

MAINE STATE LEGISLATURE

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PUBLIC DOCUMENTS OF MAINE:

1908

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

Departments and Institutions

For the Year 1907

VOLUME IV

REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC SCHOOLS
OF THE
STATE OF MAINE
FOR THE
School Year Ending June 30, 1907.

AUGUSTA
KENNEBEC JOURNAL PRINT
1907

STATE OF MAINE.

EDUCATIONAL DEPARTMENT,

AUGUSTA, December 31, 1907.

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 1906-1907.

Very respectfully,

Your obedient servant,

PAYSON SMITH,

State Superintendent of Public Schools.



Class in Sewing—Lewiston Schools

MAINE FARMER PRINT, AUGUSTA

SALARIES AND QUALIFICATIONS OF TEACHERS.

No more serious educational problem confronts the people of Maine than that of the teacher's salary. The chief consideration in this problem is not the interest of the teacher, it is the welfare of the Maine school and of the children who attend it.

The result of a continued depression in teachers' wages must be to discourage persons of the requisite talent and attainments from entering the profession and to turn teachers of ability from our schools to those offering higher salaries.

The public properly demands that the persons who shall instruct the youth shall have certain attainments of a high order, that they shall have had careful and rigid training and, after they enter the schools, that they shall continue to improve in their profession.

These superior qualifications the business world is likewise seeking and is prepared to pay for.

The demand of the public for the best teaching cannot be met unless it is accompanied with an adequate wage. It is useless to expect that teaching service, as a whole, will not respond to natural economic laws.

In the case of two industries, engaged in manufacturing of the same general kind, let one offer a higher wage than the other and there will inevitably go into the one paying the higher salary the more skilled and the higher type of labor. Its workmen will be more contented. Their homes will reflect better conditions of living. They will carry to their daily toil more buoyancy, more enterprise and more energy. The product of the factory they serve will find the higher price on the market. The factory offering the lower rate of pay will reflect exactly opposite conditions.

The principle holds true in the matter of teachers' wages. A wage rate that continues measurably lower than that paid in a

similar occupation is certain to result unfavorably. The end will be less efficient service.

The figures placing the pay of teachers in comparison with that of other workers may be important as showing an element of injustice to teachers, but they are vastly more important as holding unpleasant promise for the future of the schools.

In Maine, the situation is especially acute because of the fact that our rate of teachers' salaries is even lower than that of neighboring states.

The problem assumes large proportions in the case of the smaller schools. Superintendents having charge of small country schools report great difficulty in securing teachers for them and complaints are becoming more frequent that young persons of little or no training and with immaturity of judgment are placed in charge of schools of this class.

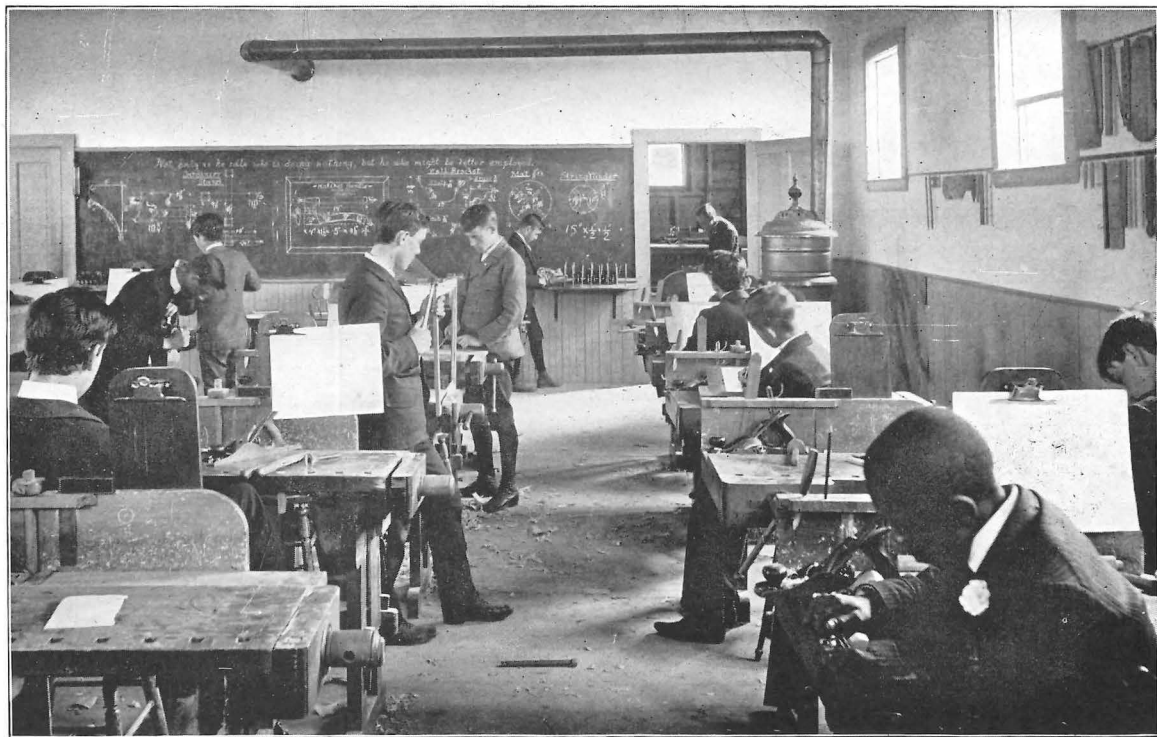
The responsibility for such a condition, wherever it exists, must not be placed entirely upon school authorities. They are usually securing the best skill they can get for the funds at their disposal.

Commercial courses, training schools for nurses and openings in mercantile work are attracting persons from the normal and teachers' training courses.

An element not to be overlooked in the discussion of the teachers' salary is the advance that has recently been made in the cost of living. Nearly all other workers have means for presenting at once their claims for higher wages to meet this increased cost. Workmen, through their organizations, secure a prompt recognition of their demands. Persons engaged in trade make prices in accordance with the changing market. Professional workers fix by agreement their scale of fees. The teacher, however, must be content to make her appeal to public opinion. The response, in such a case, must often be slow when the immediate effects to be gained cannot be clear to the public.

The danger