	258	4,035	5,797	-	\$1,762
Greene	3	28 00	6 68	38	1,100	439	-	6 25	.003 9-10	1,166	515	22	1,706	1,547	159	-
Leeds	9	-	6 32	86	1,060	208	-	3 60	.003	1,072	800	21	1,593	1,834	59	-
Lewiston	67	108 33	9 38	1,900	22,500	3,491	-	2 80	.001 6-10	22,500	21,684	237	44,421	37,873	6,542	-
Lisbon	24	80 00	32 00	300	5,400	2,518	-	4 53	.002 5-10	5,445	3,345	399	9,189	2,327	-	138
Livermore	-	-	8 28	100	1,500	600	-	5 83	.003 5-10	1,668	726	57	2,451	3,322	129	-
Mechanic Falls	6	-	8 00	100	2,000	650	-	5 58	.002 4-10	2,115	1,109	-	3,224	3,480	-	256
Minot	-	26 00	6 75	75	800	154	-	4 57	.002 4-10	827	512	125	1,464	1,747	-	283
Poland	14	16 00	7 50	157	2,500	1,182	-	7 12	.003 6-10	2,380	937	139	3,465	3,419	46	-
Turner	12	30 00	6 85	206	2,000	528	-	4 54	.002 9-10	2,119	1,246	256	3,624	3,762	-	138
Wales	4	26 00	5 36	80	700	351	-	6 25	.003 5-10	710	312	23	1,045	1,058	-	13
Webster	-	-	6 60	30	1,750	845	-	5 27	.003 2-10	1,750	907	87	2,744	2,712	32	-
Total	204	\$60 33	\$9 17	\$5,116	\$64,459	\$21,065	-	\$3 76	.002 2-10	\$65,280	\$45,564	\$1,624	\$112,468	\$107,794	\$7,264	\$2,590

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.	
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.				
Amity	136	89	71	95	56	.46	107	10						9				148	5	5	3									\$1,500	1	2	4	8	2	1	1									
Ashland	593	384	304	391	317	.52	408	10						3				30	10	9	3								8,500	2	1	13	14	1	1											
Bancroft	165	110	90	102	73	.49	116	19						3				110	5	5	3							700	-	-	5	4	-	2	2											
Benedicta	149	90	74	99	76	.50	99	9						12				84	4	4	1							1,000	2	2	2	2	1	2												
Blaine	375	232	191	219	186	.50	271	10						9				232	6	3	2							2,600	1	1	7	5	5	6												
Bridgewater	403	268	219	248	198	.51	275	8						10				289	10	10	2							2,700	1	1	9	9	4	2												
Caribou	1,884	1,098	901	1,236	907	.47	1,408	10						2				680	27	26	6							44,000	5	5	15	25	10	15												
Castle Hill	217	103	118	114	19	.85	114	8						17				158	7	7	6							2,300	-	-	7	4	1	1												
Crystal	161	110	84	71	65	.46	120	10						10				170	7	7	4							1,500	1	-	5	5	2	2												
Dyer Brook	99	72	62	75	63	.63	76	10						14				97	4	4	1							1,200	-	-	4	4	2	1												
Easton	419	282	237	341	246	.57	378	9						9				297	10	7	3							12,800	-	2	11	9	-	-												
Fort Fairfield	1,367	800	633	801	629	.46	975	9						10				936	26	15	6							65,800	-	-	27	10	9	21												
Fort Kent	1,175	719	522	-	205	.44	719	21						10				505	18	12	1							7,650	5	-	23	-	-	-												
Frenchville	654	580	454	272	205	.50	301	10						10				399	13	13	1							2,500	1	-	26	13	6	3												
Grand Isle	472	286	203	227	184	.41	326	12						10				234	8	8	3							1,300	-	-	10	9	3	3												
Haynesville	103	68	57	61	48	.50	68	10						14				102	4	3	2							1,800	-	-	3	4	4	-												
Hersey	67	32	12	13	11	.16	45	10						9				57	2	2	1							825	-	-	2	4	-	-												
Hodgdon	385	252	195	236	189	.49	283	8						2				266	10	9	8							4,500	-	-	10	10	-	3												
Houlton	1,583	840	707	848	680	.43	895	10						13				748	13	10	11							44,200	2	2	20	20	20	20												
Island Falls	490	289	235	320	260	.50	338	10						4				168	3	3	3							10,000	-	-	7	8	6	5												
Limestone	480	290	240	339	271	.53	343	10						17				273	9	7	2							8,000	-	-	10	11	6	1												
Linneus	268	167	136	169	138	.51	173	10						13				191	10	10	10							5,500	-	1	7	9	-	5												
Littleton	325	179	143	217	130	.42	230	10						12				33	10	9	9							5,000	-	-	9	9	1	2												

Ludlow	111	74	61	70	50	.50	79	10	12	-	86	4	4	4	-	-	1,000	-	-	4	4	-	4	-	4
Madawaska	749	555	416	-	-	.55	555	24	-	-	432	17	15	7	-	-	4,150	-	2	16	9	-	9	-	3
Mapleton	317	159	134	167	144	.43	178	9	13	-	179	8	8	2	-	-	6,000	-	-	9	11	-	4	-	3
Mars Hill	508	381	241	283	231	.46	381	10	8	-	339	11	11	-	-	-	5,500	-	-	16	12	-	1	-	2
Masardis	206	130	120	150	140	.63	150	8	9	-	34	4	3	-	-	-	9,000	-	2	3	3	-	1	-	2
Monticello	471	256	191	242	200	.41	329	9	10	-	252	9	9	4	-	-	3,800	-	1	8	1	-	5	-	5
New Limerick	177	130	110	132	113	.62	144	10	9	-	140	6	6	4	-	-	2,750	-	-	5	1	-	1	-	5
New Sweden	330	148	111	164	127	.36	177	12	16	-	224	8	8	4	-	-	3,500	-	1	7	6	-	1	-	3
Oakfield	337	242	186	216	191	.56	278	10	9	4	231	9	3	-	-	-	3,600	-	-	9	6	-	1	-	1
Orient	62	37	13	39	12	.20	40	12	7	-	66	3	2	3	-	-	600	-	-	3	3	-	3	-	3
Perham	225	121	103	118	96	.44	147	10	10	-	139	5	5	3	-	-	2,500	-	-	5	6	-	2	-	1
Presque Isle	1,591	790	625	807	680	.41	807	8	1	13	942	25	22	17	-	-	50,000	-	1	29	29	-	19	-	22
Sherman	324	199	171	243	151	.49	252	8	8	-	192	7	7	7	-	-	3,500	-	-	8	7	-	3	-	4
Smyrna	140	82	58	57	46	.44	82	13	8	-	104	4	4	3	-	-	2,000	-	-	6	4	-	8	-	3
St. Agatha	634	400	372	433	410	.61	474	23	12	-	394	10	10	4	1	200	2,200	-	2	11	11	-	3	-	3
Van Buren	901	589	448	649	455	.50	732	11	20	-	608	14	11	5	-	-	4,000	-	2	16	19	-	2	-	2
Washburn	416	315	267	297	231	.58	315	10	18	2	222	12	10	10	-	-	5,000	-	3	8	9	-	2	-	3
Westfield	142	76	65	82	61	.44	99	10	8	-	81	4	4	3	-	-	1,500	-	-	3	3	-	1	-	2
Weston	112	73	63	71	58	.54	75	8	15	-	96	4	3	1	-	-	1,500	-	-	4	2	-	2	-	4
Woodland	395	272	227	275	181	.76	317	7	17	3	271	11	9	1	1	636	4,200	-	1	3	14	-	1	-	3

APPENDIX.

Silver Ridge	58	35	24	34	27	.43	41	12	12	25	1	1	-	-	-	500	-	-	1	1	1	1	1	1
St. Francis	318	186	149	-	-	.46	214	25	-	125	5	4	-	-	-	1,000	-	1	4	-	3	3	3	3
St. John	198	112	75	95	64	.35	117	12	16	85	3	-	1	-	-	500	-	1	1	2	3	5	2	3
Stockholm	187	77	55	137	100	.41	147	12	15	68	3	2	2	1	1,000	2,000	1	1	1	2	2	1	1	1
Wade	113	73	57	66	57	.50	82	10	9	98	5	5	-	-	-	1,000	-	2	5	3	1	1	1	1
Wallagrass	480	177	138	166	129	.48	177	12	12	181	6	5	-	1	250	2,000	1	-	5	6	2	1	1	4
Westmanland	62	25	16	25	18	.27	52	12	16	28	1	1	-	-	-	516	-	-	1	1	1	1	1	1
Total	23,978	14,448	11,379	12,811	9,954	.44	16,113	11	2	12	13,290	485	405	214	12	\$9,628	\$390,782	45	55	493	458	156	154	117

APPENDIX.

AROOSTOOK COUNTY—CONTINUED.

TOWNS.		Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
							Excess above amount required by law.	Less than the amount required by law.									
Amity.....	1	\$29 00	\$4 91	\$30	\$350	\$27	-	\$2 57	.005 5-10	\$439	\$438	\$148	\$1,025	\$1,104	-	\$79	
Ashland.....	-	24 00	7 83	200	1,600	390	-	2 69	.003 5-10	1,870	1,523	365	3,758	3,775	-	17	
Bancroft.....	2	-	7 00	25	400	146	-	2 42	.007 7-10	400	419	50	869	862	\$7	-	
Benedicta.....	4	40 00	6 00	25	367	27	-	2 06	.005 4-10	391	405	50	846	796	50	-	
Blaine.....	6	45 00	7 35	50	763	-	-	2 03	.004	1,087	1,022	42	2,151	2,007	144	-	
Bridgewater.....	5	29 50	7 40	100	1,200	257	-	2 92	.003 6-10	1,345	1,060	122	2,527	2,444	83	-	
Caribou.....	-	40 00	6 00	400	4,500	694	-	3 32	.003	6,721	4,983	85	11,789	10,575	1,214	-	
Castle Hill.....	-	29 00	6 70	40	700	246	-	2 22	.007 6-10	522	570	143	1,235	1,201	34	-	
Crystal.....	6	28 00	7 07	49	750	454	-	4 65	.007 6-10	775	463	200	1,438	1,541	-	103	
Dyer Brook.....	6	9 37	145	400	176	-	-	4 04	.005 2-10	421	260	231	912	949	-	37	
Easton.....	-	38 00	8 00	200	1,500	528	-	3 57	.004 4-10	1,500	1,158	165	2,823	3,476	-	653	
Fort Fairfield.....	31	6 98	500	5,000	1,655	-	-	3 65	.003	3,245	4,756	131	13,132	12,690	442	-	
Fort Kent.....	28	50 20	5 65	75	350	-	-	2 96	.000 8-10	350	3,559	48	3,957	4,147	-	190	
Frenchville.....	4	18 00	5 71	2,234	375	-	-	5 73	.003 6-10	434	1,849	48	2,331	2,355	-	24	
Grand Isle.....	-	-	5 20	25	250	-	-	5 29	.002 4-10	1,263	32	-	1,285	1,610	-	325	
Haynesville.....	3	-	7 33	15	350	69	-	3 39	.005 4-10	412	263	130	805	715	90	-	
Hersey.....	-	-	6 50	15	200	41	-	2 97	.003 4-10	527	192	50	469	553	-	84	
Hodgdon.....	12	7 47	123	1,200	296	-	-	3 11	.005 1-10	1,466	1,066	57	2,589	2,380	209	-	
Houlton.....	15	33 00	9 35	300	5,300	1,551	-	3 35	.001 9-10	5,363	4,230	713	10,308	10,324	-	16	
Island Falls.....	14	9 15	75	1,000	150	-	-	2 04	.003 3-10	1,033	1,307	186	2,526	2,594	-	68	
Limestone.....	9	8 00	100	1,500	595	-	-	3 12	.003 9-10	1,436	1,279	253	2,968	2,906	62	-	

PUBLIC SCHOOLS.

Linneus	12	28 00	8 00	75	800	133	-	2 98	.003 2-10	814	712	161	1,687	1,630	57
Littleton	12	-	7 17	100	1,500	735	-	4 61	.004 9-10	1,529	841	-	2,370	2,363	7
Ludlow	1	-	7 20	30	320	5	-	2 85	.003 2-10	384	271	97	752	668	84
Madawaska	10	24 00	5 50	50	325	-	-	4 33	.001 9-10	416	2,016	99	2,531	2,488	43
Mapleton	5	-	7 61	70	652	-	-	2 15	.002 7-40	1,057	759	50	1,866	1,848	18
Mars Hill	5	-	7 53	100	1,200	254	-	2 36	.004	1,446	1,304	65	2,815	2,712	103
Masardis	5	44 00	7 50	35	700	350	-	3 39	.005 8-10	890	570	167	1,627	1,568	59
Monticello	3	42 00	7 00	90	1,066	-	-	2 26	.003 1-10	1,014	1,184	61	2,259	2,192	67
New Limerick	9	-	7 91	75	600	120	-	3 38	.003 9-10	669	515	46	1,230	1,162	68
New Sweden	-	28 00	7 00	50	700	6	-	2 12	.004 4-10	868	953	146	1,967	1,840	127
Oakfield	3	37 00	8 75	75	688	-	-	2 04	.007 1-10	1,105	729	458	2,292	1,991	301
Orient	-	-	7 20	20	200	34	-	3 22	.004	202	173	202	577	502	75
Perham	-	32 50	8 00	38	465	1	-	2 06	.003 3-10	562	655	220	1,437	1,399	38
Presque Isle	20	37 00	8 12	618	7,300	4,257	-	4 59	.004 5-10	7,497	4,118	115	11,730	11,394	-
Sherman	-	40 00	9 25	8	734	-	-	2 41	.004	654	868	231	1,773	2,061	-
Smyrna	2	-	8 00	30	470	141	-	3 35	.004 2-10	560	372	30	962	947	15
St. Agatha	-	29 00	4 30	50	375	-	-	5 91	.003 8-10	768	1,671	5	2,444	2,330	114
Van Buren	18	43 70	6 52	30	1,502	-	-	1 66	.003 5-10	1,502	2,371	45	4,118	4,780	-
Washburn	10	32 00	7 00	100	1,000	20	-	2 40	.003 5-10	2,043	1,263	145	3,451	2,873	662
Westfield	-	-	8 00	35	300	93	-	2 11	.002 3-10	328	397	28	753	779	-
Weston	-	32 50	6 75	30	320	26	-	2 85	.006 1-10	363	345	94	802	802	26
Woodland	8	30 00	7 26	100	1,050	173	-	2 66	.005 6-10	1,503	1,082	262	2,647	2,056	791

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288

662
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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 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1906, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Allagash	-	-	\$6 25	\$20	\$100	-	-	\$1 55	.006	\$100	\$230	\$229	\$559	\$421	\$138	
Cary	-	-	7 00	20	320	-	-	2 33	.001 4-10	198	383	671	660	11		
Caswell	-	24 00	7 32	37	294	-	-	1 63	.005 6-10	941	496	1,437	753	684		
Chapman	1	30 00	6 95	54	250	-	22	1 74	.003 7-10	311	405	51	811	-		
Connor	-	-	6 40	30	200	-	-	9 00	.003 1-10	495	646	386	1,417	1,017	153	38
Cyr	-	-	5 25	30	225	-	-	9 41	.005	405	1,009	32	1,412	873	539	
E	1	24 00	6 00	4	150	115	-	3 26	.003 3-10	258	128	-	386	502	-	
Eagle Lake	5	-	6 25	25	100	-	-	2 95	.000 7-10	361	865	-	1,226	1,003	218	116
Garfield	2	40 00	8 00	5	135	46	-	3 64	.003 4-10	209	288	-	491	395	102	
Glenwood	2	-	7 03	13	135	-	7	3 06	.004 2-10	165	153	170	497	476	15	
Hamlin	-	28 00	5 33	25	182	-	-	6 70	.002 3-10	310	600	-	910	880	30	
Hammond	1	-	7 00	15	100	7	-	2 93	.001 6-10	524	90	-	692	465	226	
Hill	2	-	6 00	20	80	-	-	7 27	.002 6-10	110	208	78	318	293	25	
Macwahoc	1	-	8 00	12	125	3	-	2 45	.002 9-10	132	267	-	399	325	74	
Merrill	4	-	5 00	25	260	22	-	2 06	.003 4-10	369	301	219	889	762	127	
Moro	3	-	7 00	14	175	1	-	2 13	.003 8-10	238	222	229	689	726	-	37
Nashville	1	-	6 25	6	75	49	-	6 33	.002	303	-	222	615	290	325	
New Canada	-	-	-	-	100	-	-	-	.003 4-10	100	589	93	782	784	-	2
Oxbow	-	-	9 50	15	150	22	-	2 33	.003 1-10	153	120	222	495	412	83	
Portage Lake	-	43 75	9 00	25	500	307	-	2 99	.004 1-10	632	445	-	1,124	906	128	
Reed	2	44 00	9 00	15	320	-	1	2 03	.002 8-10	422	897	-	1,320	1,180	134	

PUBLIC SCHOOLS.

Silver Ridge	-	-	8 00	8	162	28	-	2 79	.005 1-10	180	183	102	465	388	77	
St. Francis	4	25 00	7 50	26	150	-	-	4 71	.001 8-10	247	822	38	1,107	915	192	
St. John	6	28 00	7 00	12	100	-	-	5 00	.001 7-10	113	515	77	705	598	107	
Stockholm	2	54 00	6 50	15	153	-	-	8 18	.008 1-10	558	479	-	1,037	877	160	
Wade	-	32 66	6 80	50	350	133	-	3 09	.005 1-10	383	304	69	756	793	23	
Wallagrass	6	25 00	6 25	25	100	-	-	2 08	.002	191	1,049	40	1,280	1,217	63	
Westmanland	1	-	7 57	6	95	18	-	1 53	.001 4-10	126	142	-	268	255	13	
Total	314	\$44 77	\$8 73	\$7,092	\$55,434	\$14,423	\$8	\$2 31	.003 4-10	\$70,503	\$66,049	\$7,954	144,506	\$139,008	\$8,527	\$3,029

Scarboro	442	285	265	287	233	.56	328	11	9	348	11	11	7	1	3,500	13,500	-	-	12	12	4	4	6		
Sebago	148	110	87	105	82	.57	117	10	16	208	8	8	1	-	-	1,600	-	1	8	7	-	2			
South Portland	1,876	1,200	1,075	1,239	1,107	.52	1,240	14	22	1,152	15	13	-	-	-	50,500	1	1	34	34	27	4			
Standish	428	231	195	231	183	.44	255	11	11	330	13	6	10	-	-	6,500	1	-	9	20	1	10			
Westbrook	2,728	1,175	1,072	1,372	1,158	.40	1,422	10	26	1,116	10	10	8	-	-	100,000	5	5	33	33	26	9			
Windham	466	314	282	311	252	.57	337	9	4	364	14	12	8	-	-	8,500	2	1	14	15	-	9			
Yarmouth	658	369	325	383	351	.51	396	11	22	264	8	8	8	-	-	19,640	-	-	13	13	3	9			
Total	29,776	15,434	13,803	16,003	13,640	.45	18,551	10	3	13	4	10,435	306	277	213	3	48,500	1,226,426	30	33	510	578	283	122	81

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 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Baldwin.....	2	\$32 64.	\$6 96	\$77	\$800	\$143	-	\$4 87	.002 5-10	\$1,307	\$444	\$72	\$1,823	\$1,582	\$241	
Bridgton.....	14	8 86	8 86	400	5,840	3,546	-	7 98	.004 3-10	5,916	1,926	135	7,977	7,599	378	
Brunswick.....	35	28 00	7 00	733	5,728	283	-	3 00	.001 6-10	5,728	5,685	59	11,472	12,467	-	995
Cape Elizabeth.....	5	-	8 25	50	800	90	-	3 96	.000 9-10	1,180	624	-	1,804	1,482	322	
Casco.....	-	20 00	4 02	60	800	174	-	4 10	.003	830	619	126	1,575	1,632	-	57
Cumberland.....	14	-	9 15	300	1,404	281	-	3 80	.001 6-10	1,650	1,057	96	2,803	2,334	469	
Falmouth.....	15	42 00	8 15	300	2,000	791	-	4 29	.001 6-10	2,000	1,313	-	3,313	3,298	15	
Freeport.....	20	48 00	7 46	326	3,500	1,629	-	5 20	.003	3,641	1,830	-	5,471	5,380	91	
Gorham.....	-	-	9 10	175	3,600	1,568	-	5 01	.002 5-10	3,671	1,994	5	5,670	5,786	-	116
Gray.....	11	-	7 00	85	1,200	90	-	3 33	.002 3-10	1,278	989	89	2,356	2,308	48	
Harpwell.....	6	36 00	7 39	175	2,200	800	-	4 59	.002 9-10	1,859	1,260	-	3,119	3,167	-	48
Harrison.....	4	-	7 21	100	1,400	625	-	5 23	.003 3-10	1,824	660	151	2,635	2,460	175	
Naples.....	7	36 00	7 50	75	1,100	450	-	5 75	.004 2-10	1,110	512	4	1,626	1,711	-	85
New Gloucester.....	2	25 00	7 33	75	1,800	871	-	5 24	.001 3-10	3,861	910	218	4,989	2,712	2,277	
North Yarmouth.....	4	-	8 00	65	800	287	-	4 23	.002 5-10	748	492	186	1,427	1,632	-	205
Otisfield.....	10	30 00	6 37	60	1,200	618	-	7 22	.005 1-10	1,231	452	90	1,773	1,791	-	18
Portland.....	226	155 00	13 50	2,250	144,045	103,929	-	9 44	.002 8-10	144,045	41,205	-	185,250	185,250	-	
Pownal.....	11	25 32	6 23	45	900	427	-	6 38	.003 4-10	1,016	381	45	1,442	1,421	21	
Raymond.....	9	-	7 50	65	1,000	342	-	4 65	.004 5-10	1,013	553	159	1,725	1,735	-	10

Scarboro	12	-	8 00	110	2,000	508	-	4 52	.001 8-10	2,379	1,298	-	3,677	3,348	329	
Sebago	-	30 00	5 25	70	800	339	-	5 40	.004 9-10	868	428	13	1,309	1,213	96	
South Portland	35	66 67	10 45	1,000	14,900	9,570	-	7 77	.005 2-10	14,851	4,907	279	20,037	14,772	5,265	
Standish	9	7 50	7 75	124	1,575	372	-	3 67	.002 3-10	1,909	1,107	118	3,134	3,104	30	
Westbrook	38	114 81	10 25	850	10,120	4,294	-	3 70	.002 3-10	10,120	7,650	3	17,773	17,771	2	
Windham	8	50 00	7 35	180	2,996	1,453	-	6 42	.003 2-10	2,816	1,307	-	4,123	3,938	185	
Yarmouth	21	-	8 74	400	2,700	881	-	4 10	.001 9-10	3,063	1,792	98	4,953	4,653	270	
Total	518	\$46 87	\$7 87	\$8,150	\$214,908	\$134,361	-	\$7 21	.002 7-10	\$219,914	\$81,396	\$1,946	\$303,256	\$294,576	\$10,214	\$1,534

Plantations.

Coplin.....	36	7	7	15	15	.30	22	8	12		20	1	1	1	-	-	400	-	-	1	1	2	2	2	
Dallas.....	64	49	35	42	35	.54	49	7	7		46	2	2	1	-	-	700	1	-	2	3	1			
Lang.....	35	34	28	-	-	.80	34	20	-		44	2	2	2	-	-	800	-	-	4	-	2			
Rankeley.....	24	17	12	23	15	.56	24	10	9		56	2	2	1	-	-	1,600	-	-	2	4	1			
Sandy River.....	21	15	10	12	9	.45	17	10	10		20	1	-	1	-	-	25	-	-	1	1				
⁵ Total.....	4,952	3,068	2,677	3,153	2,699	.54	3,481	9	3	12	2	3,910	149	115	92	2	\$1,350	\$125,265	14	13	140	152	72	18	10

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 1906.	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, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Avon	-	-	\$6 05	\$40	\$500	\$142	-	\$4 13	.003 4-10	\$650	\$310	\$4	\$964	\$837	\$127	
Carthage	3	\$22 00	8 13	44	380	113	-	3 65	.002 5-10	380	304	11	695	654	41	
Chesterville	3	26 00	7 25	52	800	233	-	4 70	.003 2-10	826	425	48	1,299	1,269	30	
Eustis	2	42 00	7 90	40	600	251	-	3 72	.003 2-10	435	556	32	1,023	1,127	-	104
Farmington	13	42 00	8 00	250	4,600	1,970	-	5 82	.002 4-10	5,054	2,137	519	7,710	6,297	1,413	
Freeman	2	-	8 15	29	375	57	-	4 41	.003 9-10	410	260	-	670	616	54	
Industry	-	-	8 15	32	650	208	-	4 71	.006 1-10	715	375	48	1,138	999	139	
Jay	18	50 00	8 20	190	3,300	1,094	-	5 00	.002	3,300	2,345	53	5,698	6,343	-	645
Kingfield	-	-	8 34	35	1,200	616	-	5 04	.003 2-10	1,326	644	234	2,204	1,997	207	
Madrid	-	28 00	8 87	26	325	64	-	3 61	.004 5-10	325	249	35	609	609	-	
New Sharon	-	32 00	7 02	100	900	141	-	3 60	.002 3-10	1,149	668	39	1,856	2,041	-	185
New Vineyard	3	-	8 25	58	550	83	-	3 97	.003 1-10	654	378	45	1,077	975	102	
Phillips	19	-	7 92	200	1,650	531	-	4 20	.003	1,886	1,140	167	3,193	2,887	306	
Rangley	10	-	8 60	110	1,400	631	-	5 16	.002 5-10	1,400	770	12	2,182	2,184	-	2
Salem	1	-	8 50	5	166	10	-	3 68	.002 9-10	321	131	3	455	317	138	
Strong	5	-	9 11	67	800	291	-	4 02	.003 5-10	800	542	95	1,437	1,579	-	142
Temple	1	30 00	5 50	13	316	1	-	3 67	.002 3-10	387	287	4	678	655	23	
Weld	-	29 33	5 39	82	1,000	410	-	4 80	.004 5-10	1,000	613	-	1,613	1,610	3	
Wilton	11	29 00	7 50	175	2,400	1,074	-	4 63	.002 7-10	2,104	1,249	173	3,526	3,873	-	347

PLANTATIONS.

Coplin	2	-	7 00	4	60	4	-	1 66	.001 3-10	281	63	70	414	223	191	
Dallas	-	42 00	7 70	15	118	-	19	1 84	.002 1-10	544	167	84	795	420	375	
Lang	-	-	7 50	27	56	-	13	1 31	.001	280	222	101	603	389	214	
Rangeley	-	-	8 34	30	75	-	3	3 12	.000 4-10	826	57	554	1,437	522	915	
Sandy River	1	-	6 00	-	100	54	-	4 76	.001 1-10	100	60	-	160	130	30	
Total	107	\$33 84	\$7 19	\$1,636	\$22,321	\$8,008	\$35	\$4 50	.002 6-10	\$25,153	\$13,952	\$2,331	\$41,436	\$38,553	\$4,308	\$1,425

HANCOCK COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.		Average number in spring terms.	Number registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 days per week.		Average length of fall and winter terms in weeks and days, 5 days per week.		Aggregate number of weeks of all schools.	Number of schoolhouses in town.	Number in good condition.	Number supplied with flags.	Number of schoolhouses built last year.	Cost of same.	Estimated value of all school property in town.	Number of male teachers employed in spring terms.	Number of male teachers employed in fall and winter terms.	Number of female teachers employed in spring terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.	Number of teachers holding State certificates.	Number of teachers who attended summer schools.
	W.	D.						W.	D.																
Amherst	102	79	67	77	64	.64	92	10	17	17	110	4	4	1	-	-	\$540	-	-	4	4	1	1	1	
Aurora	44	32	27	29	26	.59	32	10	14	14	48	4	4	-	-	500	-	-	2	2	-	-	-	-	
Bluehill	545	331	297	311	279	.52	371	11	8	8	532	17	17	11	6	3	2,500	3	3	15	16	3	7	2	
Brooklin	273	161	141	137	158	.54	196	9	19	19	157	6	6	-	-	6,500	-	-	7	7	2	4	2		
Brooksville	396	225	201	204	172	.47	235	9	9	9	252	6	6	-	-	5,000	-	-	15	15	2	2	3		
Bucksport	567	411	360	306	346	.62	470	10	18	18	411	13	13	10	1	17,000	-	1	16	16	3	1	3		
Castine	231	115	83	121	97	.40	203	11	11	11	132	5	4	4	-	5,000	-	1	4	4	3	3	3		
Cranberry Isles	92	62	52	64	53	.57	56	10	10	10	150	4	4	4	-	2,700	-	-	2	2	3	3	3		
Dedham	112	61	50	67	57	.47	75	10	13	13	92	6	5	5	-	2,000	-	-	4	4	3	3	3		
Deer Isle	769	462	407	466	418	.53	474	11	11	11	528	15	15	13	-	20,000	-	1	16	15	2	1	7		
Eastbrook	82	62	51	56	46	.59	69	10	10	10	80	4	4	2	-	2,000	1	1	3	3	3	3	3		
Eden	1,110	778	710	809	670	.62	915	10	22	22	683	14	13	8	-	75,000	2	2	22	23	20	21	18		
Ellsworth	1,413	774	706	797	751	.51	831	10	10	10	780	22	20	20	-	10,000	4	3	23	23	25	25	6		
Franklin	373	261	220	266	220	.53	322	10	10	10	240	8	8	5	-	6,400	1	-	11	12	7	5	3		
Gouldsboro	337	234	207	219	183	.58	263	8	3	3	252	9	9	1	-	6,900	-	1	11	10	8	8	2		
Hancock	262	152	135	181	164	.55	181	8	16	16	186	7	7	6	-	5,000	1	4	6	12	5	5	5		
Isle au Haut	56	35	32	38	34	.52	40	10	10	10	60	2	2	2	-	600	-	-	2	2	-	-	1		
Lamoine	158	96	86	96	79	.52	106	9	13	13	117	5	5	2	-	3,200	-	-	5	4	2	2	4		
Mariaville	65	44	35	45	33	.52	48	10	9	9	79	5	5	2	-	800	-	-	4	4	-	-	1		
Mt. Desert	513	315	267	311	268	.52	321	9	10	10	435	10	9	11	-	20,000	-	2	1	13	14	10	2		
Orland	342	210	158	188	156	.45	221	10	13	13	265	14	11	11	-	11,200	-	-	11	11	8	8	5		
Otis	34	17	12	10	7	.27	17	10	16	16	26	2	2	1	-	200	-	-	1	1	1	1	-		
Penobscot	304	207	185	210	178	.57	216	9	8	8	257	11	7	1	-	3,600	-	1	10	10	2	2	1		

PUBLIC SCHOOLS.

Sedgwick	252	134	120	137	103	.44	152	11	19	120	9	7	7	-	-	3,765	1	1	6	7	4	5	3		
Sorrento	45	26	20	30	25	.50	35	12	14	26	2	2	2	1	4,100	5,000	-	1	2	1	-	-	1		
Southwest Harbor	254	116	90	155	121	.41	166	8	10	175	4	3	1	-	-	9,000	-	-	6	7	3	4	8		
Stonington	661	404	340	449	384	.54	457	10	10	330	6	6	5	1	12,812	20,000	-	1	11	10	7	4	8		
Sullivan	325	204	175	248	207	.58	204	10	9	209	6	6	6	-	-	5,000	6	5	3	11	2	1	1		
Surry	258	161	136	164	138	.53	168	9	7	184	9	8	7	-	-	5,000	1	1	7	7	1	2	1		
Swan's Island	218	138	126	199	109	.53	143	9	7	156	3	3	3	-	-	6,000	-	-	-	7	2	1	3		
Tremont	402	218	184	239	182	.45	249	8	9	297	9	6	7	1	1,890	13,000	-	-	11	14	7	3	3		
Trenton	129	62	51	68	62	.43	71	10	12	88	6	5	3	-	-	3,500	-	2	4	2	2	4	2		
Verona	65	33	27	33	29	.43	36	10	11	63	4	4	2	-	-	775	-	-	3	3	-	-	2		
Waltham	54	40	36	40	35	.65	42	12	12	48	2	2	2	-	-	1,600	2	2	-	2	1	1	2		
Winter Harbor	185	100	92	105	91	.49	120	8	9	78	1	1	1	-	-	2,500	1	1	2	2	1	1	2		
PLANTATIONS.																									
Long Island	79	46	31	48	46	.48	60	10	10	74	2	1	1	-	-	800	-	1	3	-	-	-	1		
No. 8	11	10	9	10	10	.86	10	10	10	20	1	1	1	-	-	500	-	-	2	2	-	-	1		
No. 21	12	11	10	10	8	.75	10	10	10	32	1	1	1	-	-	300	-	-	1	1	-	-	1		
No. 33	26	17	13	16	13	.50	17	10	14	24	1	1	-	-	-	500	-	-	1	1	-	-	2		
Total	11,167	6,842	5,954	6,939	6,022	.53	7,694	9	3	11	4	7,856	261	239	177	4	20,502	\$293,840	28	38	273	293	110	109	75

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 1906.	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, 1906, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Amherst	1	-	\$5 77	\$24	\$325	\$34	-	\$3 18	.004 2-10	\$315	\$295	\$74	\$684	\$675	\$9	-
Aurora	2	-	5 50	10	140	18	-	3 15	.003 3-10	324	129	60	515	350	183	-
Bluehill	4	36 00	10 07	225	1,700	238	-	3 11	.003 3-10	1,890	1,507	175	3,542	3,652	-	\$110
Brooklin	2	-	5 48	75	890	5	-	3 00	.004 1-10	800	742	26	1,563	1,511	57	-
Brooksville	3	40 00	7 48	75	3,339	2	-	3 36	.003 3-10	1,075	1,082	-	2,157	2,164	-	7
Bucksport	-	-	7 48	390	3,300	1,129	-	5 23	.003 3-10	3,000	1,468	-	4,468	4,583	-	115
Castine	3	84 84	7 48	59	1,300	570	-	5 62	.003 3-10	1,484	676	50	2,210	2,039	171	-
Cranberry Isles	5	41 00	7 10	56	950	691	-	10 32	.004 3-10	1,127	246	-	1,373	1,464	91	-
Dedham	3	-	6 72	33	250	89	-	3 12	.003 4-10	353	305	72	730	731	9	-
Deer Isle	16	36 00	6 08	425	2,400	755	-	3 12	.006 4-10	2,777	2,024	14	4,815	4,824	9	-
Eastbrook	3	30 00	6 50	30	250	52	-	3 04	.004 6-10	318	214	24	556	577	-	21
Eden	36	28 24	10 00	1,200	9,000	5,497	-	3 10	.001 5-10	9,225	2,928	126	12,373	14,651	915	1,658
Ellsworth	27	33 60	7 31	550	4,000	562	-	3 85	.001 9-10	6,176	3,849	-	10,025	9,110	915	-
Franklin	8	38 00	7 56	90	1,100	139	-	3 91	.003 4-10	1,076	1,060	-	2,136	2,024	112	-
Gouldsboro	2	40 00	7 50	82	1,100	93	-	3 26	.003 5-10	984	949	53	1,986	2,225	-	239
Hancock	2	37 33	7 33	73	800	80	-	3 98	.003 3-10	773	701	-	1,473	1,584	111	-
Isle au Haut	2	-	7 33	100	525	379	-	3 37	.007 3-10	598	175	-	773	762	11	-
Lamoine	5	-	7 33	50	580	105	-	3 67	.003 2-10	580	400	28	1,068	1,083	15	-
Mariaville	3	-	6 60	30	225	51	-	3 46	.004 6-10	260	172	55	487	520	33	-
Mt. Desert	8	48 00	9 47	236	3,800	2,530	-	7 41	.002 1-10	4,275	1,378	-	5,653	5,247	406	-
Oriand	3	-	6 50	140	1,200	200	-	3 50	.003 6-10	1,200	887	135	2,222	2,263	41	-
Otis	1	-	6 86	7	125	200	-	3 67	.003 5-10	661	89	33	798	742	551	-
Penobscot	3	30 00	6 70	100	1,125	200	-	3 70	.004 3-10	1,155	879	42	2,076	2,125	49	-
Sedgwick	1	30 00	7 69	100	1,100	379	-	4 36	.005 3-10	1,249	734	54	2,076	1,926	111	-

Sorrento	-	10 00	7 00	20	375	281	-	8 33	.001 6-10	369	82	-	451	427	24	
Southwest Harbor	-	-	8 72	124	1,500	-	-	5 50	.005 7-10	1,500	693	-	2,193	1,942	251	
Stonington	19	40 00	8 50	300	1,670	352	-	2 52	.005 3-10	1,670	1,674	-	3,344	3,346	-	2
Sullivan	7	36 40	8 50	100	1,200	373	-	3 69	.003 8-10	1,200	909	-	2,109	2,086	23	
Surry	-	28 00	7 34	105	800	80	-	3 10	.004 4-10	793	698	96	1,587	1,660	-	73
Swan's Island	4	-	8 00	75	800	194	-	3 67	.005 8-10	860	570	-	1,430	1,447	-	17
Tremont	-	-	7 75	160	1,500	-	108	3 73	.006 3-10	1,500	1,107	75	2,682	2,373	309	
Trenton	4	40 00	7 00	35	500	133	-	3 85	.003 8-10	500	309	-	809	803	6	
Verona	2	-	5 66	12	232	45	-	3 56	.005 4-10	242	203	-	445	438	7	
Waltham	2	38 00	-	12	200	47	-	3 70	.002 5-10	267	139	58	464	493	-	29
Winter Harbor	-	45 00	9 75	63	480	23	-	2 59	.001 1-10	607	476	-	1,083	1,343	-	260
PLANTATIONS.																
Long Island	-	44 00	7 06	10	300	161	-	3 79	.001 2-10	1,054	202	-	1,256	371	885	
No. 8	-	-	6 00	5	80	66	-	7 27	.005 5-10	104	27	-	131	127	4	
No. 21	-	-	6 50	-	75	29	-	6 25	.005 8-10	188	36	33	257	217	40	
No. 33	2	-	7 00	5	68	3	-	2 61	.002 3-10	192	87	-	279	184	95	
Total	172	\$40 65	\$7 44	\$5,131	\$46,614	\$15,584	\$108	\$4 17	.002 6-10	\$53,390	\$30,171	\$1,277	\$84,838	\$83,549	\$4,170	\$2,881

APPENDIX.

KENNEBEC 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 spring and summer 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	241	190	175	212	194	.76	226	10	20	240	9	7	3	-	-	\$3,500	-	1	4	5	5	5	20
Augusta	3,302	1,450	1,280	1,516	1,285	.38	1,567	10	20	1,584	26	20	20	-	-	154,354	4	4	54	54	30	3	3
Belgrade	286	170	153	153	139	.51	224	10	13	280	11	10	3	-	-	7,000	-	-	20	20	7	1	1
Benton	282	164	128	189	138	.46	205	10	17	243	8	7	3	-	-	6,500	-	-	13	13	-	2	12
Chelsea	309	142	120	150	116	.34	180	8	10	252	9	9	3	-	-	2,000	-	-	18	18	-	2	10
China	301	191	163	196	162	.52	210	10	11	231	12	10	10	-	-	5,040	-	1	10	10	2	2	2
Clinton	354	173	153	189	138	.32	189	8	10	308	11	9	3	-	-	8,000	-	-	11	11	1	1	5
Farmingdale	185	98	91	106	98	.51	128	12	12	144	3	3	3	-	-	4,100	-	-	5	5	3	4	3
Fayette	158	91	74	93	80	.47	101	9	16	162	9	9	6	-	-	3,500	-	1	10	10	1	1	1
Gardiner	1,449	820	745	857	767	.52	918	12	12	684	12	10	10	-	-	40,425	1	1	22	24	15	4	4
Hallowell	720	427	375	425	378	.52	475	12	14	396	8	8	8	-	-	24,000	1	1	10	10	1	-	4
Litchfield	258	162	142	147	127	.52	203	9	17	243	11	10	6	-	-	4,000	-	1	10	11	1	6	7
Manchester	157	85	72	100	75	.46	102	10	13	140	7	6	5	-	-	4,000	-	-	5	5	4	-	-
Monmouth	312	191	166	183	150	.50	217	10	10	250	11	11	8	1	\$4,500	10,000	-	1	10	10	8	2	5
Mt. Vernon	209	148	115	143	111	.54	165	9	8	206	9	9	8	-	-	4,700	1	1	8	9	1	1	4
Oakland	491	341	275	334	265	.54	364	12	12	234	8	7	7	-	-	16,000	-	-	10	10	8	2	2
Pittston	270	143	118	146	99	.40	180	9	12	270	12	11	9	-	-	5,000	1	1	10	11	1	1	10
Randolph	276	169	149	185	154	.54	198	12	24	180	8	2	2	-	-	4,300	-	-	5	5	1	-	-
Readfield	295	139	129	152	120	.42	163	10	10	180	7	6	5	-	-	5,000	-	-	5	5	4	1	-
Rome	118	81	62	71	55	.49	87	8	13	21	6	3	2	-	-	700	-	-	5	5	-	-	-
Sidney	218	142	122	148	119	.55	159	9	13	191	12	10	8	-	-	3,000	-	-	8	9	-	1	1

Vassalboro	686	271	224	270	231	.33	348	10	20							7,000	-	1	11	15	2	2	3		
Vienna	98	56	43	65	51	.47	65	9	15		98	4	4	3	-	1,000	-	2	4	2	4				
Waterville	3,171	1,259	1,150	1,327	1,189	.38	1,330	11	25		1,512	9	7	7	-	60,400	-	-	48	48	12	4	26		
Wayne	150	100	90	89	75	.55	102	10	10		29	8	4	5	-	4,500	1	-	3	7					
West Gardiner	170	100	88	104	94	.53	107	10	9		174	8	7	6	-	4,000	-	-	6	6	6	5	8		
Windsor	178	119	98	129	107	.56	136	10	17		169	8	7	4	1	4,200	-	2	4	5					
Winslow	716	244	207	225	191	.27	286	12	12		306	11	10	8	1	10,000	20,000	-	-	10	11	1	1		
Winthrop	567	351	302	353	299	.53	375	10	12		352	8	7	6	-	10,000	1	1	10	12					
Unity Pl.	17	12	11	13	11	.64	13	8	16		24	1	1	-	-	450	1	-	-	1					
Total	18,944	8,029	7,020	8,275	7,006	.43	9,023	9	4	14	1	9,433	272	233	188	3	15,050	\$426,669	15	18	337	382	120	62	124

APPENDIX.

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 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Albion	-	\$28 00	\$7 00	\$80	\$1,250	-	\$548	\$5 18	.003 6-10	\$1,417	\$671	42	\$2,130	\$2,263	-	\$133
Augusta	50	105 50	525	10 00	525	9,346	-	2 83	.001 3-10	11,509	8,866	8,529	28,904	25,114	3,790	-
Belgrade	8	40 00	6 82	100	1,500	654	-	5 24	.003 9-10	1,621	811	42	2,474	2,466	18	-
Benton	10	28 00	6 55	89	1,350	472	-	4 78	.003	1,350	726	650	2,726	2,503	223	-
Chelsea	10	-	6 40	56	900	-	-	2 91	.004 1-10	962	729	10	1,701	1,626	75	-
China	5	28 00	6 48	100	1,380	276	-	4 58	.002 6-10	1,402	915	71	2,388	2,272	116	-
Clinton	3	-	7 40	150	1,900	782	-	5 36	.003 7-10	1,694	948	21	2,663	2,708	-	45
Farmingdale	10	-	8 00	60	1,200	522	-	6 48	.002 4-10	1,374	512	-	1,886	1,834	52	-
Fayette	-	28 00	6 50	61	799	351	-	5 05	.004 1-10	998	400	45	1,443	1,345	98	-
Gardiner	28	88 88	9 95	400	5,777	1,376	-	3 98	.001 6-10	5,777	5,219	-	10,996	10,996	-	-
Hallowell	11	77 77	6 40	250	2,650	479	-	3 68	.001 9-10	2,650	2,005	233	4,888	4,888	-	-
Litchfield	12	25 00	6 05	90	1,000	144	-	3 87	.002 9-10	1,056	745	52	1,853	1,737	116	-
Manchester	3	-	7 30	45	800	386	-	5 09	.003 1-10	973	364	-	1,337	1,167	170	-
Monmouth	5	-	6 70	100	1,500	511	-	4 80	.002 4-10	1,552	819	-	2,371	2,185	186	-
Mt. Vernon	5	28 00	6 50	78	1,000	275	-	4 78	.003 1-10	1,167	520	40	1,727	1,492	235	-
Oakland	9	-	6 95	200	2,400	870	-	4 86	.002 7-10	4,133	1,622	225	5,980	5,105	875	-
Pittston	4	22 40	5 75	100	1,000	58	-	3 70	.002 2-10	1,015	731	67	1,813	1,750	63	-
Randolph	5	-	8 20	40	862	-	-	3 12	.003	705	734	41	1,480	1,794	-	314
Readfield	4	-	8 00	61	900	105	-	3 01	.001 8-10	1,364	726	90	2,180	1,780	400	-
Rome	1	-	6 00	35	400	64	-	3 38	.004 3-10	305	356	-	661	730	-	69
Sidney	1	-	6 46	100	1,500	646	-	6 88	.003 9-10	1,616	531	21	2,168	2,073	95	-

PUBLIC SCHOOLS.

Vassalboro.....	15	32 00	7 87	205	3,000	1,350	-	4 37	.003	2,527	1,904	-	4,431	4,839	-	408
Vienna.....	2	28 00	6 31	25	370	45	-	3 77	.003 1-10	478	288	-	746	716	-	30
Waterville.....	48	-	10 81	1,500	20,000	12,418	-	6 30	.003 6-10	20,000	3,347	32	28,379	27,701	-	678
Wayne.....	4	24 00	7 25	50	610	45	-	4 06	.002 8-10	668	471	31	1,170	1,146	-	24
West Gardiner.....	-	-	6 27	60	1,000	446	-	5 88	.003 4-10	1,125	466	19	1,610	1,595	-	15
Windsor.....	7	40 00	6 75	65	900	274	-	5 05	.003 8-10	983	542	-	1,525	1,486	-	39
Winslow.....	14	-	8 00	200	3,000	1,178	-	4 18	.001 4-10	4,377	1,986	-	6,363	4,772	-	1,591
Winthrop.....	-	47 00	8 60	200	2,500	830	-	4 40	.002 1-10	4,031	-	255	4,316	4,254	-	62
Unity Pl.....	1	18 00	5 25	3	80	40	-	4 70	.005 2-10	97	33	-	130	131	-	1
Total.....	271	\$40 50	\$7 28	\$5,028	\$70,874	\$25,145	-	\$4 44	.002 3-10	\$78,926	\$42,967	10,546	\$132,439	\$124,458	\$8,951	\$970

KNOX COUNTY.

TOWNS.

	Number of children belonging in town between the ages of 5 and 21 years.		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.		Average number of weeks of school.	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.																	
Appleton	279	195	170	212	152	.63	223	8	9	250	10	10	10	5	-	-	-	\$6,500	1	2	11	9	5	1		
Camden	330	417	371	445	376	.40	517	11	12	396	6	5	5	3	-	-	-	32,000	2	2	15	15	3	3	7	
Cushing	161	100	77	120	78	.48	107	7	8	144	6	5	5	5	-	-	-	2,500	-	-	5	6	-	-		
Friendship	236	134	120	141	133	.58	160	8	17	193	7	6	3	3	-	-	-	4,800	1	1	7	1	1	1		
Hope	149	101	83	83	54	.78	54	113	9	168	7	6	3	-	-	-	-	1,800	-	-	6	6	-	3		
Hurricane Isle	82	60	52	53	47	.60	65	9	11	62	1	1	1	-	-	-	-	286	-	-	2	1	1	-		
North Haven	156	77	59	84	68	.40	91	10	8	103	5	3	5	-	-	-	-	3,300	-	-	4	4	2	4		
Rockland	1,943	1,360	1,101	1,497	1,184	.59	1,632	11	14	1,080	9	7	9	-	-	-	-	88,000	-	-	35	35	6	5	12	
Rockport	571	370	296	343	315	.53	384	12	12	432	7	7	7	-	-	-	-	10,000	2	2	13	13	3	3	4	
South Thomaston	412	338	298	327	278	.69	339	10	9	362	13	10	8	-	-	-	-	4,600	-	-	11	11	2	2	2	
St. George	749	388	352	423	389	.49	459	10	10	430	14	13	2	-	-	-	-	8,000	4	4	7	11	22	11	4	
Thomaston	625	389	368	378	318	.54	422	11	12	408	9	8	3	-	-	-	-	20,000	1	1	13	14	2	3		
Union	291	199	180	155	155	.77	201	9	9	297	13	13	5	-	-	-	-	6,000	-	2	11	9	2	1	8	
Vinalhaven	783	481	441	465	409	.54	498	10	20	450	10	10	4	-	-	-	-	20,000	-	-	15	15	9	1		
Warren	496	273	236	243	202	.43	284	10	8	415	18	18	8	-	-	-	-	7,500	1	2	16	17	6	7	9	
Washington	247	137	122	145	140	.63	150	8	10	182	10	10	3	-	-	-	-	1,500	-	1	7	6	2	2	4	
Criehaven Pl	16	9	9	9	8	.53	9	10	10	20	1	1	1	-	-	-	-	500	-	-	1	1	-	1		
Matinecus Isle Pl	55	30	24	37	24	.43	40	8	13	31	1	1	-	-	-	-	-	1,200	-	-	1	1	1	1	1	
Mussel Ridge Pl	29	11	9	13	9	.31	14	10	18	21	-	-	-	-	-	-	-	-	-	-	1	1	1	1		
Total	8,210	5,089	4,358	5,210	4,391	.53	5,708	9	2	11	2	11	2	5,444	157	184	82	-	\$218,480	14	23	185	193	59	38	48

PUBLIC SCHOOLS.

KNOX COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Appleton	12	\$24 00	\$5 75	\$70	\$1,000	\$220	-	\$3 58	.004 1-10	\$1,064	\$748	30	\$1,842	\$1,791	\$51	
Camden	16	75 00	8 25	300	3,500	1,240	-	3 76	.001	3,527	2,520	-	6,047	6,327	-	280
Cushing	-	25 00	6 41	55	600	117	-	3 72	.005 1-10	600	460	-	1,060	991	69	
Friendship	-	52 86	6 71	75	850	199	-	3 60	.003 3-10	850	633	-	1,483	1,539	-	56
Hope	6	-	5 42	35	600	121	-	4 02	.002 3-10	610	406	42	1,058	1,054	4	
Hurricane Isle	1	-	9 10	12	400	195	-	4 87	.007 4-10	957	208	-	1,165	709	456	
North Haven	-	-	8 42	48	1,000	559	-	6 41	.004 3-10	1,003	419	-	1,422	1,081	341	
Rockland	35	-	9 35	1,200	10,200	3,680	-	5 25	.001 7-10	10,257	5,425	102	15,784	15,615	169	
Rockport	-	60 00	7 50	143	3,700	1,849	-	6 47	.002 7-10	4,075	1,573	98	5,746	4,628	1,118	
South Thomaston	13	36 00	7 40	100	1,500	359	-	3 64	.004	1,672	1,140	117	2,929	2,889	40	
St. George	15	33 00	7 61	135	2,150	385	-	2 87	.005 7-10	1,951	2,098	-	4,049	4,011	38	
Thomaston	15	82 34	7 95	250	3,300	1,150	-	5 28	.002 5-10	3,312	1,792	12	5,116	5,167	-	51
Union	2	24 00	6 00	116	1,200	202	-	4 12	.002 4-10	1,362	759	12	2,133	2,034	99	
Vinalhaven	22	-	9 25	425	3,000	1,114	-	3 83	.004 5-10	3,000	2,104	-	5,104	5,108	-	4
Warren	18	26 50	7 22	200	2,068	413	-	4 16	.002 5-10	2,183	1,326	365	3,874	3,862	12	
Washington	-	28 00	6 00	50	815	-	-	3 29	.003 1-10	962	616	72	1,650	1,498	152	
Criehaven Pl.	1	-	7 50	-	125	87	-	7 81	.001 4-10	129	33	-	162	155	7	
Matinicus Isle Pl.	-	-	10 00	10	200	53	-	3 63	.005 4-10	487	156	-	643	451	192	
Mussel Ridge Pl.	-	-	6 00	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	156	\$42 40	\$7 46	\$3,218	\$36,208	\$11,943	-	\$4 41	.002 5-10	\$38,001	\$22,416	\$856	\$61,267	\$68,910	\$2,748	\$391

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 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Alna	6	-	\$6 72	\$45	\$500	\$145	-	\$4 46	.003 1-10	\$584	\$331	15	\$930	\$906	\$24	
Boothbay	4	39 00	7 50	300	2,200	787	-	4 15	.003 8-10	2,200	1,471	-	3,671	3,607	64	
Boothbay Harbor	10	43 06	8 31	150	4,200	2,659	-	6 66	.004 1-10	4,200	1,715	-	5,917	4,669	1,248	
Bremen	4	-	7 00	30	530	4	-	3 92	.003 9-10	530	351	-	881	871	10	
Bristol	17	41 50	7 70	200	3,000	942	-	4 40	.003 3-10	3,114	1,836	-	4,950	5,056	-	106
Damariscotta	4	-	7 50	40	850	99	-	5 46	.001 8-10	822	464	-	1,286	1,177	109	
Dresden	4	-	7 06	45	710	4	-	3 42	.002 1-10	643	592	-	1,235	1,182	53	
Edgecomb	6	-	7 20	55	500	14	-	3 01	.002 8-10	548	449	-	997	1,052	-	55
Jefferson	2	31 00	7 30	100	1,100	176	-	3 77	.002 6-10	1,106	792	-	1,898	1,887	11	
Newcastle	6	-	7 12	75	1,700	840	-	6 34	.002 6-10	1,689	701	-	2,390	2,385	5	
Nobleboro	6	26 50	6 51	75	1,200	552	-	6 85	.005 2-10	1,260	542	3	1,805	1,788	17	
Somerville	-	4 00	4 75	25	345	46	-	3 05	.006 5-10	609	306	-	915	759	156	
Southport	4	-	9 00	60	700	278	-	4 78	.001 8-10	447	387	-	834	876	-	42
Waldoboro	25	28 40	6 66	275	3,400	884	-	4 15	.003 8-10	3,460	2,427	-	5,887	5,831	56	
Westport	-	-	7 55	20	300	36	-	3 22	.003 5-10	293	266	-	559	547	12	
Whitefield	3	-	6 32	75	932	7	-	3 57	.002 3-10	1,581	663	80	2,324	2,172	152	
Wiscasset	5	-	7 47	90	1,300	282	-	3 83	.002 9-10	1,360	1,000	-	2,360	2,335	25	
Monhegan Pl.	-	-	8 00	12	200	125	-	5 26	.005 2-10	274	101	-	375	248	127	
Total	109	\$32 77	\$7 22	\$1,572	\$23,617	\$7,880	-	\$4 58	.003 2-10	\$24,720	\$14,396	\$98	\$39,214	\$37,348	\$2,069	\$208

APPENDIX.

Peru	222	142	133	124	112	.55	149	11	11	198	8	8	7	-	-	5,450	-	-	6	5	5				
Porter'.....	242	161	129	170	119	.51	178	8	13	210	10	8	1	1	269	4,000	4	5	5	5					
Roxbury	82	70	14	62	13	.16	71	10	7	96	4	4	2	-	-	1,500	-	1	4	3					
Rumford	2,066	917	820	943	802	.38	1,182	12	12	1,044	17	17	14	-	-	50,000	-	-	33	32	19	10		2	
Stoneham	93	78	54	66	45	.53	78	10	17	246	3	2	1	-	-	800	-	-	3	3					
Stow	64	42	36	43	36	.56	44	9	9	81	5	5	3	-	-	2,000	-	-	3	6		2			
Sumner	237	143	134	126	117	.53	161	9	16	231	9	8	3	-	-	3,500	-	1	9	13					
Sweden	66	48	42	51	42	.63	55	9	14	96	7	6	2	-	-	2,800	-	-	4	4					
Upton	62	50	44	54	36	.64	56	9	13	66	1	1	1	-	-	1,500	-	-	3	3					
Waterford	230	157	143	165	136	.60	169	9	8	225	12	8	5	-	-	10,000	2	1	7	9		1	-	2	
Woodstock	212	137	113	140	101	.50	160	8	9	166	7	7	7	-	-	5,000	1	1	5	5		-	2	6	
PLANTATIONS.																									
Lincoln	16	13	10	15	13	.71	16	12	12	34	1	1	1	-	-	1,000	1	1							
Magalloway	20	20	18	18	15	.82	20	15	15	30	1	1	1	-	-	500	1	1							
Milton	77	31	25	35	30	.35	38	10	14	35	1	1	-	-	600	-	-	1	1			1	1		
Total	9,650	5,650	4,891	5,595	4,638	.49	6,419	9	2	11	3	7,401	276	239	141	2	\$719	\$218,320	25	24	252	277	74	52	24

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 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Albany.....	-	-	\$7 25	\$50	\$550	\$120	-	\$4 82	.003 9-10	\$593	\$312	\$36	\$943	\$963	-	\$20
Andover.....	6	-	7 00	85	800	318	-	* 81	.003 7-10	918	507	\$21	1,744	1,741	83	-
Bethel.....	13	\$52 00	7 00	125	2,500	1,032	-	* 74	.002 8-10	2,245	1,200	225	3,670	4,015	-	345
Brownfield.....	-	29 00	7 00	90	1,130	315	-	* 74	.003 8-10	1,220	632	28	1,886	1,886	-	-
Buckfield.....	-	28 00	6 50	85	1,490	489	-	* 74	.003 5-10	1,425	832	150	2,413	2,330	83	-
Byron.....	1	-	7 50	30	275	112	-	* 61	.003 5-10	239	150	22	471	490	-	19
Canton.....	6	36 00	7 00	100	1,050	202	-	* 57	.003 5-10	1,162	271	61	2,095	2,159	-	34
Denmark.....	-	-	6 80	95	800	393	-	* 57	.003 6-10	1,144	373	38	1,602	1,414	188	-
Dixfield.....	-	34 00	7 52	105	1,097	255	-	* 20	.003 4-10	1,097	753	-	1,850	1,890	-	40
Fryeburg.....	-	-	8 25	125	2,500	1,399	-	* 49	.003 2-10	2,500	836	40	3,876	5,346	-	30
Gilead.....	-	-	6 12	25	322	50	-	* 70	.002 6-10	351	115	15	481	428	53	-
Grafton.....	1	-	6 50	6	100	35	-	* 25	.001 3-10	105	41	84	290	289	-	1
Greenwood.....	-	-	6 00	72	900	307	-	* 43	.003 2-10	860	531	48	1,439	1,487	-	48
Hanover.....	7	-	6 50	5	250	79	-	* 00	.003 3-10	218	115	12	345	377	-	32
Hartford.....	-	-	6 30	68	800	272	-	* 06	.003 1-10	816	509	83	1,408	1,417	-	9
Hebron.....	3	30 00	6 00	50	600	205	-	* 00	.002 8-10	778	279	252	1,310	1,268	42	-
Hiram.....	10	30 00	7 00	80	1,006	188	-	* 29	.002 8-10	1,281	682	-	1,841	1,841	122	-
Lovell.....	-	24 80	6 20	50	1,000	46	-	* 68	.002 6-10	1,634	378	173	1,965	1,565	20	-
Mason.....	5	-	6 50	5	100	46	-	* 70	.000 1-10	103	74	-	177	172	2	-
Mexico.....	15	-	9 82	280	3,350	2,637	-	* 91	.006 4-10	4,045	1,636	-	5,681	4,702	979	-
Newry.....	5	-	7 37	25	500	271	-	* 04	.004 1-10	570	222	90	882	884	-	2
Norway.....	10	28 00	7 28	279	3,850	1,528	-	* 27	.003 1-10	4,106	1,934	-	6,040	6,271	-	231
Oxford.....	3	-	7 00	113	2,074	1,009	-	* 54	.004 4-10	1,990	827	-	2,817	2,788	29	-
Paris.....	30	29 33	7 68	192	3,000	420	-	* 55	.002 2-10	3,056	2,315	218	5,589	5,060	529	-

Peru	12	-	7 18	115	1,000	382	-	4 50	.094 5-10	1,062	616	84	1,712	1,717	-	5
Porter	-	26 00	6 60	75	850	141	-	3 51	.003 7-10	850	671	126	1,677	1,636	41	
Roxbury	3	32 00	5 85	23	400	210	-	4 87	.003 5-10	463	266	-	729	711	18	
Rumford	32	-	9 63	1,400	8,000	4,984	-	3 87	.002 9-10	11,908	6,260	176	18,344	14,283	4,061	
Stoneham	2	-	6 56	22	300	73	-	3 22	.002 8-10	328	238	-	566	551	15	
Stow	-	-	5 60	20	400	184	-	6 25	.003 3-10	525	192	-	717	701	16	
Sumner	-	22 00	6 00	109	900	258	-	3 75	.003 3-10	1,031	631	149	1,811	1,756	55	
Sweden	3	-	5 62	35	400	174	-	6 06	.002 4-10	404	178	121	703	646	57	
Upton	-	-	7 00	11	350	156	-	5 64	.003 1-10	434	178	100	712	698	14	
Waterford	3	33 75	7 42	100	1,200	466	-	5 21	.004 2-10	1,302	633	37	1,972	2,082	-	110
Woodstock	9	24 00	6 12	53	1,000	347	-	4 71	.003 8-10	1,173	615	16	1,804	1,449	355	
PLANTATIONS.																
Lincoln	-	44 60	-	8	58	-	-	3 62	.000 4-10	2,473	564	-	3,037	488	2,549	
Magalloway	-	50 00	-	15	65	3	-	3 25	.000 3-10	592	-	75	667	408	259	
Milton	1	-	8 00	10	275	113	-	3 57	.004 3-10	311	203	-	514	428	86	
Total	175	\$32 52	\$6 93	\$4,140	\$45,246	\$19,670	-	\$4 68	.003 2-10	\$54,864	\$27,381	\$2,777	\$85,022	\$76,370	\$9,607	\$955

Greenfield	47	41	34	42	28	.68	42	9	2	10	2	40	2	2	-	-	-	-	1,400	-	-	-	2	2	-	-	1
Hampden	559	367	294	345	290	.52	347	10	20	420	14	14	14	-	14	-	-	-	10,000	-	-	-	14	14	-	-	14
Herron	333	210	184	225	189	.56	250	8	8	268	14	9	6	6	6	-	-	-	3,500	-	-	-	10	10	-	12	12
Holden	156	122	102	125	81	.58	149	9	4	150	7	4	6	6	-	-	-	2,500	-	-	-	6	8	-	3	5	
Howland	161	94	87	100	86	.53	113	10	21	114	4	1	1	1	-	-	-	650	-	-	-	2	3	-	1	1	
Hudson	103	57	49	57	50	.46	104	9	18	243	4	1	3	2	-	-	-	2,100	-	-	-	3	3	-	1	1	
Kenduskeag	116	89	79	89	66	.68	96	8	21	58	4	1	1	1	-	-	-	1,500	-	-	-	1	1	-	1	1	
Kingman	331	192	166	202	145	.46	213	10	9	203	7	2	2	4	-	-	-	1,500	-	-	-	6	6	-	5	3	
Lagrange	172	100	88	114	81	.48	131	8	9	148	5	5	3	2	2	1	-	4,500	-	-	-	1	7	-	3	3	
Lee	262	167	154	160	137	.55	177	8	3	182	8	7	6	6	-	-	-	3,500	-	-	-	5	7	-	6	6	
Levant	187	92	76	116	84	.42	139	9	2	9	4	140	7	5	5	-	-	3,000	-	-	-	1	7	-	4	6	
Lincoln	664	380	380	445	445	.62	450	17	17	514	13	13	6	6	-	-	-	17,500	-	-	-	15	14	-	5	10	
Lowell	81	58	42	54	40	.50	58	10	10	61	4	4	4	3	3	-	-	1,000	-	-	-	3	3	-	1	2	
Mattawamkeag	144	97	91	106	90	.62	106	10	2	9	2	116	4	4	2	-	-	2,300	-	-	-	1	3	-	3	1	
Maxfield	24	19	16	20	13	.60	22	10	15	50	3	3	3	2	-	-	-	500	-	-	-	3	3	-	3	2	
Medway	158	117	111	109	97	.65	117	10	10	120	6	4	1	1	-	-	-	2,000	-	-	-	1	4	-	4	4	
Milford	300	150	131	160	133	.44	160	10	23	132	2	1	1	1	-	-	-	6,000	-	-	-	1	4	-	4	4	
Millinocket	817	407	344	438	387	.44	503	14	12	36	1	1	1	1	-	-	-	18,000	-	-	-	3	3	-	13	3	
Mt. Chase	104	77	64	88	74	.66	93	10	14	104	5	2	2	2	-	-	-	1,200	-	-	-	1	4	-	2	1	
Newburg	159	90	80	113	91	.54	115	9	8	182	9	9	5	4	-	-	-	4,000	-	-	-	1	5	-	5	3	
Newport	385	223	190	240	397	.76	273	10	11	254	7	7	4	4	-	-	-	10,000	-	-	-	5	5	-	3	8	
Old Town	1,912	954	838	1,033	895	.45	1,040	10	24	828	12	4	6	6	-	-	-	90,000	-	-	-	1	25	-	6	28	
Orono	1,029	677	574	693	593	.56	744	10	3	23	1	507	11	3	6	-	-	35,000	-	-	-	20	19	-	6	11	
Orrington	350	183	163	190	169	.47	200	10	9	319	11	11	11	11	-	-	-	6,000	-	-	-	11	11	-	2	6	
Passadumkeag	136	91	81	92	73	.56	102	10	10	104	4	3	2	2	-	-	-	3,500	-	-	-	1	3	-	3	3	
Patten	451	300	274	298	270	.60	306	10	20	294	4	3	4	4	-	-	-	22,000	-	-	-	1	9	-	9	3	
Plymouth	171	117	93	140	94	.54	140	8	17	176	7	6	3	3	-	-	-	4,000	-	-	-	1	7	-	2	2	
Prentiss	169	128	110	117	83	.56	146	9	7	150	6	5	5	5	1	-	-	1,765	-	-	-	6	6	-	8	5	
Springfield	158	91	72	92	68	.44	101	10	13	144	5	3	3	3	-	-	-	5,000	-	-	-	1	4	-	4	1	
Stetson	126	67	60	78	74	.52	90	9	10	87	7	2	2	1	-	-	-	2,000	-	-	-	5	4	-	4	3	
Veazie	120	71	63	74	63	.52	78	11	10	108	2	2	1	1	-	-	-	2,500	-	-	-	3	3	-	1	2	
Winn	234	151	125	139	108	.49	165	10	10	180	5	3	3	3	-	-	-	5,000	-	-	-	2	4	-	5	4	
Woodville	49	27	22	26	21	.43	27	12	10	67	3	3	1	1	-	-	-	300	-	-	-	3	3	-	3	1	
PLANTATIONS.																											
Draw	77	51	43	49	40	.53	58	10	10	150	4	4	3	3	-	-	-	1,500	-	-	-	5	5	-	1	1	
Lakeville	39	27	26	27	22	.61	27	10	9	74	2	1	2	2	-	-	-	800	-	-	-	1	2	-	2	-	
Grand Falls	25	14	11	14	11	.44	14	10	5	10	1	1	1	1	-	-	-	350	-	-	-	1	1	-	1	-	
Sebouis	28	18	17	16	14	.55	20	10	10	30	1	1	1	1	-	-	-	300	-	-	-	1	1	-	1	1	
Stacyville	185	125	81	113	87	.45	154	10	20	150	5	4	3	3	-	-	-	2,000	-	-	-	5	10	-	3	1	
Webster	53	29	21	22	13	.32	29	12	15	27	2	1	1	1	-	-	-	600	-	-	-	1	1	-	1	1	
Total	23,694	13,053	11,359	13,599	11,153	.47	14,533	9	3	12	2	14,656	427	341	235	3	\$3,066	\$776,065	23	42	509	533	213	147	208		

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 1905.		Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
	Number	of	Average	of	Average	of	Amount	of	Excess above	Less than the	Amount raised	Percentage of valuation									
Alton	1	-	\$8	00	\$25	\$400	\$149	-	\$4	87	.005	4-10	\$436	\$219	-	\$655	\$633	\$22	-	10	
Argyle	6	-	7	00	20	529	274	-	7	55	.009	2-10	533	202	\$21	756	746	-	-	10	
Bangor	105	150	00	00	2,120	42,000	24,520	-	5	83	.002	4-10	42,000	15,627	1,188	58,815	59,962	-	\$1,147	-	
Bradford	5	40	00	00	75	1,000	237	-	3	42	.004	2-10	929	800	109	1,838	1,807	-	31	-	
Bradley	3	32	00	00	60	660	111	-	3	27	.004	-	671	520	112	1,303	1,320	-	17	-	
Brewer	33	3	00	00	300	5,300	1,432	-	3	77	.002	7-10	5,300	3,564	121	8,985	8,744	-	241	-	
Burlington	2	32	66	25	25	318	-	-	2	78	.002	1-10	369	326	202	897	855	-	58	-	
Carmel	6	30	00	00	96	800	54	-	3	39	.002	8-10	992	692	64	1,748	1,696	-	52	-	
Carroll	9	24	00	00	49	550	184	-	3	23	.005	4-10	574	485	72	1,131	1,103	-	28	-	
Charleston	8	-	-	-	65	1,000	326	-	4	87	.003	6-10	1,000	370	82	1,652	1,432	-	220	-	
Chester	4	-	-	-	37	350	60	-	3	18	.005	3-10	365	299	123	787	845	-	10	58	
Clifton	-	-	-	-	25	310	121	-	6	19	.006	5-10	333	142	45	520	510	-	10	-	
Corinna	1	30	00	00	100	1,400	464	-	4	59	.003	3-10	1,400	901	55	2,356	2,189	-	167	-	
Corinth	-	30	00	00	75	1,000	166	-	4	34	.002	4-10	1,073	564	64	1,701	1,796	-	95	-	
Dexter	23	-	-	-	600	3,500	1,147	-	4	20	.006	2-10	3,641	2,197	131	5,969	6,235	-	326	15	
Dixmont	3	36	00	00	65	674	-	-	3	00	.002	8-10	674	570	92	1,336	1,351	-	15	-	
Eddington	-	-	-	-	60	680	70	-	4	19	.003	7-10	633	452	-	1,085	1,083	-	2	-	
Edinburg	-	-	-	-	10	40	-	\$12	2	85	.001	9-10	212	33	25	270	174	-	96	-	
Enfield	5	42	00	00	68	1,200	350	-	3	26	.005	-	1,227	905	55	2,187	2,153	-	34	121	
Etna	3	30	00	00	58	425	3	-	2	42	.003	6-10	371	443	69	874	985	-	101	-	
Exeter	6	-	-	-	65	710	7	-	3	60	.002	6-10	712	589	221	1,523	1,624	-	101	-	
Garland	5	-	-	-	100	900	214	-	4	30	.005	2-10	938	562	224	1,725	1,584	-	141	-	
Glenburn	3	-	-	-	56	700	331	-	5	69	.004	9-10	803	279	180	1,262	1,349	-	87	-	

Greenbush	6	-	7 67	54	500	31	-	3 24	.006 3-10	544	430	30	1,084	968	36
Greenfield	1	-	6 50	18	310	182	-	6 59	.009 6-10	435	140	-	575	482	93
Hampden	18	-	8 50	300	3,000	1,254	-	5 36	.004 2-10	5,303	1,663	-	6,966	6,773	193
Hermion	7	36 00	6 60	113	1,109	154	-	3 33	.003 1-10	1,138	1,055	73	2,266	2,216	50
Holden	5	-	6 50	46	700	218	-	4 47	.004 7-10	700	474	30	1,204	1,188	16
Howland	4	46 00	7 00	45	650	235	-	4 03	.002 6-10	651	482	-	1,133	1,105	28
Hudson	-	-	7 00	24	450	106	-	4 24	.004 8-10	487	288	111	886	911	-
Kenduskeag	1	48 06	9 00	25	600	262	-	5 17	.003 7-10	599	339	74	1,012	987	25
Kingman	8	52 00	8 50	80	1,000	251	-	3 62	.006 8-10	1,055	907	63	2,025	2,028	3
Lagrange	-	-	7 10	55	460	1	-	2 67	.002 3-10	444	496	63	1,003	956	47
Lee	7	24 00	8 50	65	741	100	-	2 82	.006 3-10	940	704	60	1,704	1,527	177
Levant	3	39 50	6 83	77	650	19	-	3 47	.002 9-10	915	616	85	1,616	1,670	-
Lincoln	16	48 00	6 66	185	3,500	2,115	-	5 27	.006 4-10	3,501	1,781	200	5,482	5,382	100
Lowell	2	-	6 17	14	240	-	-	2 96	.003 5-10	204	233	66	503	503	-
Mattawankeag	5	45 00	9 00	37	422	-	-	2 93	.003 4-10	622	414	250	1,236	1,312	-
Maxfield	1	-	5 37	9	200	108	-	8 33	.007 1-10	225	82	8	315	284	31
Medway	5	26 70	5 86	25	240	2	-	1 51	.004 1-10	331	430	160	921	795	126
Milford	5	64 00	9 00	100	700	30	-	2 33	.002 3-10	735	803	189	1,727	1,733	-
Millpocket	17	-	10 00	200	1,500	585	-	1 83	.002 1-10	3,357	2,274	400	6,031	4,730	1,301
Mt. Chase	3	-	7 00	40	250	11	-	2 40	.004	371	334	106	811	838	-
Newburg	9	31 00	5 73	60	900	313	-	5 65	.003 8-10	951	464	-	1,415	1,480	-
Newport	-	-	8 83	150	2,700	1,474	-	7 01	.004 3-10	2,700	879	232	3,811	3,911	100
Old Town	29	60 00	9 35	900	7,000	2,390	-	3 68	.003 9-10	7,000	4,737	74	11,811	12,242	431
Orono	20	-	8 60	500	3,550	914	-	3 45	.003 3-10	3,550	2,564	555	6,669	7,078	409
Orrington	11	-	7 32	164	1,400	387	-	4 00	.003 6-10	1,407	970	69	2,446	2,434	12
Pasadumkeag	4	40 00	7 66	30	650	323	-	4 81	.007 4-10	636	400	4	1,040	1,057	-
Patten	9	40 00	8 22	125	1,550	612	-	3 43	.002 8-10	1,794	1,249	106	3,149	3,495	346
Plymouth	2	82 00	6 50	60	800	274	-	4 67	.004 9-10	802	488	8	1,298	1,194	104
Prentiss	11	-	6 64	40	401	-	-	2 36	.004 9-10	472	463	119	1,054	1,021	33
Springfield	-	28 00	6 00	30	450	24	-	2 21	.003 8-10	557	422	72	1,051	971	80
Stetson	0	-	6 50	60	500	98	-	3 96	.002 8-10	651	301	162	1,114	1,162	-
Yeazie	3	-	8 50	15	550	106	-	4 58	.002	701	375	-	1,076	1,013	63
Winn	6	50 00	8 00	75	800	250	-	3 54	.005	893	685	55	1,683	1,778	145
Woodville	4	-	6 83	25	112	-	16	2 28	.002	127	140	286	553	476	77
PLANTATIONS.															
Drew	4	-	6 05	22	700	604	-	9 09	.007 7-10	733	186	33	952	925	27
Lakeville	2	25 00	5 75	19	86	-	17	2 20	.000 8-10	172	371	14	557	471	86
Grand Falls	-	-	5 00	8	50	8	-	2 00	.000 6-10	59	66	-	125	163	-
Sebouis	-	-	7 00	12	100	23	-	3 57	.002 6-10	121	95	75	291	239	52
Stacyville	10	-	7 00	50	400	114	-	2 16	.004 1-10	585	433	316	1,394	1,136	258
Webster	2	-	8 00	9	90	-	9	1 76	.004 6-10	471	162	-	633	238	395
Total	477	\$41 78	\$7 18	\$8,010	\$104,365	\$43,830	\$54	\$4 44	.003	\$112,126	\$60,396	\$7,395	\$178,917	\$179,218	\$4,464 \$3,765

PISCATAQUIS 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, 6 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 attend summer schools.	
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.		
Abbot.....	196	131	105	121	102	.52	131	10	19					29	8	8	7	5	-	-	-	-	-	-	-	-	-	-	-	-	\$2,000	-	1	6	5	2	4	4								
Atkinson.....	144	81	81	103	51	.45	104	10	9					112	6	6	5	3	-	-	-	-	-	-	-	-	-	-	-	1,400	-	1	4	6	1	1	1	2								
Blanchard.....	63	49	39	44	34	.59	39	10	19					58	2	2	2	1	-	-	-	-	-	-	-	-	-	-	400	-	-	2	2	-	-	-	-	-	-	-						
Brownville.....	526	332	307	356	318	.58	356	10	10					530	9	9	8	4	-	-	-	-	-	-	-	-	-	-	10,500	-	-	11	11	8	11	7	7									
Dover.....	429	269	239	280	253	.57	339	10	19					309	12	12	8	7	-	-	-	-	-	-	-	-	-	-	16,000	-	-	10	11	6	6	6	6	6	6							
Foxcroft.....	464	269	241	275	239	.51	305	11	1	20	3			274	5	5	5	1	1	1	1	1	1	1	1	1	1	1	10,500	-	-	9	10	4	5	5	5	2								
Greenville.....	351	211	187	221	179	.54	239	11	23					170	4	4	3	2	-	-	-	-	-	-	-	-	-	-	15,000	-	-	5	5	5	4	5	2									
Guilford.....	423	269	241	268	227	.55	284	10	12					369	7	7	7	3	-	-	-	-	-	-	-	-	-	-	18,000	-	-	12	12	1	1	1	1	1	1	3						
Medford.....	60	45	43	42	36	.65	52	9	3	11				62	3	3	3	3	-	-	-	-	-	-	-	-	-	-	1,300	1	1	2	3	1	1	2	3	3	3							
Milo.....	626	345	338	334	328	.53	345	10	10					372	7	7	7	2	-	-	-	-	-	-	-	-	-	-	7,350	-	-	10	10	4	6	3	3	3	3							
Monson.....	393	204	178	289	234	.52	363	10	10		4			357	8	8	7	1	-	-	-	-	-	-	-	-	-	-	8,100	2	2	11	10	10	3	1	1	1	1	3						
Orneville.....	104	70	64	64	55	.57	73	7	19					109	4	4	4	6	-	-	-	-	-	-	-	-	-	-	2,000	-	-	2	4	7	1	1	1	2	2							
Parkman.....	201	129	126	125	125	.62	131	11	14					150	10	10	10	6	-	-	-	-	-	-	-	-	-	-	1,800	-	-	6	6	6	4	1	1	1	1	3						
Sangerville.....	331	185	149	202	164	.47	235	10	11					320	8	8	7	5	-	-	-	-	-	-	-	-	-	-	10,000	-	1	10	12	5	5	1	1	1	1	1						
Sebec.....	187	121	103	117	97	.53	128	10	9					180	10	10	10	1	-	-	-	-	-	-	-	-	-	-	3,500	-	-	1	7	5	5	5	3	3	3							
Shirley.....	84	52	45	49	40	.50	57	9	15					72	3	3	3	3	-	-	-	-	-	-	-	-	-	-	1,100	1	1	2	2	2	2	2	2	2	2							
Wellington.....	133	75	58	80	61	.44	86	9	10					120	8	8	8	1	1	1	1	1	1	1	1	1	1	1	1,150	1	1	6	6	6	6	6	6	6	6	1						
Williamsburg.....	41	19	19	20	19	.46	35	10	10					48	2	2	2	2	-	-	-	-	-	-	-	-	-	-	250	1	1	2	2	2	2	2	2	2	2							
Willimantic.....	74	57	49	54	37	.58	59	9	4	19				59	4	4	4	3	-	-	-	-	-	-	-	-	-	-	2,000	-	-	3	5	5	1	1	1	1	1	1						

PLANTATIONS.

Barnard	32	22	19	19	16	.54	22	10	9	29	1	1	-	-	-	300	-	-	1	1	1				
Bowberbank	17	14	12	13	10	.64	14	11	10	30	2	1	1	-	-	700	-	-	1	1					
Elliotsville	23	13	13	13	13	.56	18	11	10	42	2	2	-	1	250	1,000	-	-	2	2					
Kingsbury	56	35	30	37	25	.49	37	9	14	69	3	3	-	-	-	600	-	-	3	3					
Lake View	40	27	23	21	18	.51	29	10	9	29	1	1	1	-	-	500	-	-	1	2					
Total	4,998	3,027	2,709	3,147	2,681	.53	3,481	9	4	13	2	3,726	130	110	53	2	\$726	\$115,450	9	10	130	139	51	41	45

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 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Abbot	10	\$12 00	\$7 50	\$100	\$1,059	\$486	-	\$5 43	.006 4-10	\$1,116	\$564	\$37	\$1,717	\$1,702	\$15	-
Atkinson	2	28 00	6 50	50	600	204	-	4 16	.004 2-10	655	342	24	1,087	1,227	-	\$140
Blanchard	2	-	2 00	-	350	152	-	5 55	.004 6-10	350	203	41	594	575	19	-
Brownville	11	-	9 50	125	1,800	544	-	3 42	.003 6-10	1,840	1,345	75	3,260	3,253	7	-
Dover	11	-	2 90	500	2,750	1,159	-	6 41	.002 9-10	2,750	1,112	162	4,024	4,166	-	142
Foxcroft	9	-	9 12	500	2,600	1,297	-	5 60	.003 5-10	2,605	1,235	82	3,922	3,908	20	-
Greenville	5	-	10 00	200	1,800	906	-	5 12	.004 1-10	2,613	1,113	50	3,776	3,035	741	-
Guilford	17	28 00	8 45	500	2,660	1,365	-	6 14	.004 4-10	2,601	1,151	263	4,015	3,979	36	-
Milford	3	28 00	6 94	24	450	224	-	7 50	.005 1-10	450	192	5	647	570	77	-
Milo	10	36 00	9 00	100	1,600	680	-	2 55	.002 2-10	2,325	1,356	79	3,220	3,645	175	-
Monson	6	32 66	7 29	85	1,200	307	-	3 05	.005	1,347	1,118	34	2,499	2,429	70	-
Orneville	2	32 00	6 45	32	397	137	-	3 81	.003 7-10	448	375	110	933	961	-	28
Parkman	4	-	6 75	60	700	126	-	3 48	.003 2-10	879	572	48	1,499	1,527	-	28
Sangerville	17	26 00	7 75	150	2,200	1,165	-	6 64	.004 6-10	2,005	874	56	2,935	3,092	-	157
Sebec	2	44 00	7 30	75	950	476	-	5 08	.005 8-10	1,075	499	103	1,677	1,665	12	-
Shirley	-	30 00	7 33	25	232	34	-	2 76	.003 4-10	232	206	144	582	553	29	-
Wellington	2	28 00	6 02	33	400	70	-	3 00	.003 8-10	400	318	-	715	768	-	53
Williamsburg	-	16 00	6 00	11	225	131	-	5 42	.004 6-10	154	112	70	336	325	11	-
Willimantic	3	-	2 00	20	340	5	-	4 59	.004 7-10	401	230	40	671	667	4	-

PUBLIC SCHOOLS.

DLE

PLANTATIONS.																
Barnard	-	-	7 75	10	85	7	-	2 65	.002 1-10	166	77	-	243	239	4	
Bowerbank	-	-	6 50	5	150	97	-	8 82	.004 4-10	150	52	20	222	210	12	
Elliotsville	-	-	6 25	4	200	131	-	8 69	.002 5-10	484	60	-	544	264	280	
Kingsbury	3	-	5 50	20	300	215	-	5 35	.004 7-10	326	148	15	459	478	11	
Lake View	-	-	8 75	12	175	37	-	4 37	.001	231	126	69	426	374	52	
Total	125	\$28 96	\$7 56	\$2,647	\$23,163	\$9,955	-	\$4 63	.003 7-10	\$25,663	\$13,383	\$1,593	\$40,639	\$39,612	\$1,575	\$548

APPENDIX.

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Arrowsic.....	-	-	\$6 75	\$10	\$250	\$106	-	\$5 81	.002 7-10	\$271	\$167	\$2	\$440	\$397	\$43	
Bath.....	53	\$78 94	11 15	1,500	22,700	14,512	-	7 25	.003 6-10	22,700	8,400	936	32,036	27,412	4,618	
Bowdoin.....	11	-	6 85	69	1,100	359	-	4 01	.003 7-10	1,113	789	-	1,902	1,822	74	
Bowdoinham.....	10	30 00	7 00	70	1,400	356	-	4 26	.002 7-10	1,570	915	-	2,485	2,584	-	99
Georgetown.....	-	30 00	7 50	60	800	161	-	4 22	.003 2-10	910	556	-	1,472	1,386	86	
Perkins.....	1	-	5 00	5	100	51	-	8 33	.001 3-10	92	27	-	125	125	-	
Phippsburg.....	9	34 00	7 65	75	1,400	397	-	4 21	.003 5-10	1,421	975	-	2,396	2,463	-	67
Richmond.....	14	48 42	6 77	250	2,500	861	-	5 34	.002 6-10	2,809	1,238	2	4,049	4,090	-	41
Topsham.....	14	30 00	7 50	240	3,000	1,322	-	4 43	.002 6-10	4,037	1,622	-	5,659	4,956	703	
West Bath.....	-	-	7 00	30	600	367	-	6 66	.004 3-10	631	220	5	856	917	-	61
Woolwich.....	4	-	7 50	63	900	196	-	4 52	.002 9-10	942	515	-	1,463	1,455	8	
Total.....	116	\$41 89	\$7 33	\$2,372	\$34,750	\$15,485	-	\$6 05	.003 3-10	\$36,514	\$15,424	\$945	\$52,883	\$47,619	\$5,532	\$2 68

APPENDIX.

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 spring and summer 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.																
Anson	561	337	282	328	256	.47	447	9	1	16	3	312	9	9												
Athens	248	144	135	147	139	.55	150	10	14	14	11	168	9	9												
Bingham	285	198	187	188	171	.62	202	12	17	17	2	236	9	9		950		\$7,000	2	3	11	13	1			
Cambridge	85	40	33	51	42	.44	44	5	9	9	9	75	9	9				3,000			7	10				
Canaan	245	123	101	118	95	.40	138	10	14	14	210	12	9	9				6,100			10	10				
Concord	85	40	36	43	37	.42	45	9	11	11	60	9	9	9				1,250			3	3				
Cornville	175	105	92	167	140	.66	169	9	13	13	168	13	9	9				2,500			3	3				
Detroit	136	68	61	79	70	.48	72	9	11	11	98	4	9	9				700			3	3				
Emblen	151	116	90	104	78	.55	118	9	12	12	146	9	9	9				5,000			3	3				
Fairfield	1,239	720	626	770	600	.47	875	10	22	22	781	20	15	10			200	4,500			3	27				
Harmony	177	114	92	119	89	.51	125	10	10	10	160	2	9	9				40,000			3	3				
Hartland	293	177	158	213	174	.57	234	10	10	10	270	2	9	9		1	500	2,500			1	1				
Madison	775	476	411	481	409	.52	564	11	11	11	528	14	12	12				7,000			1	16				
Mercer	134	81	70	82	66	.50	82	8	8	8	126	5	5	5				33,000								
Moscow	150	101	93	103	96	.63	105	9	11	11	100	5	9	9				500			1	4				
New Portland	240	157	134	159	126	.54	159	9	2	13	1	191	9	9				1,600			2	6				
Norridgewock	428	264	224	258	221	.51	279	11	11	11	429	11	11	11				4,000			12	12				
Palmyra	226	133	113	171	162	.58	186	9	4	20	250	11	11	11				4,338			1	12				
Pittsfield	778	444	377	476	395	.49	520	11	11	11	451	9	9	9				33,000			2	6				
Ripley	110	52	46	51	41	.39	52	9	6	6	86	5	5	5				2,000			1	1				
Skowhegan	1,467	462	462	1,175	1,038	.51	758	9	12	12	684	20	16	10				50,000			13	14				
Smithfield	138	92	82	94	89	.60	106	7	12	12	118	6	6	6				3,000			3	3				
Solon	285	191	204	178	178	.58	226	10	9	9	273	7	6	6				2,500			2	2				
St. Albans	289	211	175	210	159	.57	232	7	7	7	273	14	12	12				9,000			3	3				
Starks	177	111	98	118	90	.53	129	8	9	9	189	10	7	1				3,765			1	5				

PUBLIC SCHOOLS.

PLANTATIONS.

Bigelow	21	20	16	18	14	.71	20	9	11	20	1	1	-	-	-	600	-	-	1	1					
Brighton	108	46	40	49	45	.39	50	8	12	120	9	5	-	-	-	800	-	-	6	5					
Caratunk	77	37	33	39	35	.44	40	10	13	70	2	1	1	-	-	1,800	-	-	3	3		1	1	2	
Dead River	30	20	20	19	17	.61	20	10	12	22	2	2	-	-	-	400	1	-	1	2					
Dennistown	40	28	24	24	19	.53	28	10	10	40	2	2	1	-	-	500	-	-	2	2					
Flagstaff	50	19	13	32	30	.43	45	10	10	32	1	1	1	-	-	1,800	-	1	1	1			1	1	
Highland	22	17	15	14	12	.61	17	11	12	23	1	1	1	-	-	600	1	1	-	-			1	1	
Jackman	98	61	56	62	45	.54	62	12	9	62	1	1	1	-	-	2,500	1	1	1	1			1	1	
Lexington	65	40	31	46	32	.48	51	8	3	65	3	3	-	-	-	1,000	1	-	2	3					
Mayfield	14	14	12	11	9	.75	14	11	14	26	2	1	2	-	-	300	-	-	1	1					
Moose River	77	48	30	55	49	.75	55	10	17	81	2	2	2	1	3,300	4,000	3	4	2	3			1		
Pleasant Ridge	22	22	18	16	11	.65	22	8	12	20	3	-	1	-	-	100	-	-	1	1					
The Forks	63	40	37	42	40	.61	42	12	12	72	3	-	3	-	-	900	-	-	3	3			3	3	3
West Forks	60	32	28	30	27	.45	33	10	12	50	2	1	1	-	-	1,300	-	-	2	3			2	2	3
Total	9,619	5,477	4,708	6,366	5,336	.52	6,540	9	1	12	1			4	\$4,450	\$247,253		25	32	247	259		67	57	52

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 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Anson	12	\$32 00	\$6 53	\$150	\$3,825	\$2,361	-	\$6 81	.005 7-10	\$4,006	\$1,699	-	\$5,705	\$4,515	\$1,190	
Athens	11	-	6 88	168	1,000	283	-	4 03	.003 3-10	1,295	658	88	2,041	1,542	499	
Bingham	4	-	6 50	121	1,000	327	-	3 50	.003 8-10	1,006	663	83	1,752	1,726	26	
Cambridge	2	30 00	6 00	25	364	73	-	4 28	.002 9-10	391	222	30	643	649	-	
Canaan	11	24 00	6 25	90	823	1	-	3 25	.002 8-10	1,007	663	26	1,696	1,681	15	
Concord	4	-	5 73	72	277	44	-	3 25	.003 8-10	289	219	-	488	560	-	
Cornville	1	30 00	7 33	50	800	249	-	4 56	.002 6-10	800	512	117	1,429	1,564	-	
Detroit	5	-	7 40	45	475	53	-	3 49	.003 2-10	537	726	-	1,263	879	295	135
Embsden	-	-	6 00	50	579	125	-	3 83	.002 2-10	609	411	-	1,020	365	141	
Fairfield	12	34 00	7 85	800	5,000	1,998	-	4 03	.003 3-10	7,686	3,425	15	11,126	8,476	2,650	
Harmony	6	24 00	6 00	40	985	528	-	5 56	.004 4-10	926	471	67	1,464	1,415	49	
Hartland	5	-	7 00	100	1,200	308	-	4 09	.002 8-10	1,200	868	134	2,202	2,332	-	
Madison	16	26 00	7 93	400	4,200	1,989	-	5 41	.002 4-10	4,200	2,030	205	6,435	7,371	-	630
Mercer	2	26 00	6 25	40	600	206	-	4 47	.003 7-10	709	359	-	1,068	339	129	936
Moscov	8	-	7 04	120	500	198	-	3 33	.004 1-10	480	414	36	930	924	6	
New Portland	-	32 00	6 30	100	1,000	270	-	4 16	.003 9-10	1,003	715	30	1,748	1,830	-	
Norridgewock	4	-	7 50	150	2,150	954	-	5 02	.003 7-10	2,651	1,159	-	3,810	3,489	321	82
Palmyra	-	22 00	6 00	101	1,200	468	-	5 30	.003 7-10	1,394	671	114	2,179	2,104	75	
Pittsfield	12	-	9 82	275	4,000	1,687	-	5 14	.003 1-10	4,440	2,137	8	6,585	7,068	-	483
Ripley	-	26 00	7 80	40	282	23	-	3 47	.002 7-10	382	288	32	702	702	-	70
Skowhegan	24	-	9 33	1,200	6,684	2,540	-	4 55	.001 8-10	6,684	3,808	-	10,492	10,492	-	
Smithfield	3	26 00	6 50	37	500	141	-	3 62	.003 8-10	476	364	-	840	834	6	
Solon	-	-	6 75	80	1,600	803	-	5 61	.004 4-10	1,665	822	77	2,564	2,434	130	
St. Albans	3	21 73	6 03	73	1,300	470	-	4 49	.003 5-10	1,366	847	61	2,274	2,244	30	
Starks	10	23 68	6 42	48	1,000	491	-	5 64	.004 9-10	1,041	474	-	1,515	1,457	58	

PLANTATIONS.

Bigelow	-	-	7 50	5	50	5	-	2 33	.000 8-10	83	291	-	374	197	177	
Brighton	5	-	4 75	20	350	56	-	3 24	.005 5-10	390	470	-	860	629	231	
Caratunk	4	-	5 86	72	175	1	-	2 27	.001 9-10	243	212	140	595	513	82	
Dead River	-	30 00	7 50	9	80	7	-	2 66	.001 6-10	162	90	184	436	346	90	
Dennistown	-	-	6 37	6	140	63	-	3 50	.002 6-10	143	113	6	262	265	-	
Flagstaff	1	61 00	7 88	12	100	8	-	2 00	.002 2-10	115	126	162	403	363	40	
Highland	1	28 00	-	5	53	-	-	2 40	.001 3-10	69	68	99	236	224	12	
Jackman	-	46 00	9 00	9	400	118	-	4 73	.003 2-10	400	255	65	720	594	-	
Lexington	-	28 00	6 30	25	200	15	-	3 07	.008 5-10	240	181	34	455	455	174	
Mayfield	-	-	5 79	60	50	-	21	3 57	.000 8-10	134	49	-	183	183	-	
Moose River	-	48 00	6 50	30	200	-	71	2 62	.002 6-10	349	214	290	853	726	127	
Pleasant Ridge	2	24 00	6 00	20	200	109	-	9 09	.006	205	98	66	369	292	77	
The Forks	4	-	8 50	72	300	174	-	4 76	.004 5-10	612	239	7	858	641	217	
West Forks	4	-	5 95	72	150	22	-	2 50	.002 8-10	407	330	2	739	530	209	
Total	174	\$30 87	\$6 87	\$4,792	\$43,892	\$17,108	\$92	\$4 56	.003 1-10	\$49,775	\$27,361	\$2,178	\$79,314	\$75,013	\$6,882	\$2,581

Swanville	123	91	75	70	66	.57	103	10	9	112	6	4	2	-	-	2,800	-	2	4	3				
Thorndike	150	84	72	92	76	.49	95	8	12	124	6	6	4	-	-	4,000	-	1	6	5	2	2		
Troy	190	110	93	109	88	.47	125	8	15	130	11	6	8	-	-	2,500	-	3	6	8	-	3	4	
Unity	194	100	87	105	89	.45	134	11	13	168	5	5	5	-	-	7,000	-	-	7	7	1			
Waldo	124	92	77	88	70	.59	98	10	10	140	7	5	2	-	-	900	-	1	5	4	4			
Winterport	489	232	218	228	212	.43	241	10	9	108	10	8	10	-	-	2,000	1	2	10	9	4	3	12	
Total	6,320	3,857	3,196	3,728	3,060	.49	4,145	9	1	12	4,689	200	155	91	1	\$475	\$99,524	15	36	179	182	60	30	30

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 1905.		Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
	Male	Female	Male	Female	Male	Female	Male	Female	Excess above amount required by law.	Less than the amount required by law.											
Belfast	25	28	\$54	\$8 77	\$1,000	\$7,500	\$3,808	-	\$6 97	.002 8-10	\$7,500	\$2,907	\$230	\$10,637	\$10,607	\$30					
Belmont	3	-	-	6 00	15	600	318	-	6 89	.006 2-10	600	255	-	855	847	8					
Brooks	3	28	00	6 42	50	535	-	-	9 84	.002 1-10	681	564	-	1,245	1,037	208					
Burnham	-	20	50	6 00	50	800	187	-	4 06	.003 7-10	829	610	20	1,459	1,491	-			\$32		
Frankfort	4	60	00	7 37	58	968	-	-	9 59	.003 7-10	1,015	964	186	2,165	2,208	-			43		
Freedom	1	-	-	5 55	22	333	-	-	3 30	.002 4-10	579	331	-	910	690	220					
Islesboro	6	42	00	9 43	129	1,000	262	-	3 40	.001 1-10	1,000	825	-	1,825	1,712	113					
Jackson	4	-	-	6 25	38	351	-	-	1 76	.002 4-10	408	368	15	791	855	-			64		
Knox	5	-	-	4 52	28	446	-	-	3 45	.002 5-10	493	353	-	846	692	154					
Liberty	4	-	-	5 50	58	635	45	-	3 11	.003 2-10	618	542	100	1,266	1,145	121					
Lincolnton	-	-	-	7 25	75	1,100	122	-	3 31	.003 8-10	1,171	816	-	1,987	1,990	-			3		
Monroe	21	26	00	5 97	61	1,000	234	-	5 55	.003 9-10	1,063	526	-	1,589	1,620	-			31		
Montville	1	29	00	5 75	69	830	44	-	3 44	.002 8-10	928	652	-	1,580	1,802	-			222		
Morrill	-	-	-	6 75	25	336	-	-	3 46	.003	428	296	-	724	692	32					
Northport	-	30	00	6 62	35	700	264	-	7 52	.002 2-10	766	311	-	1,077	1,033	44					
Palermo	-	28	12	5 94	50	757	151	-	3 55	.004 4-10	757	515	10	1,282	1,379	-			97		
Prospect	6	-	-	6 95	73	563	45	-	3 09	.003 5-10	606	482	102	1,190	1,100	90					
Searsmont	-	50	00	5 75	67	949	190	-	3 87	.003	1,044	589	-	1,633	1,813	-			180		
Searsport	9	28	00	7 00	150	1,100	21	-	2 99	.001 7-10	1,450	956	-	2,406	2,569	-			163		
Stockton Springs	-	32	00	6 50	90	900	202	-	3 81	.003 5-10	938	572	-	1,510	1,496	14					
Swanville	-	35	00	6 50	51	550	148	-	4 46	.004	708	381	5	1,094	1,039	55					

Thorndike	3	24 00	5 99	46	430	32	-	2 86	.002 1-10	430	361	-	791	820	-	29
Troy	1	30 00	5 68	50	800	187	-	4 21	.003 1-10	879	490	- 49	1,418	1,400	- 18	
Unity	5	-	6 50	75	1,000	298	-	5 15	.003 2-10	1,000	624	-	1,624	1,673	-	49
Waldo	4	24 00	6 00	30	500	126	-	4 03	.003 8-10	556	328	- 28	912	985	-	73
Winterport	12	28 00	7 35	160	1,800	502	-	3 67	.003 4-10	1,894	1,345	-	3,239	2,767	472	
Total	120	\$33 46	\$6 47	\$2,555	\$26,533	\$7,186	-	\$4 19	.002 8-10	\$28,341	\$16,969	\$745	\$46,055	\$45,462	\$1,579	\$986

Jonesboro	198	118	103	120	77	.46	130	10	130	6	6	-	-	-	2,600	2	-	3	3	1	2				
Jonesport	850	511	418	501	460	.51	550	10	516	14	14	-	1	1,500	18,600	1	-	17	18	6	10				
Lubec	1,189	660	521	755	574	.43	812	24	654	13	10	12	-	-	27,500	-	-	20	21	14	18				
Machias	564	379	337	371	332	.59	398	12	374	9	9	5	-	-	15,000	-	-	11	11	4	3				
Machiasport	425	240	200	230	195	.46	267	10	252	7	5	3	-	-	4,500	1	-	8	6	5	6				
Marion	28	16	12	11	10	.39	18	12	22	1	1	1	-	-	500	-	-	1	1	1	-				
Marshfield	48	28	24	20	15	.40	28	10	24	2	2	2	-	-	500	-	-	1	1	1	-				
Meddybemps	54	27	24	31	26	.46	31	10	26	1	1	1	-	-	3,000	-	-	1	1	-	-				
Milbridge	520	306	239	349	258	.47	349	10	336	9	9	8	-	-	8,000	4	-	5	8	7	3				
Northfield	34	28	24	25	23	.69	28	10	26	1	1	1	-	-	400	-	-	1	1	-	-				
Pemroke	493	384	331	361	313	.65	416	10	389	12	7	8	-	-	15,000	3	-	4	10	9	1				
Perry	355	229	177	211	166	.51	232	9	225	9	9	7	-	-	4,000	1	-	8	12	2	2				
Princeton	352	261	234	270	249	.68	277	10	231	6	6	4	-	500	3,500	3	-	3	5	5	4				
Robbinston	243	-	-	-	-	-	16	14	180	6	6	2	-	-	3,300	2	-	4	6	6	-				
Roque Bluffs	41	30	25	29	25	.60	31	10	44	2	2	-	-	-	700	-	-	2	2	-	-				
Steuben	227	167	141	151	129	.59	177	12	260	11	11	4	-	-	4,750	3	-	2	8	9	8				
Talmage	32	17	16	18	17	.51	18	11	23	1	1	1	-	-	500	-	-	1	1	1	1				
Topsfield	100	69	58	65	46	.64	74	10	96	3	3	3	-	-	1,200	-	-	2	4	2	-				
Trescott	142	92	66	76	58	.43	93	10	120	5	5	5	-	-	3,000	-	-	5	5	6	1				
Vanceboro	172	113	95	104	87	.52	119	11	128	3	3	-	-	-	3,700	-	-	4	4	4	1				
Waite	36	18	16	28	21	.51	30	12	22	2	2	-	-	-	800	1	-	2	1	2	-				
Wesley	74	56	45	55	46	.61	64	10	80	4	4	4	-	-	2,500	2	-	2	2	2	-				
Whiting	142	92	75	83	69	.50	98	11	127	5	3	3	-	-	1,750	1	-	5	4	4	-				
Whitneyville	87	48	46	-	52	-	48	12	44	1	1	1	-	-	1,800	-	-	3	3	1	2				
PLANTATIONS.																									
Codyville	29	21	19	21	19	.65	21	12	23	1	1	1	-	-	400	-	-	2	2	-	-				
Grand Lake Stream	109	67	65	-	59	.74	10	-	50	2	1	1	-	-	1,000	-	-	3	-	1	-				
No. 14	31	21	19	22	19	.61	23	11	42	2	2	2	-	-	500	-	-	2	2	-	1				
No. 21	41	23	23	28	18	.50	29	10	26	1	1	-	-	-	500	-	-	1	1	1	-				
Total	14,375	8,725	7,443	8,654	7,283	.51	9,586	10	4	13	2	9,151	254	228	158	2	\$2,000	\$268,030	50	52	281	278	101	119	66

APPENDIX.

WASHINGTON COUNTY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Amount paid for school superintendence.	Amount of money voted in 1906.	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, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Addison	15	\$30 16	\$6 93	\$100	\$1,200	\$353	-	\$4 02	.006 6-10	\$1,213	\$791	-	\$2,004	\$1,996	\$8	
Alexander	2	35 10	5 40	25	266	-	-	1 97	.004 5-10	316	370	\$113	739	738	1	
Balleville	2	-	5 27	35	500	328	-	2 84	.006	500	191	45	736	671	65	
Baring	2	47 50	7 00	23	277	92	-	3 55	.002 7-10	293	308	11	518	526	-	
Beddington	2	30 00	2 00	8	95	26	-	7 30	.003 2-10	135	41	71	247	157	90	
Brookton	-	45 06	6 50	15	275	47	-	2 93	.004 3-10	327	277	102	706	532	174	
Calais	41	105 06	7 76	300	6,169	45	-	2 59	.002 3-10	6,169	6,797	-	12,966	12,771	195	
Centerville	-	-	5 00	4	80	7	-	2 66	.001 5-10	268	88	63	319	290	29	
Charlotte	-	-	5 50	25	275	23	-	2 57	.003 7-10	281	224	42	557	557	4	
Cherryfield	-	-	7 41	185	1,500	13	-	2 94	.003 3-10	1,387	1,460	114	2,961	3,321	360	
Columbia	-	36 00	7 50	37	613	200	-	2 69	.006 3-10	615	433	73	1,121	1,156	35	
Columbia Falls	7	48 00	5 50	50	460	5	-	2 43	.003 4-10	471	548	31	1,050	935	115	
Cooper	-	26 25	5 50	13	200	34	-	2 27	.003 8-10	200	178	76	454	455	11	
Crawford	-	-	6 00	10	145	55	-	3 31	.003 9-10	145	82	34	261	264	3	
Cutler	-	-	6 50	35	686	234	-	4 39	.007 7-10	898	531	-	1,429	1,092	337	
Danforth	5	37 50	7 50	75	1,000	126	-	2 66	.004 4-10	1,095	1,019	14	2,128	2,350	222	
Deblois	-	-	7 00	4	70	12	-	2 33	.003 1-10	72	52	27	151	157	6	
Dennysville	3	54 00	9 00	35	355	-	-	2 15	.002 7-10	444	507	70	1,021	922	99	
East Machias	7	44 00	7 16	100	1,310	93	-	2 97	.003 4-10	1,313	1,246	-	2,559	2,623	64	
Eastport	27	77 24	8 47	500	7,000	2,751	-	3 75	.004 4-10	7,123	5,033	3,602	15,752	15,761	3	
Edmunds	4	-	6 40	35	394	-	-	1 84	.004 1-10	416	570	80	1,066	978	88	
Forest City	1	-	25	6	125	4	-	3 67	.001 3-10	843	61	-	904	262	642	

PUBLIC SCHOOLS.

Harrington	-	24 80	7 00	60	980	48	-	3 50	.004 5-10	1,013	767	-	1,780	1,899	-	119
Jonesboro	-	40 00	6 75	29	500	15	-	2 52	.004 1-10	598	562	24	1,184	1,277	-	93
Jonesport	18	55 00	7 78	200	1,800	101	-	2 11	.003 7-10	1,961	2,389	72	4,422	4,447	-	25
Lubec	21	-	8 05	500	3,000	596	-	2 52	.003 7-10	3,020	3,385	75	6,460	6,427	-	33
Machias	11	-	8 00	100	1,800	134	-	3 19	.002 3-10	1,800	1,517	135	3,452	3,768	-	316
Machiasport	3	46 00	6 80	75	1,200	226	-	2 82	.007 7-10	1,288	1,128	-	2,416	2,449	-	33
Marion	12	-	6 00	6	125	49	-	4 46	.004	135	77	13	225	187	-	38
Marshfield	-	-	9 25	16	185	2	-	3 85	.003 3-10	202	140	-	342	345	-	3
Meddybemps	-	32 00	7 00	7	125	2	-	2 31	.004 1-10	133	131	-	264	258	-	6
Milbridge	11	10 50	6 50	100	1,600	63	-	3 07	.004 3-10	1,868	1,576	-	3,444	3,365	-	79
Northfield	2	42 50	9 00	13	100	-	-	2 94	.002 8-10	205	86	41	332	268	-	64
Pembroke	5	28 00	6 61	75	1,322	-	-	2 66	.004 2-10	1,322	1,493	-	2,815	2,768	-	47
Perry	-	32 00	7 28	45	760	-	\$236	2 26	.004 5-10	858	860	80	1,798	1,803	-	5
Princeton	-	41 75	7 93	100	936	61	-	2 65	.003 9-10	936	915	18	1,869	2,179	-	310
Robbinston	-	35 29	7 00	60	700	25	-	2 88	.005 1-10	737	717	101	1,555	1,507	-	48
Roque Bluffs	-	-	6 00	5	175	41	-	4 26	.005 9-10	175	112	-	287	287	-	-
Steuben	2	24 00	6 00	50	1,150	429	-	5 06	.006 6-10	1,150	673	-	1,823	1,797	-	26
Talmage	1	-	7 00	7	80	6	-	2 50	.001 7-10	103	76	53	232	234	-	2
Topsfield	-	40 00	7 00	33	300	74	-	3 00	.003 1-10	438	268	120	826	804	-	22
Trescott	12	-	7 12	25	372	2	-	2 61	.006 8-10	455	441	-	896	887	-	9
Vanceboro	-	-	9 37	50	500	60	-	2 30	.003 2-10	864	463	128	1,455	1,545	-	90
Waite	3	24 00	6 00	16	125	17	-	3 47	.003 8-10	235	96	72	403	289	-	114
Wesley	1	39 00	6 00	12	375	217	-	5 06	.008 9-10	375	178	72	631	657	-	26
Whiting	1	26 00	7 25	30	420	101	-	2 95	.004 5-10	577	419	117	1,113	937	-	176
Whitneyville	2	-	4 37	20	340	1	-	3 90	.006 1-10	373	238	-	611	610	-	1
PLANTATIONS.																
Codyville	-	-	7 00	11	60	6	-	2 06	.002 1-10	151	100	-	251	172	-	79
Grand Lake Stream	-	-	6 25	7	200	23	-	1 83	.003	350	257	68	675	549	-	126
No. 14	2	-	7 75	16	62	-	-	2 00	.001 6-10	153	196	83	432	388	-	44
No. 21	2	47 00	7 00	7	100	31	-	2 43	.005	142	109	70	321	283	-	38
Total	207	\$40 09	\$7 07	\$3,290	\$42,417	\$6,778	\$236	\$2 95	.003 7-10	\$46,055	\$40,056	\$5,922	\$92,033	\$90,910	\$2,857	\$1,734

Sanford	2,678	783	670	916	667	.25	1,042	12	12		960	15	13	5	-	-	75,000	1	1	27	27	21	22	1	
Shapleigh	185	142	121	146	99	.59	171	8	7		154	7	6	7	-	-	2,484	1	5	6	6	-	1		
South Berwick	931	546	485	557	475	.51	601	11	10		317	14	11	6	-	-	20,000	1	-	17	18	2	3	2	
Waterboro	255	160	143	152	140	.55	166	10	15		274	13	13	3	-	-	5,000	1	1	10	12	2	4		
Wells	640	355	305	337	283	.45	370	11	10	5	526	15	15	5	2	3,500	15,000	3	2	14	15	6	1	5	
York	689	418	352	423	348	.50	451	12	24		612	14	13	12	-	-	15,000	1	1	17	17	10	6	1	
Total	19,574	8,282	7,195	8,509	7,079	.36	9,725	11	1	14	3	10,407	288	252	150	6	42,203	\$571,680	27	36	335	338	99	82	71

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 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Acton	-	-	\$6 73	\$50	\$1,050	\$388	-	\$6 73	.004 2-10	\$1,480	\$414	\$30	\$1,924	\$1,423	\$501	
Alfred	9	26 00	8 00	69	1,200	450	-	6 12	.004 1-10	3,200	617	124	1,941	1,941		
Berwick	9	76 00	8 00	115	3,000	1,176	-	5 21	.003 2-10	3,397	1,533	63	5,043	4,776	267	
Biddeford	44	100 00	11 75	1,600	14,000	1,084	-	2 32	.002 2-10	14,007	16,068	20	30,095	30,001	94	
Buxton	3	-	7 08	145	2,000	930	-	4 61	.002 7-10	2,276	1,237	-	3,513	3,083	430	
Cornish	8	24 00	7 14	45	1,000	213	-	3 73	.002 2-10	1,013	696	75	1,789	1,752	37	
Dayton	-	4	7 25	20	400	22	-	4 34	.002 2-10	400	293	6	699	749		
Elliot	-	36 00	9 00	125	2,000	834	-	5 54	.003 7-10	2,423	910	6	3,333	3,172	161	\$50
Hollis	3	26 00	5 98	70	1,050	31	-	3 61	.002 7-10	1,471	750	44	2,304	1,962	342	
Kennebunk	17	60 00	10 00	250	4,500	1,918	-	5 27	.002 2-10	4,746	2,014	-	6,760	6,844	-	84
Kennebunkport	13	40 00	7 21	160	2,800	1,102	-	4 72	.001 9-10	3,491	1,603	-	5,094	4,991	103	
Kittery	13	-	9 04	218	4,000	1,702	-	5 63	.004 8-10	3,941	1,918	-	5,859	5,824	35	
Lebanon	-	28 00	7 00	109	1,800	732	-	5 76	.005 1-10	2,099	830	-	2,929	2,807	122	
Limerick	2	22 00	6 25	73	800	101	-	3 66	.002 6-10	859	433	17	1,309	1,315	-	6
Limington	2	24 00	6 00	95	875	74	-	3 60	.002 7-10	875	630	-	1,505	1,547	-	42
Lyman	6	26 00	5 62	55	1,200	650	-	7 14	.003 9-10	1,055	507	-	1,562	1,734	-	172
Newfield	2	-	7 80	30	585	44	-	4 57	.002 7-10	608	364	-	972	948	24	
North Berwick	13	55 00	8 00	220	2,700	1,302	-	5 63	.003 9-10	2,700	1,372	12	4,084	4,372	-	288
Old Orchard	3	48 00	9 00	35	1,050	279	-	4 66	.001 1-10	1,336	613	3	1,952	1,553	399	
Parsonsfield	2	-	6 52	82	1,400	435	-	6 42	.003 4-10	1,320	592	150	2,062	2,163	-	101
Saco	26	90 00	10 50	626	11,000	6,102	-	6 31	.002 8-10	11,000	5,358	173	16,531	16,559	-	28

PUBLIC SCHOOLS.

Sanford	31	48 00	10 60	1,000	9,000	4,138	-	3 36	.003 2-10	10,630	6,797	68	17,495	15,664	1,831	
Shapleigh	-	30 00	7 00	50	678	-	-	3 06	.002 8-10	696	616	172	1,484	1,458	26	
South Berwick	14	32 00	9 21	250	3,000	450	-	3 22	.002 5-10	5,703	2,022	17	8,344	6,302	2,042	
Waterboro	-	26 00	6 50	75	1,163	234	-	4 58	.003 4-10	1,216	655	6	1,877	1,995	-	
Wells	5	32 00	7 25	331	2,700	1,094	-	4 21	.002 9-10	3,547	1,726	-	5,273	4,485	788	
York	18	36 00	9 00	534	5,500	3,366	-	7 97	.002 4-10	5,880	1,844	-	7,724	6,525	1,199	
Total	244	\$42 14	\$7 94	\$6,414	\$80,457	\$27,911	-	\$4 11	.002 6-10	\$89,376	\$53,101	\$980	\$143,457	\$135,945	\$8,401	\$889

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APPENDIX.

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 1905.	Not less than 80 cents for each inhabitant.		Amount raised per scholar.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1905, to April 1, 1906.	Amount available from State treasury from April 1, 1905, to April 1, 1906.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1905, to April 1, 1906.	Balance unexpended April 1, 1906.	Balance over-expended April 1, 1906.
						Excess above amount required by law.	Less than the amount required by law.									
Androscoggin	204	\$50 33	\$9 17	\$5,116	\$64,459	\$21,035	-	\$8 76	.002 2-10	\$65,280	\$45,564	\$1,624	\$112,468	\$107,794	\$4,264	\$2,590
Aroostook	314	44 71	7 73	7,092	55,434	14,423	-	2 31	.003 4-10	70,503	66,049	7,954	144,506	139,008	6,527	3,029
Cumberland	518	46 87	-	8,150	214,903	131,361	-	7 21	.002 7-10	219,914	81,396	1,946	303,256	294,576	10,214	1,534
Franklin	107	33 24	-	1,636	21,321	8,008	35	4 50	.002 6-10	25,153	13,952	2,331	41,436	38,553	4,308	1,425
Hancock	172	40 65	-	5,131	46,614	15,584	108	4 17	.002 6-10	53,390	30,171	1,277	84,738	83,549	4,170	2,811
Kennebec	271	40 50	-	5,028	70,874	25,145	-	4 44	.002 3-10	73,926	42,967	10,546	132,439	124,458	8,951	970
Knox	156	42 40	-	3,218	36,202	11,943	-	4 41	.002 5-10	38,001	22,416	850	61,267	58,910	2,748	391
Lincoln	109	32 77	-	1,572	23,617	7,780	-	4 52	.003 2-10	24,720	14,396	98	39,214	37,348	2,069	203
Oxford	175	32 52	-	4,140	45,216	19,670	-	4 62	.003 2-10	54,864	27,381	2,777	85,022	76,370	9,667	955
Penobscot	477	41 78	-	8,010	104,365	43,839	54	4 44	.003	112,126	60,396	7,395	179,917	179,218	4,464	3,765
Piscataquis	125	28 96	-	2,647	23,163	9,955	-	4 63	.003 7-10	25,663	13,383	1,593	40,639	39,612	1,575	548
Sagadahoc	116	41 89	-	2,372	34,750	18,485	-	6 05	.003 3-10	36,514	15,424	945	52,883	47,619	5,532	268
Somerset	174	30 87	-	4,792	43,892	17,108	92	4 56	.003 1-10	49,775	27,361	2,178	79,314	75,013	6,882	2,581
Waldo	120	33 46	-	2,555	26,533	7,186	-	4 19	.002 8-10	28,341	16,969	745	46,055	45,462	1,579	986
Washington	207	40 09	-	3,290	42,417	6,778	236	2 95	.003 7-10	46,055	40,056	5,922	92,033	90,910	2,857	1,734
York	244	42 14	-	6,414	80,457	27,911	-	4 11	.002 6-10	89,376	53,101	980	143,457	135,945	8,401	889
Total.....	3,489	\$38 99	\$7 48	\$71,163	\$934,958	\$389,332	\$533	\$4 44	.002 8-10	\$1,018,601	\$570,982	\$49,161	\$1,638,744	\$1,574,345	\$89,148	\$24,749

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, 1906.	Number schools located in village.	Number different pupils registered in village schools for year ending April 1, 1906.	Number schools located in city.	Number different pupils registered in city schools for year ending April 1, 1906.	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.....	14	260	173	87	30	117	2,172	43	1,889	100	4,225	937	874	11	10	16	11	3,018	116	53	230	\$3,602
Aroostook.....	70	534	132	402	36	435	11,491	99	4,622	-	-	966	1,094	25	14	36	13	492	551	256	708	8,706
Cumberland.....	26	494	308	186	43	183	3,912	67	2,516	244	12,093	2,347	2,484	52	25	65	42	1,994	2,270	2,320	550	8,010
Franklin.....	24	154	50	104	42	97	1,552	57	1,029	-	-	349	369	4	4	5	5	217	14	19	232	2,776
Hancock.....	39	295	112	183	25	184	3,766	93	3,279	18	649	959	1,116	10	15	25	13	25	14	16	148	3,087
Kennebec.....	30	322	187	135	82	161	3,021	58	2,243	103	3,759	762	930	21	13	15	19	874	133	106	678	10,868
Knox.....	19	182	82	100	23	97	1,903	57	1,235	-	1,570	1,176	1,259	10	16	15	16	11	76	53	136	1,930
Lincoln.....	18	148	54	94	33	108	2,256	40	1,302	-	-	377	416	6	11	12	5	4	4	2	163	3,124
Oxford.....	38	278	101	177	71	191	3,155	87	3,264	-	-	717	713	16	5	19	10	22	42	56	605	7,884
Penobscot.....	63	505	248	257	91	287	5,308	106	4,422	112	4,823	1,429	1,575	52	48	48	24	851	230	163	708	8,499
Piscataquis.....	24	138	57	81	24	86	1,441	52	2,040	-	-	275	302	4	6	1	7	7	7	169	4,642	
Sagadahoc.....	11	122	54	68	10	61	1,023	20	682	41	1,956	530	575	5	2	5	2	5	9	7	114	1,202
Somerset.....	39	269	98	171	67	174	2,919	95	3,621	-	-	591	692	16	6	15	11	487	23	31	602	9,235
Waldo.....	26	187	42	145	59	135	2,535	37	1,110	15	501	331	331	13	8	15	8	10	42	24	419	6,450
Washington.....	51	314	150	164	28	173	3,620	93	3,544	48	2,422	1,307	1,272	34	23	20	13	139	125	87	138	1,747
York.....	27	347	161	186	45	188	3,233	106	4,144	53	2,348	1,269	1,576	15	15	17	11	1,907	647	428	350	5,166
Total.....	519	4,549	2,009	2,540	709	2,677	53,307	1,110	42,894	762	34,346	14,422	15,578	294	218	339	204	10,063	4,308	3,651	6,052	\$86,928

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. teachers.	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 1905-6.	Amount expended for fuel.	Amount expended for new buildings, repairs and insurance, school year 1905-6.	Amount expended for text-books.	Amount expended for transportation of scholars.	Amount expended for board and tuition.
Androscoggin	62	-	48	2,440	\$215	21	860	171	319	50	7.6	-	5	\$95,773	\$2,019	\$24,164	\$5,477	\$3,543	\$460
Aroostook	152	6	59	1,802	615	40	783	239	656	127	16.3	-	50	117,932	11,430	22,917	10,701	7,754	1,045
Cumberland	61	8	35	9,540	1,093	21	698	372	624	74	9.9	-	5	250,607	20,104	68,079	12,329	7,871	550
Franklin	32	16	16	746	213	2	257	55	212	45	18.8	-	1	32,304	2,647	8,635	2,804	2,676	544
Hancock	82	17	60	2,186	327	67	457	136	402	55	11.1	-	3	69,934	6,372	31,646	6,689	2,586	897
Kennebec	71	11	38	5,325	1,022	80	478	213	403	75	17.4	-	5	101,514	10,553	21,127	6,376	11,082	1,259
Knox	41	6	31	1,524	420	14	273	125	335	32	8.6	-	-	51,427	5,261	6,665	5,032	1,934	144
Lincoln	33	1	23	991	212	24	215	71	187	22	11.8	-	-	31,542	2,722	3,800	2,501	2,982	220
Oxford	64	7	53	1,935	605	74	436	131	364	73	16.3	1	14	59,921	7,004	7,194	6,957	7,961	1,489
Penobscot	95	19	92	3,005	1,126	96	732	317	616	116	18.8	1	26	151,587	15,542	21,361	10,702	9,093	881
Piscataquis	29	5	36	535	523	25	219	55	177	42	23.0	-	2	32,907	2,842	7,789	3,011	3,472	464
Sagadahoc	20	5	20	665	180	8	161	89	135	26	19.3	-	10	40,677	5,556	3,528	3,406	1,128	249
Somerset	45	16	26	1,152	422	26	393	127	330	63	18.3	1	4	59,214	6,081	27,982	5,622	9,251	1,025
Waldo	38	8	21	637	734	47	284	74	242	42	17.5	-	11	35,066	3,087	5,134	3,184	6,395	613
Washington	60	12	29	1,698	357	32	462	178	356	106	27.7	-	16	75,235	6,739	14,754	5,744	1,774	159
York	82	9	48	2,854	435	15	442	237	395	49	12.4	1	20	116,989	12,963	49,957	8,701	5,460	430
Total	967	146	735	37,095	\$8,499	597	6,650	2,594	5,642	1,008	15.4	13	184	\$1,322,629	\$126,934	\$324,732	\$99,436	\$84,962	\$10,429

APPENDIX.

COMPARATIVE STATEMENT—I.

Items.	1906.	1905.	Increase.	Decrease.
Whole number of scholars between five and twenty-one	210,288	207,284	3,004	
Number registered in spring terms ..	114,840	113,089	1,751	
Average attendance in spring terms ..	98,127	96,518	1,609	
Number registered in fall and winter terms	116,292	120,007		3,715
Average attendance in fall and winter terms	97,034	99,172		2,138
Per cent of average attendance of whole number46	.47		.01
Whole number of different scholars registered during the year	130,547	132,448		1,901
Number of schoolhouses in State	3,901	3,889	12	
Number reported in good condition ..	3,318	3,245	73	
Number having flags	2,187	2,002	185	
Number of schoolhouses built during the year	47	60		13
Cost of same	\$172,169	211,148		\$38,979
Estimated value of all school property in State	\$5,893,989	\$5,416,628	\$477,361	
Number of male teachers employed in spring terms	361	339	22	
Number of male teachers employed in winter terms	464	542		78
Number of female teachers employed in spring terms	4,401	4,398	3	
Number of female teachers employed in winter terms	4,613	4,667		54
Number of teachers graduates of normal schools	1,653	1,613	40	
Average wages of male teachers per month	\$38.99	\$38.32	\$0.67	
Average wages of female teachers per week	\$7.48	\$7.37	\$0.11	
Amount of school money raised by towns	\$934,958	\$882,355	\$52,603	
Excess above amount required by law ..	\$389,332	\$344,951	\$44,381	
Average amount per scholar	\$4.44	\$4.24	.20	
Average per cent of valuation assessed by towns for common schools ..	.002 8-10	.002 6-10	2-10	
Amount available from town treasuries for school year	\$1,018,601	\$984,856	\$33,745	
Amount available from State treasury ..	\$570,982	\$567,192	\$3,790	
Amount derived from local funds	\$49,161	\$45,608	\$3,553	
*Total school resources, school fund proper	\$1,638,744	\$1,597,656	\$41,088	
Amount expended for common schools, meaning amount to be taken from school fund proper	\$1,574,345	\$1,518,797	\$55,548	
Total amount expended for common schools	\$2,040,285	\$2,022,348	\$19,937	
Net balance of school fund proper unexpended	\$64,399	\$78,859		\$14,460
Amount paid by towns for school superintendence	\$71,163	\$67,736	\$3,427	

COMPARATIVE STATEMENT—II.

Items.	1906.	1896.
Whole number of scholars between five and twenty-one.....	210,288	209,798
Number registered in spring terms.....	114,840	113,658
Average attendance in spring terms.....	98,127	94,623
Number registered in fall and winter terms.....	116,292	115,510
Average attendance in fall and winter terms.....	97,034	95,202
Per cent of average attendance to whole number.....	.46	.45
Whole number of different scholars registered for the year...	130,547	134,140
Number of schoolhouses in State.....	3,901	4,196
Number reported in good condition.....	3,318	2,995
Number supplied with flags.....	2,187	1,424
Number built during the year.....	47	126
Cost of same.....	\$172,169	\$189,605
Estimated value of all school property.....	\$5,893,989	\$3,738,506
Number of male teachers employed in spring terms.....	361	428
Number of male teachers employed in fall and winter terms..	464	979
Number of female teachers employed in spring terms.....	4,401	4,261
Number of female teachers employed in fall and winter terms	4,613	3,698
Number of teachers graduates of normal schools.....	1,653	
Wages of male teachers per month.....	\$38.99	\$34.39
Wages of female teachers per week.....	\$7.48	\$5.61
Amount of school fund proper raised by towns.....	\$934,958	\$757,163
Excess above amount required by law.....	\$389,332	\$236,408
Average amount per scholar.....	\$4.44	\$3.61
Average percentage of valuation.....	.002 8-10	
Amount of common school fund received from State.....	\$570,982	\$515,742
Amount of common school fund received from local funds....	\$49,161	\$49,482
Amount paid for superintendence.....	\$71,163	\$54,727

* 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.

FREE HIGH SCHOOL STATISTICS.

Returns for the Year Ending July 1, 1906.

TOWNS.	PUBLIC SCHOOLS.													
	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. non-resident pupils pursuing academic studies exclusively.	Average No. non-resident pupils pursuing academic studies exclusively.
Abbot	\$500	\$250	\$243	33	21	20	6	15	-	-	21	21	20	20
Addison	150	200	74	10	22	21	12	10	-	-	18	18	17	17
Albion	500	500	250	30	40	35	18	22	-	-	22	20	22	20
Alfred	600	250	250	31	28	22	11	17	-	-	28	21	18	18
Andover	348	200	174	30	24	21	12	12	1	1	-	-	-	-
Anson	830	750	250	35	65	61	24	41	2	2	62	62	42	20
Ashland	849	400	250	36	50	44	27	23	-	-	23	22	-	-
*Athens	150	150	75	16	23	22	9	14	-	-	23	22	-	-
Auburn	8,413	10,500	250	38	351	330	156	195	21	38	351	328	318	301
Augusta	No returns.	No returns.	No returns.	No returns.	No returns.	No returns.	No returns.	No returns.	No returns.	No returns.	No returns.	No returns.	No returns.	No returns.
Bangor	14,395	14,000	250	36	503	490	215	288	27	54	503	490	469	457
Baring	200	100	100	33	10	6	6	4	-	1	1	1	1	1
Bath	6,225	4,000	250	38	234	220	103	131	11	18	234	220	214	210
Belfast	2,175	2,000	250	35	130	118	44	56	5	12	110	110	107	107
Belgrade	530	530	250	36	36	34	20	16	-	-	36	34	36	34
*Berwick	490	450	125	14	53	46	21	32	1	6	53	53	53	53
Biddeford	4,350	4,750	250	36	142	133	60	82	8	16	142	133	136	129
Bingham	474	500	211	35	41	33	13	28	4	3	41	33	35	27
Blaine	288	150	144	19	36	27	18	18	-	-	36	27	36	27
Bluehill	500	250	250	36	106	91	40	66	6	10	96	81	65	60
Boothbay	500	250	250	44	35	31	16	19	-	5	35	31	35	31

Boothbay Harbor.....	1,213	1,350	250	33	33	28	14	19	2	10	33	33	30	30	3	3	-	-	12	12	21	21
Bowdoinham.....	888	600	250	36	32	30	15	17	2	6	32	29	27	25	5	4	-	-	20	18	12	11
Braford.....	435	250	217	30	27	25	6	21	-	-	10	10	10	10	-	-	17	17	24	24	24	24
Brewer.....	2,350	2,600	250	36	112	109	47	65	8	12	110	110	100	100	10	10	-	-	63	63	49	49
Bridgton.....	1,913	1,600	250	36	81	78	26	55	2	13	81	78	75	72	6	6	-	-	56	54	25	24
Bridgewater.....	600	350	250	36	35	27	12	23	2	3	27	24	22	19	5	5	-	-	22	19	5	5
Brighton.....	No re	turns.																				
Bristol.....	475	400	237	30	37	26	13	24	-	-	31	39	31	30	-	-	-	-	19	16	11	11
Brooks.....	500	200	200	33	20	16	8	12	-	-	20	16	16	15	4	3	-	-	13	13	7	6
Brooklin.....	400	200	200	32	26	18	8	18	-	-	24	22	24	22	-	-	-	-	2	2	22	20
Brownville.....	1,000	750	250	30	51	43	16	35	-	-	-	-	-	-	-	-	51	51	51	51	-	-
Brownfield.....	465	200	200	31	22	20	13	9	-	-	6	6	6	6	-	-	16	16	1	1	5	5
Brunswick.....	3,200	3,600	250	36	107	76	51	56	1	9	83	76	80	73	70	67	-	-	24	22	59	51
Buckfield.....	684	460	250	34	20	16	9	11	1	-	20	15	16	14	4	4	-	-	15	12	5	4
Bucksport.....	813	700	250	36	31	27	14	17	1	3	31	31	31	31	-	-	-	-	20	20	11	11
*Buxton.....	371	300	185	14	31	29	6	25	-	-	27	25	26	26	1	1	4	4	-	-	-	-
Calais.....	2,884	2,500	250	36	168	161	65	103	4	23	168	159	132	124	36	35	-	-	79	71	71	67
Camden.....	2,428	2,000	250	36	72	67	32	40	4	3	72	67	65	58	7	7	-	-	20	19	52	48
Canaan.....	405	200	199	30	38	36	19	19	6	11	17	17	16	16	1	1	21	21	18	18	-	-
Canton.....	690	250	250	30	31	28	10	21	-	1	4	4	4	4	-	-	27	26	27	26	-	-
Cape Elizabeth.....	600	675	250	33	24	19	9	15	-	2	24	19	24	19	-	-	-	-	24	19	-	-
*Caratunk.....	85	85	42	17	5	4	2	3	1	3	5	4	5	4	-	-	-	-	4	4	-	-
Carthage.....	102	250	97	10	24	20	11	13	-	-	13	10	12	9	1	1	10	10	13	12	-	-
Caribou.....	2,205	1,300	250	35	128	121	39	89	7	17	128	122	104	96	24	24	-	-	66	51	72	62
Carmel.....	150	75	72	10	48	40	26	22	-	-	-	-	-	-	-	-	48	48	-	-	-	-
Casco.....	No re	turns.																				
*Castine.....	326	600	163	11	37	33	13	24	-	-	37	37	35	35	2	2	-	-	4	4	33	33
Cherryfield.....	1,450	900	250	36	94	86	41	53	5	4	94	86	81	77	13	9	-	-	54	47	40	39
Chester.....	200	100	100	16	27	18	17	10	-	-	13	13	13	13	-	-	14	14	-	-	-	-
China (village precinct).....	250	125	125	20	20	15	8	12	-	-	20	15	20	15	-	-	-	-	15	13	5	4
China (13, 14, 17).....	250	125	125	30	25	20	19	6	-	-	20	15	20	15	-	-	-	-	25	20	-	-
Ciilton.....	536	300	250	32	31	25	13	18	4	5	-	-	-	-	-	-	-	-	20	18	11	9
Columbia Falls.....	330	150	150	20	33	29	18	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Corinna.....	1,100	375	250	36	45	42	24	21	6	8	45	42	31	31	14	13	-	-	34	34	11	10
Corinth.....	500	500	250	33	54	46	28	26	4	5	42	39	24	22	22	18	-	-	37	34	4	4
Cornish.....	806	500	250	35	31	30	14	17	-	-	31	30	27	25	4	4	-	-	18	15	13	10
Cumberland.....	1,900	600	250	36	87	76	40	47	1	-	87	72	76	70	11	11	-	-	52	52	14	14
Danforth.....	960	650	250	32	33	31	13	20	-	-	31	30	22	21	12	12	-	-	7	6	26	26
Deer Isle.....	862	600	250	30	33	31	9	24	1	7	33	31	33	31	-	-	-	-	25	24	8	7
Denmark.....	432	225	216	27	20	13	14	6	2	-	8	7	8	7	-	-	-	-	15	11	-	-
Dennysville.....	440	161	161	30	46	38	20	26	1	2	9	9	7	7	2	2	37	37	9	9	-	-
*Dexter.....	739	750	125	14	86	79	37	49	3	7	80	68	68	65	12	10	-	-	38	35	42	40
Dixfield.....	782	250	250	34	35	28	20	15	2	4	11	9	10	10	1	1	24	20	-	-	2	2
Dixmont.....	100	50	46	10	21	19	12	9	-	-	15	15	13	13	-	-	-	-	-	-	-	-
Dover.....	1,000	750	250	36	50	46	25	25	4	5	-	-	-	-	-	-	-	-	31	28	19	17

Returns for the Year Ending July 1, 1906—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	\$2,605	\$1,500	\$250	36	110	102	32	78	3	16	110	102	65	65	41	41	-	-	106	102	29	29
East Machias	750	500	250	31	57	50	18	39	4	5	57	44	54	44	13	13	-	-	10	10	15	15
Easton	370	300	250	22	40	32	19	21	2	6	40	32	36	25	4	4	-	-	40	32	39	39
Eastport	3,140	2,000	250	37	98	86	32	60	2	15	98	86	95	95	3	3	-	-	45	39	53	47
Eden	3,333	2,600	250	34	115	106	60	55	9	12	115	106	110	102	5	5	-	-	55	50	56	50
Eddington	360	150	350	26	26	26	12	14	-	-	12	10	12	10	-	-	14	14	-	-	-	-
Elliot	618	550	250	30	26	23	14	12	-	-	26	26	26	26	-	-	-	-	26	26	32	32
Ellsworth	2,104	2,200	250	35	93	85	38	55	1	1	93	93	93	93	7	6	-	-	16	16	32	32
Enfield	264	250	129	20	49	40	22	27	4	10	10	10	10	10	-	-	-	-	39	39	-	-
Etna	100	50	50	10	30	26	12	18	-	-	-	-	-	-	-	-	33	30	39	30	-	-
*Eustis	285	250	136	16	32	24	15	17	6	4	10	10	9	9	1	1	-	-	13	13	10	10
Exeter	420	250	210	22	32	25	12	20	2	1	18	16	16	16	-	-	-	-	13	13	10	10
Fairfield	2,360	2,000	250	36	77	72	31	46	4	6	77	72	62	58	15	15	-	-	77	72	72	72
Farmingdale	459	250	229	36	13	13	6	7	1	1	13	12	12	12	-	-	-	-	6	6	7	7
Farmington	2,260	1,500	250	36	132	119	52	76	19	19	128	114	106	99	23	23	-	-	29	25	99	89
Flagstaff	383	250	186	24	32	23	15	17	1	1	32	30	30	24	2	2	-	-	24	24	24	24
Fort Fairfield	1,607	1,200	250	36	113	100	47	66	14	14	113	100	106	99	12	12	-	-	55	50	58	55
Foxcroft	1,000	1,000	250	36	51	47	19	32	4	4	51	47	51	47	9	9	-	-	29	29	18	18
Frankfort	195	200	97	13	15	11	4	11	3	4	10	9	10	9	-	-	-	-	4	4	10	9
Franklin	505	350	237	30	35	33	11	24	1	1	15	15	15	15	-	-	20	20	4	4	81	31
Freedom	500	500	250	36	21	19	12	9	2	2	21	19	19	19	-	-	-	-	15	13	4	4
Freeport	1,555	1,500	250	36	76	62	36	40	1	10	66	62	65	61	1	1	-	-	20	18	46	46
Gardiner	4,114	5,000	250	36	136	132	69	67	10	12	136	132	92	89	44	44	-	-	96	93	40	39
Garland	610	250	250	30	24	23	11	13	3	3	17	17	17	17	-	-	-	-	17	17	7	7
Gorham	1,850	1,600	250	32	91	89	44	47	3	3	91	81	81	80	6	6	-	-	17	17	14	14
*Gray	125	125	62	16	53	49	24	29	6	6	53	49	49	46	4	4	-	-	25	22	28	28
Greenville	918	300	250	34	49	41	24	25	1	2	49	41	49	41	-	-	-	-	39	36	8	8

PUBLIC SCHOOLS.

*Guilford	609	500	125	14	50	44	26	24	-	-	50	44	37	31	13	13	-	-	11	9	39	35
Hallowell	2,000	2,400	250	36	64	61	41	23	6	-	64	62	56	54	8	8	-	-	37	35	27	27
Hampden	1,620	1,000	250	36	116	101	50	66	4	4	116	101	90	86	26	23	-	-	74	70	42	40
Hancock	169	125	83	10	35	29	18	17	-	-	-	-	-	-	-	-	-	-	35	35	-	-
Harrington	300	300	146	20	26	24	19	7	-	-	11	10	10	9	-	-	-	-	15	14	-	-
Hartland	750	500	250	30	46	39	23	23	2	3	24	20	21	17	-	3	-	3	17	17	31	25
*Hebron	399	300	199	38	18	14	6	12	-	2	-	-	18	18	-	-	-	-	22	18	31	25
Hermon	No re. turns.																					
Hollis	504	250	250	28	19	17	10	9	4	7	11	11	11	11	-	-	-	8	7	18	16	
Houlton	2,800	2,500	250	36	106	80	49	57	4	8	106	80	98	77	-	6	-	6	51	30	55	50
Island Falls	700	400	250	34	51	40	21	30	1	3	51	40	47	36	-	4	-	4	37	27	18	13
Jackson	397	200	198	30	27	19	9	18	-	-	20	15	20	15	-	-	-	7	4	30	20	
Jonesboro	144	75	72	12	36	30	20	16	-	-	-	-	-	-	-	-	-	36	30	-	-	
Jonesport	945	500	250	35	56	42	25	31	3	1	56	41	56	41	-	-	-	-	32	17	24	24
Kennebunk	1,788	1,500	250	36	90	80	37	53	6	10	83	76	86	86	-	86	-	82	46	42	86	
Kennebunkport	1,127	1,000	250	36	27	25	14	13	-	-	14	13	14	13	-	-	-	-	27	27	14	13
*Kingfield	277	500	131	15	28	27	13	15	-	-	28	28	27	26	-	2	-	2	17	15	8	8
Kittery	1,500	1,500	250	36	79	71	34	45	-	2	79	79	79	79	-	-	-	-	71	71	23	14
Lamoine	187	115	90	11	21	19	13	8	-	-	-	-	-	-	-	-	-	-	21	19	-	-
Levant	120	150	29	10	20	16	12	8	-	-	-	-	-	-	-	-	-	-	20	15	-	-
Lewiston	7,300	8,500	250	38	304	270	136	168	17	29	274	258	262	250	-	18	-	15	-	38	34	
Liberty	No re. turns.																					
Limerick	600	500	250	33	37	30	16	21	3	5	37	27	25	17	-	12	10	-	28	20	9	7
Limestone	800	800	250	36	25	22	16	9	-	-	22	21	19	19	-	3	-	3	5	5	17	16
Limington	500	250	250	33	36	31	19	17	3	2	21	21	21	21	-	-	-	2	12	12	18	3
Lincoln	1,750	750	250	36	25	22	11	14	-	5	25	22	25	22	-	-	-	-	16	14	9	8
Lisbon	2,538	2,000	250	36	96	90	44	52	12	18	99	33	34	30	-	6	-	6	57	54	39	39
Litchfield	395	150	150	36	27	26	15	12	4	5	27	27	27	24	-	-	-	-	16	16	11	11
Livermore	180	150	90	20	39	30	23	16	-	-	39	35	39	35	-	-	-	-	36	32	3	3
Lubec	1,150	900	250	38	38	36	18	20	3	7	38	36	36	34	-	2	2	-	18	17	20	19
*Machias	579	500	125	12	48	46	18	30	-	-	15	15	14	14	-	1	-	1	28	27	20	19
Madison	1,796	1,300	250	36	87	82	26	61	4	12	87	85	71	71	-	16	-	16	34	34	43	40
Mars Hill	135	250	67	10	42	25	17	25	-	-	20	19	20	19	-	-	-	19	17	-	-	
Mattawamkeag	512	250	250	32	19	19	9	10	3	1	14	14	14	14	-	-	-	-	6	4	14	14
*Mechanic Falls	420	800	125	14	38	34	17	21	4	3	38	34	25	24	-	13	10	-	11	10	27	24
Mexico	775	550	250	36	30	28	16	14	-	3	16	16	13	13	-	3	-	3	15	13	13	13
*Milbridge	385	393	125	11	44	42	22	22	-	-	44	42	42	42	-	2	2	-	29	28	15	14
Millinocket	1,432	1,200	250	36	37	29	13	24	-	2	17	15	17	-	-	-	-	16	14	2	2	
Milo	1,137	800	250	32	68	65	22	46	4	7	-	-	-	-	-	-	-	68	68	68	68	
Minot	No re. turns.																					
*Monmouth	350	500	175	14	31	30	16	15	3	4	31	30	31	30	-	-	-	-	29	28	2	2
Monroe	406	425	144	14	44	41	19	25	-	-	44	41	36	34	-	8	-	8	44	41	-	-
Monson	600	600	250	34	54	44	21	33	3	-	49	47	38	36	-	11	11	-	29	28	19	18
Morrill	204	200	102	17	30	23	16	14	-	-	8	6	8	6	-	-	-	22	18	8	6	
Mount Desert	1,400	1,500	250	33	36	32	13	23	-	-	36	32	36	32	-	-	-	-	3	3	23	23
Mount Vernon	312	200	200	26	22	17	11	11	-	-	21	19	21	18	-	1	-	1	11	10	10	9
New Gloucester	1,044	800	250	36	53	48	27	26	4	4	53	49	47	44	-	6	-	5	33	23	20	16

Returns for the Year Ending July 1, 1906—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.
Newport	\$914	\$900	\$250	36	25	20	13	12	-	-	1	-	-	-	-	-	-	-	15	15	8	8
New Portland	500	250	250	44	25	24	12	13	-	2	2	25	25	24	1	-	-	-	25	25	-	-
New Sharon	130	65	65	10	32	26	13	19	-	-	-	-	-	-	-	-	-	-	34	34	-	-
New Vineyard	335	150	150	30	21	19	12	8	-	-	-	9	8	9	-	-	-	-	34	34	-	-
Norridgewock	570	600	250	21	46	34	12	28	-	-	-	46	34	36	6	-	-	15	15	8	8	
North Berwick	1,152	900	250	38	45	39	23	22	-	1	2	46	40	39	28	-	-	18	18	15	11	
North Haven	495	300	247	30	31	26	13	18	-	-	-	51	41	39	1	-	-	34	34	6	6	
Norway	2,080	1,850	250	33	32	17	11	51	4	4	5	51	31	26	5	-	-	25	25	21	11	
Oakland	1,396	1,000	250	36	52	44	24	28	-	-	-	82	62	77	4	-	-	49	49	33	33	
Old Orchard	612	400	250	35	20	17	10	10	-	3	3	52	44	48	4	-	-	26	12	32	29	
Old Town	3,350	3,000	250	36	127	117	56	71	3	16	16	127	117	99	28	-	-	6	6	10	10	
Orono	1,950	2,450	250	36	73	65	29	44	1	11	11	73	65	73	35	-	-	60	51	67	66	
Oxford	815	550	250	34	36	30	16	20	-	4	4	36	30	35	29	-	-	41	38	32	30	
Palermo	245	400	122	20	20	15	9	11	-	-	-	-	-	-	-	-	-	36	30	30	30	
Palmyra	No returns.																20	15	20	15		
Paris	1,875	1,800	250	34	92	81	51	41	4	10	92	92	87	87	5	-	-	59	59	33	33	
Parsonsfield	2,354	550	250	37	61	59	34	27	1	3	65	59	38	36	27	-	-	35	35	20	20	
Patten	1,566	600	250	36	59	55	21	38	5	14	59	55	48	45	15	-	-	20	17	4	4	
Pembroke	545	332	250	30	59	43	16	43	3	7	46	46	44	44	2	-	-	16	16	30	30	
Peru	400	225	200	36	30	29	16	14	-	-	30	29	30	29	-	-	-	18	18	12	12	
Phillips	1,253	900	250	31	55	51	25	30	2	7	55	55	47	47	8	-	-	30	30	25	25	
Phillipsburg	No returns.																					
Pittsfield	1,185	950	250	37	175	150	80	95	11	21	170	162	62	55	108	-	-	54	49	84	76	
Plymouth	600	350	250	36	22	20	8	14	-	-	17	15	17	15	-	-	3	17	15	5	5	
Poland	431	250	215	30	12	12	5	5	-	7	12	12	12	12	-	-	-	12	12	12	12	
Porter	504	250	250	37	52	43	26	26	-	-	28	26	23	21	5	-	-	19	17	26	26	
Portland	28,750	28,750	250	37	890	781	394	496	50	65	890	890	848	848	42	-	-	42	42	-	-	

Presque Isle	2,177	2,500	250	36	129	114	41	88	3	13	129	108	96	81	33	30	-	-	72	61	57	51
Princeton	511	300	250	32	33	31	13	20	2	2	33	31	29	29	4	4	-	-	33	33		
Prospect	No returns.																					
Randolph	422	250	211	36	16	15	8	8	-	1	16	15	-	-	16	15	-	-	7	6	2	2
Rangleley	775	600	250	33	14	11	11	3	-	-	14	11	14	11	-	-	-	-	14	11	14	11
Readfield	600	600	250	39	43	40	20	23	-	1	24	22	24	22	-	-	-	-	24	22	14	12
Richmond	990	1,000	250	33	48	45	24	24	4	4	-	-	-	-	-	-	-	5	5	34	34	
Ripley	120	80	60	10	19	17	5	14	-	-	11	11	11	11	-	-	-	-	10	10	10	10
Rockland	3,966	3,750	250	36	231	219	91	140	18	21	231	219	220	208	11	11	-	-	130	126	101	93
Rockport	936	800	250	36	42	39	15	27	-	5	42	34	42	34	-	-	-	-	8	8	21	21
Rumford	3,752	3,000	250	36	56	52	27	29	6	3	37	36	32	32	-	5	5	19	18	19	12	
Saco	2,810	2,800	250	37	136	130	58	78	6	15	136	130	136	130	-	-	-	-	58	53	64	60
Sanford	3,850	3,500	250	36	65	58	23	42	4	11	65	55	59	54	6	5	-	-	54	49	11	10
Sangerville	1,104	900	250	32	42	40	23	19	5	2	29	27	28	25	1	1	4	3	10	10	19	16
*Scarboro	337	250	169	16	37	32	16	21	-	-	4	4	4	4	-	-	-	-	33	30	37	35
Searsport	700	500	250	30	59	55	32	27	-	-	37	37	37	37	-	-	-	-	22	22	14	14
Sedgwick	400	200	200	30	29	21	19	10	-	-	16	16	16	16	-	-	-	-	10	10		
Shapleigh	490	276	242	30	13	10	6	7	2	4	7	7	6	6	1	1	5	5	6	6		
Skowhegan	3,396	2,500	250	36	123	122	61	67	11	17	128	107	104	21	18	-	-	-	76	71	52	51
Solon	550	250	250	30	21	20	13	8	3	2	21	20	16	14	5	4	-	-	12	10	12	10
South Berwick	3,300	700	250	38	74	69	38	36	3	8	74	69	39	39	35	34	-	-	18	15	56	54
South Portland	2,762	2,300	250	36	103	95	48	55	4	6	30	30	30	30	-	-	-	-	29	27	18	18
South Thomaston	355	250	192	30	29	27	10	19	-	-	29	27	27	27	-	-	-	-	29	27		
Springfield	1,050	450	250	30	42	38	21	21	1	2	42	42	23	23	-	19	-	-	-	-	5	5
St. Albans	200	100	100	10	71	68	38	33	-	-	52	49	52	49	-	-	-	-	19	19		
Standish	907	650	250	33	41	37	15	26	1	5	41	37	40	36	-	1	-	-	24	20	17	17
Stetson	125	70	62	10	19	15	11	8	-	-	13	13	13	13	-	-	-	-	6	6	13	13
St. George	450	325	225	30	84	28	17	17	-	3	30	28	30	28	-	-	-	-	12	12	30	28
Steuben	75	80	37	10	24	23	12	12	-	-	14	12	14	12	-	-	-	-	10	10	14	12
Stonington	587	300	250	30	27	26	7	20	-	5	27	26	27	26	-	-	-	-	23	22	4	4
Stockton Springs	160	194	80	12	27	21	12	15	-	-	9	9	7	7	-	-	-	-	18	14	9	7
Strong	573	500	250	30	29	26	13	16	-	3	-	9	-	-	-	-	-	-	-	9	5	
Sullivan	471	360	212	22	41	39	14	27	-	3	22	22	20	20	-	-	-	-	22	20		
Surry	No returns.																					
Thomaston	1,677	1,477	250	34	80	75	30	50	3	12	80	75	75	70	5	5	-	-	33	29	47	46
Topsham	1,150	900	250	36	58	52	24	34	7	3	58	52	57	56	2	2	-	-	19	17	39	37
Troy	300	200	150	30	13	11	7	6	-	-	13	11	13	11	-	-	-	-	13	11		
Turner	3,124	1,000	250	36	69	65	36	33	9	7	69	65	48	46	21	19	-	-	38	36	31	29
Union	480	250	235	30	38	35	17	21	1	6	12	10	11	9	1	1	26	25	-	-		
Unity	405	200	200	30	36	32	15	21	-	-	3	3	3	3	-	-	-	-	33	31	15	12
Vanceboro	659	350	250	36	15	12	9	6	1	1	-	-	-	-	-	-	-	-	-	-	15	15
Vassalboro	767	500	250	36	44	38	22	22	1	5	44	44	44	44	-	-	-	-	26	26	18	18
Vinalhaven	1,080	900	250	36	33	32	10	23	2	4	33	32	33	32	-	-	-	-	12	12	21	20
Waldoboro	959	500	250	34	62	54	17	45	2	3	62	62	61	61	1	1	-	-	62	62		
Warren	918	600	250	34	33	29	12	21	2	7	33	29	33	29	-	-	-	-	6	5	27	24
Washburn	650	350	250	30	33	31	10	23	-	-	20	19	20	19	-	-	-	-	13	12	8	6
*Washington	100	50	50	10	14	13	5	9	-	-	6	6	6	6	-	-	-	-	8	8	6	6

Returns for the Year Ending July 1, 1906—Continued.

TOWNS.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	Whole number of weeks.	Number of scholars registered.	Average attendance.	Number of boys enrolled.	Number of girls enrolled.	Number of boys in graduating class.	Number of girls in graduating class.	Number pursuing academic studies exclusively.	Average number pursuing academic studies exclusively.	No. resident pupils pursuing academic studies exclusively.	Average No. resident pupils pursuing academic studies exclusively.	No. non-resident pupils pursuing academic studies exclusively.	Average No. non-resident pupils pursuing academic studies exclusively.	No. pursuing common school studies.	Average No. pursuing common school studies.	No. pursuing English academic course.	Average No. pursuing English academic course.	No. in college preparatory course.	Average No. in college preparatory course.	
Waterboro.....	No re	turns.																					
Waterville.....	\$4,900	\$5,500	\$250	36	105	98	35	70	5	6	105	105	105	105	-	-	-	-	-	-	46	46	
Wayne.....	291	150	145	29	22	14	9	13	-	-	14	12	14	-	-	-	5	6	59	59	2	2	
*Webster.....	300	400	110.	15	25	21	11	14	2	3	25	25	19	19	6	6	-	-	14	14	11	11	
Weld.....	510	250	250	34	24	19	15	9	-	-	24	24	24	24	-	-	-	-	24	24	-	-	
Wells.....	1,152	1,000	250	36	40	35	18	22	2	3	40	35	40	35	-	-	-	-	25	22	15	14	
Wellington.....	202	100	100	20	36	20	10	26	-	-	-	-	-	-	-	-	2	4	27	27	-	-	
Westbrook.....	4,600	5,560	250	36	156	151	59	97	6	19	156	151	140	138	16	15	1	1	86	84	69	69	
*West Forks.....	80	80	40	16	6	5	2	4	-	-	6	6	5	4	-	-	-	-	6	5	-	-	
Wilton.....	2,152	950	250	32	98	83	44	54	4	8	98	77	65	52	33	26	-	-	92	77	34	31	
*Windsor.....	250	250	125	16	27	19	17	10	-	-	9	9	9	9	-	-	18	10	9	9	-	-	
Windham.....	803	500	250	33	25	22	13	12	2	4	25	22	22	20	3	2	-	-	16	14	9	8	
Winthrop.....	648	400	250	36	56	42	26	30	2	2	34	30	34	30	-	-	-	-	34	30	22	20	
Winslow.....	1,464	1,500	250	36	45	42	23	22	9	3	45	45	45	45	-	-	-	-	30	28	15	13	
Whitefield.....	300	125	125	24	60	29	28	32	-	-	21	20	21	20	-	-	39	35	39	39	-	-	
Winter Harbor.....	171	100	85	11	39	29	17	22	-	-	-	-	-	-	-	-	39	29	29	29	39	29	
Winthrop.....	1,310	1,000	250	32	55	44	21	34	1	6	55	44	52	41	3	3	-	-	55	44	-	-	
Wiscasset.....	726	500	250	34	66	58	34	32	4	4	66	58	54	47	12	11	-	-	55	49	13	11	
Woodstock.....	540	400	250	36	22	17	15	7	-	-	14	14	14	14	-	-	-	-	8	8	-	-	
Yarmouth.....	1,870	1,895	250	36	80	70	36	44	3	12	70	70	65	65	5	5	-	-	36	36	17	17	
York.....	2,000	1,750	250	36	69	64	35	34	2	1	69	64	65	61	4	3	-	-	8	6	-	-	
Total.....	\$284,708	\$241,168	\$50,212	6,631	13,256	11,781	5807	7449	591	1073	11,272	10,464	9,922	9,351	1,406	1,285	1516	1375	5971	5477	4024	3778	

* Returns for the half year.

Returns for the Year Ending July 1, 1906—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	-	-	21	21	10	21	3	5	-	-	-	-	-	-	8	13	-	-	-	-	-
Addison	-	-	22	22	9	22	-	6	-	-	-	-	-	-	11	11	-	4	-	-	-
Albion	-	-	15	22	7	40	-	-	-	-	-	-	-	-	40	-	-	-	-	-	-
Alfred	-	-	2	2	-	4	9	16	-	-	-	-	-	-	2	20	-	-	-	-	-
Andover	-	-	24	24	14	10	-	-	2	-	-	-	1	-	6	16	-	-	-	-	-
Anson	-	-	59	60	44	41	5	25	3	2	-	1	-	-	55	10	-	15	2	-	16
Askland	-	-	44	50	13	45	2	10	-	-	-	-	-	-	30	20	-	-	-	-	-
*Athens	-	-	23	16	14	9	3	4	-	-	-	-	-	-	11	12	-	1	6	-	12
Auburn	-	No	351	351	287	86	109	136	59	13	3	-	-	-	48	15	288	-	-	-	-
Augusta	-	re	400	503	325	135	225	325	81	24	6	13	3	35	23	12	462	3	2	25	-
Bangor	-	tu	10	10	3	10	1	1	1	-	-	-	-	-	10	-	-	-	-	-	1
Baring	-	-	10	3	10	10	1	1	1	-	-	-	-	-	10	-	-	-	-	-	4
Bath	-	-	211	201	46	127	76	105	29	2	2	1	-	24	20	214	-	-	5	-	-
Belfast	-	-	65	110	89	61	60	24	17	-	-	-	-	15	51	79	-	-	-	-	-
Belgrade	16	15	24	36	7	36	-	14	-	-	-	-	-	-	36	-	-	3	-	-	-
*Berwick	-	-	40	21	19	25	20	15	7	-	4	-	-	-	14	39	-	-	4	-	-
Biddeford	-	-	85	142	74	83	54	66	24	-	-	2	3	19	2	4	136	-	-	10	-
Bingham	-	-	41	41	41	41	-	6	-	-	-	-	-	2	9	32	-	-	-	-	-
Blaine	-	-	36	31	9	3	-	-	-	-	-	-	-	-	16	20	-	-	-	-	3
Bluehill	-	-	106	106	76	106	64	15	16	2	-	5	-	9	61	-	-	3	12	-	5
Boothbay	-	-	35	35	21	20	-	-	5	1	-	3	1	1	35	-	-	1	1	1	1
Boothbay Harbor	-	-	33	33	23	9	11	18	12	1	2	1	2	6	3	30	-	5	-	-	1
Bowdoinham	-	-	28	32	26	17	10	16	8	-	-	3	-	4	22	10	-	-	-	-	3
Bradford	27	25	27	27	3	5	-	-	-	1	-	-	-	-	27	-	-	-	-	-	4
Brewer	-	-	163	110	18	50	83	49	20	2	-	-	-	13	10	-	102	-	-	15	-
Bridgton	-	-	81	81	25	27	37	25	15	1	2	-	-	8	18	63	-	-	12	-	2

APPENDIX.

Returns for the Year Ending July 1, 1906—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.
Bridgewater	No	re	27	27	27	5	3	10	5	6	-	-	1	-	14	21	-	-	-	-	5
Brighton	-	-	30	19	21	15	3	11	-	-	-	-	-	-	11	10	-	-	-	-	-
Bristol	-	-	16	18	-	3	15	7	-	-	-	-	-	-	10	26	-	-	-	-	6
Brooks	-	-	24	26	5	2	4	20	-	-	-	-	-	-	26	-	-	-	-	-	1
Brooklin	-	-	51	51	51	51	51	23	-	-	-	-	-	-	10	41	-	-	-	-	-
Brownville	-	-	22	22	17	6	5	5	-	-	-	-	-	-	10	12	-	-	-	-	-
Brownfield	-	-	80	83	81	60	56	58	10	1	-	-	1	-	53	54	-	1	1	-	3
Brunswick	-	-	20	20	20	10	8	5	1	1	-	-	-	-	13	7	-	-	-	-	1
Buckfield	-	-	31	31	9	12	12	8	4	1	-	-	-	-	2	29	-	-	8	-	3
Bucksport	-	-	21	21	10	9	12	-	-	-	-	-	-	-	31	-	-	-	-	-	2
*Buxton	-	-	84	162	51	55	64	112	27	2	-	2	2	21	34	21	113	2	11	31	2
Calais	-	-	72	72	56	30	22	46	7	3	-	1	-	-	12	60	-	1	3	-	2
Camden	-	-	32	17	25	17	-	17	1	-	-	-	4	-	23	15	-	-	-	-	2
Canaan	-	-	29	31	29	31	4	14	1	-	-	-	1	-	7	24	-	-	1	-	-
Canton	-	-	24	14	6	21	-	10	2	-	-	-	-	-	24	-	-	-	-	-	-
Cape Elizabeth	-	-	5	5	-	5	-	1	4	-	-	-	-	-	5	-	-	-	-	-	-
*Caratunk	-	-	24	24	3	2	-	3	-	-	-	-	-	-	24	-	-	-	-	-	1
Carthage	-	-	120	60	53	22	53	64	24	-	-	-	-	-	46	82	-	2	5	-	10
Caribou	-	-	48	48	-	-	-	-	-	-	-	1	-	-	48	-	-	-	-	-	2
Carmel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Casco	No	re	37	33	15	37	17	-	-	-	-	-	-	12	25	-	-	3	12	-	-
*Castine	-	-	68	94	42	41	29	66	9	-	-	-	-	24	70	-	-	5	19	-	-
Cherryfield	-	-	17	17	17	10	-	-	-	2	-	-	1	-	27	-	-	-	-	-	4
Chester	-	-	20	20	13	7	-	5	-	-	-	-	-	20	-	-	-	-	-	-	-
China (village precinct) ..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Returns for the Year Ending July 1, 1906—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.	
Hancock.....	-	-	35	35	-	-	-	-	-	-	-	-	-	-	35	-	-	-	-	-	-	-
Harrington.....	-	-	26	10	4	9	11	11	-	-	-	-	-	-	2	18	-	-	-	-	-	-
Hartland.....	-	-	46	46	35	13	5	14	5	1	-	-	-	-	1	39	-	-	-	5	-	3
*Hebron.....	-	-	18	18	-	6	6	8	2	1	-	-	-	3	17	-	-	-	-	-	-	1
Hermon.....	No returns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hollis.....	-	-	18	18	13	16	2	2	11	-	-	-	3	-	13	6	-	-	-	-	-	5
Houlton.....	-	-	90	90	62	40	47	50	12	3	-	-	-	26	26	20	-	4	19	-	-	4
Island Falls.....	-	-	43	51	-	51	18	24	4	1	-	-	1	2	22	29	-	1	-	-	-	3
Jackson.....	-	-	27	27	20	10	13	-	-	-	-	-	-	-	27	-	-	2	-	-	-	3
Jonesboro.....	-	-	36	35	26	-	-	-	-	-	-	-	-	-	36	-	-	-	-	-	-	5
Jonesport.....	-	-	56	53	34	25	21	30	4	3	-	-	-	1	9	47	-	-	24	-	-	-
Kennebunk.....	22	18	82	78	78	71	36	65	16	3	-	-	3	6	86	4	-	3	3	3	4	
Kennebunkport.....	-	-	27	27	15	27	4	12	-	-	-	-	-	-	14	13	-	2	2	-	-	-
*Kingfield.....	-	-	15	23	-	15	12	20	-	-	-	-	-	-	11	17	-	2	3	-	1	
Kittery.....	-	-	71	71	57	30	25	30	2	-	-	-	1	-	21	58	-	-	14	-	-	-
Lamoine.....	-	-	21	21	6	9	-	-	-	-	-	-	-	-	12	9	-	-	-	-	-	2
Levant.....	-	-	20	19	3	-	-	-	-	-	-	-	-	-	20	-	-	-	-	-	-	-
Lewiston.....	9	8	266	304	104	67	161	168	46	11	4	-	-	-	47	-	257	12	-	106	-	
Liberty.....	No returns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Limerick.....	-	-	37	37	15	16	3	9	-	2	1	1	-	-	25	10	2	2	-	-	1	
Limestone.....	-	-	25	20	3	-	-	17	3	-	-	-	-	-	16	9	-	-	-	-	1	
Limington.....	-	-	30	33	25	10	2	13	5	1	-	-	-	-	36	-	-	3	-	-	1	
Lincoln.....	5	5	17	11	20	17	5	13	5	-	-	-	-	4	11	25	-	-	-	-	6	
Lisbon.....	-	-	91	66	41	34	32	33	30	2	1	-	-	-	21	15	81	2	-	-	5	
Litchfield.....	-	-	25	27	9	27	10	10	9	4	-	-	-	5	21	6	-	3	1	-	-	

Livermore	39	39	39	6	-	3	-	-	-	-	-	-	-	-	-	25	14	-	-	-	-	-	-	-	-	3	
Lubec	38	38	32	10	10	24	-	10	-	1	-	-	-	-	-	7	31	-	-	-	-	-	-	-	-	3	
*Machias	46	48	36	12	14	36	-	18	-	-	-	-	-	-	-	14	34	-	-	-	-	-	-	-	-	4	
Madison	76	87	24	34	48	43	-	16	-	-	-	-	-	-	-	30	57	-	1	-	-	-	-	-	-	4	
Mars Hill	39	39	7	10	-	-	-	-	-	-	-	-	-	-	-	17	25	-	4	-	-	-	-	-	-	1	
Mattawamkeag	19	19	5	19	4	14	-	4	-	1	-	-	-	-	-	-	19	-	-	-	-	-	-	-	-	1	
*Mechanic Falls	32	38	31	13	8	27	-	7	-	3	-	-	-	-	-	16	22	-	-	-	-	-	-	-	-	1	
Mexico	50	30	20	6	8	12	-	3	-	-	-	-	-	-	-	6	24	-	6	-	-	-	-	-	-	1	
*Milbridge	44	44	19	44	21	15	-	-	-	-	-	-	-	-	-	19	25	-	6	-	-	-	-	-	-	1	
Millnocket	37	37	16	4	13	2	-	2	-	1	-	1	-	-	-	37	37	-	-	-	-	-	-	-	-	1	
Milo	68	68	68	57	47	25	-	11	-	-	-	-	-	-	-	5	63	-	-	-	-	-	-	-	-	2	
Minot	No	re	turns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
*Monmouth	31	31	8	25	2	3	-	7	-	-	-	-	-	-	-	13	18	-	-	-	-	-	-	-	-	-	
Monroe	44	44	28	20	8	8	-	-	-	-	-	-	-	-	-	41	3	-	-	-	-	-	-	-	-	3	
Monson	47	48	31	43	31	17	-	3	-	2	-	-	-	-	-	27	27	-	8	-	11	-	-	-	-	3	
Morrill	27	19	11	11	2	2	-	-	-	-	-	-	-	-	-	30	-	-	-	-	-	-	-	-	-	2	
Mount Desert	36	36	9	9	14	31	-	-	-	-	-	-	-	-	-	4	32	-	-	-	-	-	-	-	-	-	
Mount Vernon	17	17	12	10	7	12	-	-	-	-	-	-	-	-	-	22	-	-	-	-	-	-	-	-	-	-	
New Gloucester	53	48	47	10	10	20	-	8	-	2	-	-	-	-	-	53	-	-	20	-	-	-	-	-	-	1	
Newport	16	22	16	12	6	8	-	1	-	1	-	-	-	-	-	10	15	-	-	-	-	-	-	-	-	1	
New Portland	25	21	19	25	5	4	-	4	-	1	-	-	-	-	-	14	11	-	-	-	-	-	-	-	-	1	
New Sharon	32	32	10	22	5	5	-	-	-	-	-	-	-	-	-	20	12	-	-	-	-	-	-	-	-	1	
New Vineyard	21	9	8	9	-	-	-	-	-	-	-	-	-	-	-	4	17	-	-	-	-	-	-	-	-	1	
Norridgewock	46	46	17	18	17	28	-	-	-	-	-	-	-	-	-	14	32	-	6	-	-	-	-	-	-	2	
North Berwick	-	-	-	-	-	3	-	3	-	-	-	-	-	-	-	45	-	-	-	-	-	-	-	-	-	-	
North Haven	18	19	4	6	6	6	-	-	-	-	-	-	-	-	-	22	9	-	-	-	-	-	-	-	-	-	
Norway	67	82	44	59	25	33	-	9	-	4	-	-	-	-	-	25	57	-	6	-	6	-	-	-	-	5	
Oakland	50	52	12	45	12	32	-	5	-	3	-	1	-	-	-	12	40	-	4	-	4	-	-	-	-	5	
Old Orchard	16	16	8	5	1	10	-	3	-	-	-	-	-	-	-	4	16	-	-	-	-	-	-	-	-	1	
Old Town	111	127	46	30	44	66	-	19	-	6	-	1	-	-	-	4	16	-	-	-	-	-	-	-	-	2	
Orono	73	73	30	28	23	29	-	12	-	4	-	-	-	-	-	12	61	-	1	-	-	-	-	-	-	2	
Oxford	36	36	16	25	2	5	-	8	-	2	-	1	-	-	-	11	25	-	-	-	-	-	-	-	-	2	
Palermo	20	19	16	15	-	-	-	-	-	-	-	-	-	-	-	20	-	-	-	-	-	-	-	-	-	1	
Palmyra	No	re	turns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Paris	75	92	92	47	39	33	-	14	-	3	-	-	-	-	-	51	41	-	-	-	-	-	-	-	-	5	
Parsonsfield	65	65	50	46	20	14	-	4	-	-	-	-	-	-	-	54	6	-	-	-	-	-	-	-	-	5	
Patten	70	70	40	30	27	28	-	19	-	7	-	1	-	-	-	22	37	-	1	-	15	-	-	-	-	5	
Pembroke	37	46	36	19	10	35	-	10	-	2	-	-	-	-	-	59	-	-	-	-	-	-	-	-	-	1	
Peru	30	30	30	30	12	-	-	-	-	-	-	-	-	-	-	30	-	-	-	-	-	-	-	-	-	1	
Phillips	41	55	18	32	2	25	-	9	-	1	-	1	-	-	-	23	32	-	-	-	-	-	-	-	-	1	
Phippsburg	No	re	turns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pittsfield	28	23	137	175	61	100	-	53	-	64	-	32	-	15	-	92	78	-	5	-	42	-	31	-	3	3	
Plymouth	-	-	22	17	17	5	-	-	-	-	-	-	-	-	-	17	5	-	-	-	-	-	-	-	-	4	
Poland	-	-	12	12	12	-	-	12	-	-	-	6	-	6	-	-	12	-	-	-	-	-	-	-	-	-	
Porter	-	-	52	52	28	6	-	-	-	-	-	-	-	-	-	8	44	-	-	-	6	-	6	-	-	-	
Portland	-	-	627	890	711	243	-	339	-	535	-	115	-	-	-	35	8	-	-	-	-	-	-	-	-	-	

APPENDIX.

Returns for the Year Ending July 1, 1906—Concluded.

Towns.	Number in training course for teachers.	Average No. in training course for teachers.	Number studying higher mathematics.	Number studying English literature, rhetoric, etc.	Number studying ancient and modern history.	Number studying the natural sciences.	Number studying modern languages.	Number studying ancient languages.	Number who were graduated present year.	Number who intend to enter a Maine college.	Number who intend to enter other colleges.	Number who intend to enter technical schools.	Number who intend to study in other institutions.	Number who do not intend to pursue studies further.	Number attending from rural communities.	Number attending from villages.	Number attending from cities.	Number rural residents intending to enter college.	Number city residents intending to enter college.	Number who have taught or intend to teach within a year.
Presque Isle	-	-	120	116	27	64	-	52	16	1	-	-	-	11	93	36	-	8	6	10
Princeton	-	-	26	33	25	23	-	21	4	2	-	-	-	-	10	23	-	-	2	-
Prospect	No	re	15	15	14	2	-	6	1	-	-	-	1	-	-	16	-	-	3	-
Randolph	-	-	12	14	-	-	2	5	-	-	-	-	-	-	4	10	-	-	2	-
Rangeley	-	-	17	34	12	9	2	14	1	1	-	-	-	5	39	4	-	1	1	-
Readfield	-	-	40	40	22	14	7	11	8	2	-	-	-	-	27	21	-	3	3	-
Richmond	-	-	19	19	22	19	-	1	-	2	-	-	-	-	16	3	-	-	-	2
Ripley	-	-	231	231	150	105	116	60	39	2	6	1	-	20	15	4	212	2	-	2
Rockland	-	-	34	34	14	2	15	26	5	1	-	-	-	-	42	4	-	-	10	1
Rockport	-	-	53	56	44	7	28	18	9	3	-	1	-	4	44	-	-	1	2	1
Rumford	-	-	108	136	82	57	58	84	21	2	-	-	10	1	-	136	-	-	64	1
Saco	-	-	53	65	65	18	11	28	15	2	-	1	-	7	20	45	-	3	7	1
Sanford	-	-	29	22	22	29	17	16	7	3	-	-	-	2	37	32	-	-	3	1
Sangerville	-	-	37	27	13	10	-	14	-	-	-	-	-	-	20	20	-	-	-	1
*Scarboro	4	4	59	43	32	27	6	17	-	-	-	-	-	-	10	49	-	2	8	-
Searsport	-	-	26	26	16	16	-	16	-	-	-	-	-	-	29	29	-	-	-	-
Sedgwick	-	-	12	12	9	3	-	1	6	1	-	-	1	4	13	-	-	1	-	2
Shapleigh	-	-	85	128	55	61	33	52	28	9	1	-	2	12	37	90	-	-	11	-
Skowhegan	-	-	19	18	14	16	8	9	5	-	1	-	-	2	8	13	-	-	-	2
Solon	-	-	63	73	20	18	56	48	11	1	-	-	6	28	46	-	-	1	-	4
South Berwick	-	-	95	95	25	22	4	12	10	3	2	-	-	3	-	103	-	-	-	-
South Portland	-	-	29	29	29	29	29	29	3	-	-	-	-	-	7	22	-	-	-	-
South Thomaston	-	-	42	38	14	20	4	5	-	-	-	-	-	-	42	-	-	-	-	6
Springfield	37	37	69	71	17	17	-	5	-	-	-	-	-	4	41	30	-	-	-	8
St. Albans	-	-	39	39	25	12	8	15	6	-	-	-	-	-	29	12	-	2	3	1

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 1906 and payable January 1, 1907.

Towns.	Scholars.	School and Mill Fund.
Abbot	196	\$542 21
Acton	159	459 86
Addison	298	824 40
Albany	114	315 37
Albion	241	666 72
Alexander	135	373 46
Alfred	196	542 22
Allagash Plantation	63	174 29
Alna	112	309 89
Alton	82	226 85
Amherst	102	282 17
Amity	136	376 23
Andover	187	517 32
Anson	561	1,651 97
Appleton	279	771 83
Argyle	70	193 65
Arrowsic	43	118 96
Ashland	593	1,640 50
Athens	248	686 08
Atkinson	144	398 36
Auburn	4,229	11,699 27
Augusta	3,302	9,134 77
Aurora	44	121 73
Avon	121	334 74
Baileyville	130	359 63
Baldwin	164	453 70
Bancroft	165	456 46
Bangor	7,196	19,907 29
Baring	78	215 78
Barnard Plantation	32	88 52
Bath	3,131	8,661 71
Beddington	13	35 96
Belfast	1,076	2,976 69
Belgrade	286	791 21
Belmont	87	240 69
Benedicta	149	412 20
Benton	282	780 14
Berwick	575	1,590 70
Bethel	435	1,203 40
Biddeford	6,023	16,662 26
Bigelow Plantation	21	58 10
Bingham	285	788 44
Blaine	375	1,037 41
Blanchard	67	185 36
Bluehill	545	1,517 71
Boothbay	530	1,466 21
Boothbay Harbor	629	1,740 06
Bowdoin	274	758 02
Bowdoinham	301	832 70
Bowerbank Plantation	17	47 08
Bradford	292	807 80
Bradley	133	506 26
Bremen	135	373 46
Brewer	1,402	3,878 55
Bridgewater	403	1,114 88
Bridgton	731	2,022 27
Brighton Plantation	108	298 77

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Bristol.....	681	\$1,883 95
Brooklin.....	273	765 24
Brooks.....	188	520 09
Brooksville.....	396	1,095 51
Brookton.....	94	260 05
Brownfield.....	238	658 41
Brownville.....	526	1,455 15
Brunswick.....	1,940	5,366 89
Buckfield.....	296	818 87
Bucksport.....	567	1,568 58
Burlington.....	113	312 60
Burnham.....	197	544 99
Buxton.....	433	1,197 87
Byron.....	55	152 15
Calais.....	2,373	6,564 76
Cambridge.....	85	235 15
Camden.....	930	2,572 78
Canaan.....	245	677 78
Canton.....	271	749 71
Cape Elizabeth.....	202	558 82
Caribou.....	1,684	5,211 98
Carmel.....	236	652 88
Caratunk Plantation.....	77	213 02
Carroll.....	170	470 29
Carthage.....	104	287 71
Cary Plantation.....	134	370 70
Casco.....	195	539 45
Castine.....	231	639 05
Castle Hill.....	217	600 32
Caswell Plantation.....	175	484 12
Centerville.....	30	82 99
Chapman Plantation.....	143	395 60
Charleston.....	205	567 12
Charlotte.....	77	213 02
Chelsea.....	309	854 83
Cherryfield.....	510	1,410 88
Chester.....	110	304 30
Chesterville.....	168	464 76
China.....	301	832 70
Clifton.....	51	141 09
Clinton.....	354	979 32
Codyville Plantation.....	29	80 23
Columbia.....	170	470 29
Columbia Falls.....	189	522 86
Concord.....	85	235 15
Connor Plantation.....	222	614 15
Cooper.....	61	168 76
Coplin Plantation.....	36	99 59
Corinna.....	305	843 76
Corinth.....	230	636 28
Cornish.....	264	730 35
Cornville.....	175	484 12
Cranberry Isles.....	92	254 51
Crawford.....	33	91 29
Criehaven Plantation.....	16	44 26
Crystal.....	161	445 39
Cumberland.....	369	1,020 82
Cushing.....	161	445 40
Cutler.....	190	525 62
Cyr Plantation.....	239	661 18

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Dallas Plantation	64	\$177 06
Damariscotta	146	403 90
Danforth	375	1,037 41
Bayton	92	254 51
Dead River Plantation	30	82 99
Deblois	21	58 10
Dedham	112	309 83
Deer Isle	769	2,127 40
Denmark	141	390 07
Dennistown Plantation	40	110 66
Dennysville	179	495 19
Detroit	136	376 23
Dexter	832	2,301 67
Dixfield	261	722 05
Dixmont	224	619 69
Dover	429	1,186 80
Dresden	207	572 66
Drew Plantation	77	213 02
Durham	469	1,297 47
Dyer Brook	99	273 88
E. Plantation	46	127 26
Eagle Lake Plantation	338	935 05
Eastbrook	82	226 85
East Livermore	742	2,052 70
East Machias	448	1,239 37
Easton	419	1,159 14
Eastport	1,847	5,109 62
Eddington	143	395 60
Eden	1,110	3,070 74
Edgecomb	166	459 23
Edinburg	14	38 73
Edmunds	214	592 02
Elliott	361	998 69
Elliottsville Plantation	23	63 63
Falls-worth	1,413	3,968 98
Embden	151	417 72
Enfield	367	1,015 29
Etna	175	484 12
Eustis	161	445 40
Exeter	230	636 28
Fairfield	1,239	3,427 62
Falmouth	466	1,289 16
Farmingdale	185	511 79
Farmington	790	2,185 49
Fayette	158	437 09
Flagstaff Plantation	50	138 32
Forest City	34	94 06
Fort Fairfield	1,367	3,781 72
Fort Kent	1,175	3,250 56
Foxcroft	464	1,283 64
Frankfort	373	1,031 88
Franklin	378	1,045 71
Freedom	116	320 90
Freeman	85	235 15
Freeport	672	1,856 04
Frenchville	654	1,809 25
Friendship	236	652 88
Fryeburg	309	854 83

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Gardiner	1,449	\$4,008 58
Garfield Plantation	37	102 36
Garland	209	578 19
Georgetown	187	517 33
Gilead	37	102 36
Glenburn	123	340 27
Glenwood Plantation	44	121 73
Gorham	718	1,986 30
Gouldsboro	337	932 29
Grafton	16	44 26
Grand Falls Plantation	25	69 16
Grand Isle	472	1,305 76
Grand Lake Stream Plantation	109	301 54
Gray	360	995 92
Greenbush	154	426 03
Greene	175	484 12
Greenfield	47	130 03
Greenville	351	971 02
Greenwood	194	536 69
Guilford	423	1,170 20
Hallowell	720	1,991 84
Hamlin Plantation	216	597 55
Hammond Plantation	34	94 06
Hampden	559	1,546 44
Hancock	268	741 41
Hanover	50	138 32
Harmony	177	489 65
Harpwell	479	1,325 13
Harrington	280	774 61
Harrison	240	663 95
Hartford	197	544 98
Hartland	293	810 57
Haynesville	103	2-4 94
Hebron	120	331 97
Hermon	333	921 22
Hersey	67	185 36
Highland Plantation	22	60 86
Hill Plantation	110	304 30
Hiram	233	644 58
Hodgdon	385	1,065 08
Holden	156	431 66
Hollis	290	802 27
Hope	149	412 19
Houlton	1,583	4,379 28
Howland	161	445 40
Hudson	106	293 24
Hurricane Isle	82	226 85
Industry	138	381 76
I-land Falls	490	1,355 56
Isle au Haut	56	154 92
Isleboro	294	813 34
Jackman Plantation	93	257 28
Jackson	199	550 52
Jay	769	2,127 40
Jefferson	291	805 04
Jonesboro	198	547 75
Jonesport	850	2,351 47
Kenduskeag	116	320 90
Kennebunk	766	2,119 10
Kennebunkport	593	1,640 50

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Kingfield	238	\$658 41
Kingman	331	915 69
Kingsbury Plantation	56	154 92
Kittery	710	1,964 17
Knox	129	356 87
Lagrange	172	475 82
Lake View Plantation	40	110 66
Lakeville Plantation	39	107 89
Lamoine	158	437 09
Lang Plantation	35	96 81
Lebanon	312	863 12
Lee	262	724 81
Leeds	294	813 34
Levant	187	517 33
Lewiston	8,018	22,181 29
Lexington Plantation	65	179 82
Liberty	204	564 36
Limerick	218	603 08
Limestone	480	1,327 90
Limington	247	683 31
Lincoln	664	1,836 92
Lincoln Plantation	16	44 26
Lincolnton	332	918 45
Linneus	268	741 41
Lisbon	1,190	3,292 06
Litchfield	258	713 74
Littleton	325	899 09
Livermore	257	710 98
Long Island Plantation	79	218 55
Lowell	130	359 63
Lowell	81	224 09
Lubec	1,189	3,289 30
Ludlow	111	307 06
Lyman	168	464 76
Machias	564	1,560 28
Machiasport	425	1,175 74
Macwaboe Plantation	51	141 08
Madawaska	749	2,072 07
Madison	775	2,143 99
Madrid	90	248 98
Magalloway Plantation	20	55 33
Manchester	157	434 33
Mapleton	317	876 96
Mariaville	65	179 82
Marion	28	77 46
Marshfield	48	132 79
Mars Hill	508	1,405 35
Masardis	206	569 89
Meson	27	74 70
Matineus Isle Plantation	55	152 13
Mattamiscotis		
Mattawamkeag	144	398 37
Maxfield	24	66 40
Mayfield Plantation	14	38 73
Mechanic Falls	358	990 38
Meddybemps	54	149 39
Medford	60	165 99
Medway	158	437 09
Mercer	134	370 70
Merrill Plantation	126	348 57
Mexico	681	1,883 95
Milbridge	520	1,438 55
Milford	300	829 93
Millinocket	817	2,260 18

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Milo	626	\$1,751 78
Milton Plantation	77	213 02
Minot	176	486 89
Monhegan Plantation	38	105 12
Monmouth	312	863 12
Monroe	180	497 96
Monson	393	1,087 21
Monticello	471	1,303 00
Montville	241	666 72
Moose River Plantation	77	213 02
Moro Plantation	80	221 32
Morrill	97	268 35
Moscow	150	414 96
Mt. Chase	104	287 72
Mt. Desert	513	1,419 18
Mt. Vernon	209	578 19
Mussel Ridge Plantation	29	80 22
Naples	191	528 39
Nashville Plantation	9	24 90
Newburg	159	439 86
New Canada Plantation	194	536 69
New Castle	268	741 42
Newfield	128	354 10
New Gloucester	343	948 83
New Limerick	177	489 66
Newport	385	1,065 08
New Portland	240	663 95
Newry	78	215 78
New Sharon	250	691 61
New Sweden	330	912 92
New Vineyard	139	384 53
Nobleborough	175	484 12
Norridgewock	428	1,184 04
North Berwick	479	1,325 13
Northfield	34	94 06
North Haven	156	431 56
Northport	93	257 28
North Yarmouth	189	522 86
Norway	730	2,019 50
No. 8 Plantation	11	30 43
No. 14 Plantation	31	85 75
No. 21 Plantation, Hancock County	12	33 18
No. 21 Plantation, Washington County	41	113 42
No. 33 Plantation	26	71 93
Oakfield	337	932 29
Oakland	491	1,358 33
Old Orchard	225	622 45
Old Town	1,912	5,289 42
Orient	62	171 52
Orland	342	946 12
Orneville	104	287 70
Orono	1,029	2,846 67
Orrington	350	968 25
Otis	34	94 06
Otisfield	166	459 22
Oxbow Plantation	53	146 62
Oxford	317	876 93
Palermo	213	589 25
Palmyra	226	625 22
Paris	844	2,334 88
Parkman	201	559 06
Parsonsfield	218	603 08

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Passadumkeag	136	\$376 23
Patten.....	451	1,247 67
Pembroke.....	493	1,363 86
Penobscot.....	304	841 01
Perham.....	225	622 45
Perkins.....	12	33 19
Perry.....	335	926 75
Peru.....	222	614 15
Phillips.....	392	1,084 44
Phippsburg.....	332	918 45
Pittsfield.....	778	2,152 29
Pittston.....	370	746 94
Pleasant Ridge Plantation.....	22	60 86
Plymouth.....	171	473 06
Poland.....	351	971 02
Portage Lake Plantation.....	167	462 00
Porter.....	942	669 48
Portland.....	13,249	42,185 41
Pownal.....	141	390 07
Prentiss.....	169	467 53
Presque Isle.....	1,591	4,401 40
Princeton.....	552	973 78
Prospect.....	182	503 49
Randolph.....	276	763 54
Rangeley.....	271	749 70
Rangeley Plantation.....	24	66 40
Raymond.....	215	594 78
Readfield.....	286	816 10
Reed Plantation.....	157	434 33
Richmond.....	468	1,294 70
Ripley.....	110	304 30
Robbinston.....	243	672 25
Rockland.....	1,943	5,375 19
Rockport.....	571	1,579 64
Rome.....	118	326 43
Roque Bluffs.....	41	113 43
Roxbury.....	82	226 85
Rumford.....	2,057	5,690 57
Saco.....	1,742	4,819 14
St. Agatha.....	634	1,753 92
St. Albans.....	289	799 51
St. Francis Plantation.....	318	879 72
St. George.....	749	2,072 06
St. John Plantation.....	198	547 75
Salem.....	45	124 49
Sandy River Plantation.....	21	58 10
Sanford.....	2,678	7,408 52
Sangerville.....	331	915 69
Scarborough.....	442	1,222 77
Searsmont.....	245	677 78
Searsport.....	368	1,018 05
Sebago.....	148	409 43
Sebec.....	187	517 32
Seboeis Plantation.....	28	77 46
Sedgwick.....	252	697 14
Shapleigh.....	185	511 79
Sherman.....	324	896 33
Shirley.....	84	232 39
Sidney.....	218	603 08
Silver Ridge Plantation.....	58	160 45
Skowhegan.....	1,467	4,058 37
Smithfield.....	138	381 76
Smyrna.....	140	387 30

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Solon	285	\$788 44
Somerville	113	313 60
Sorrento	45	124 49
South Berwick	931	2,575 55
Southport	146	405 90
South Portland	876	5,189 84
South Thomaston	412	1,139 77
Southwest Harbor	254	702 68
Springfield	158	437 09
Stacyville Plantation	185	511 79
Standish	428	1,184 04
Starks	177	489 65
Stetson	126	348 57
Steuben	227	627 99
Stockholm Plantation	187	517 32
Stockton Springs	236	652 88
Stoneham	93	257 28
Stonington	661	1,828 62
Stow	64	177 06
Strong	190	550 52
Sullivan	325	899 09
Sunmer	237	655 64
Surry	258	713 74
Swan's Island	218	603 08
Swanville	123	340 26
Sweden	66	182 59
Talmadge	32	88 52
Temple	86	237 92
The Forks Plantation	63	174 29
Thomaston	625	1,729 02
Thorndike	150	414 96
Topsfield	100	276 64
Topsham	676	1,870 11
Tremont	402	1,112 11
Trenton	129	356 87
Trescott	142	392 83
Troy	190	525 62
Turner	440	1,217 24
Union	291	805 04
Unity	194	536 69
Unity Plantation	17	47 03
Upton	62	171 52
Van Buren	901	2,492 55
Vanceboro	172	475 82
Vassalborough	686	1,897 78
Veazie	120	331 97
Verona	65	179 82
Vienna	98	271 11
Vinalhaven	783	2,166 14
Wade Plantation	113	312 60
Waite	36	99 59
Waldo	124	343 03
Waldoboro	818	2,262 94
Wales	112	309 84
Wallgrass Plantation	480	1,327 90
Waltham	54	149 39
Warren	496	1,372 16
Washburn	416	1,150 84
Washington	247	683 32
Waterboro	255	705 44
Waterford	230	636 28

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Waterville ..	3,171	\$8,772 37
Wayne.....	150	414 96
Webster	332	918 45
Webster Plantation	53	146 63
Weld.....	208	575 42
Wellington.....	133	367 92
Wells.....	640	1,770 52
Wesley	74	204 72
West Bath.....	90	248 98
Westbrook	2,728	7,546 84
Westfield Plantation.....	142	392 83
West Forks Plantation	60	165 99
West Gardiner.....	170	470 29
Westmanland Plantation.....	62	171 52
Weston	112	309 83
Westport	93	257 28
Whitefield	261	722 05
Whiting	142	392 83
Whitneyville	87	240 69
Williamsburg.....	41	113 43
Williamantic.....	74	204 72
Wilton.....	518	1,433 00
Windham	466	1,289 17
Windsor.....	178	492 42
Winn	234	647 35
Winslow	716	1,980 77
Winter Harbor	185	511 79
Winterport.....	489	1,352 80
Winthrop	557	1,568 58
Wiscasset	339	937 82
Woodland	395	1,092 74
Woodstock.....	212	586 48
Woodville.....	49	135 56
Woolwich	199	550 52
Yarmouth.....	658	1,820 30
York	689	1,906 08

School and Mill Fund—Concluded.

RECAPITULATION BY COUNTIES.

Counties.	Scholars.	School and Mill Fund.
Androscoggin.....	17,143	\$47,425 05
Aroostook.....	24,172	66,870 33
Cumberland.....	29,776	82,373 46
Franklin.....	4,952	13,699 39
Hancock.....	11,167	30,892 83
Kennebec.....	15,944	44,108 10
Knox.....	8,210	22,712 46
Lincoln.....	5,148	14,241 62
Oxford.....	9,641	26,671 24
Penobscot.....	23,694	65,547 99
Piscataquis.....	5,002	13,837 72
Sagadahoc.....	5,713	15,804 67
Somerset.....	9,619	26,610 37
Waldo.....	6,320	17,483 90
Washington.....	14,375	39,767 56
York.....	19,577	54,158 57
Total.....	210,463	\$582,205 26

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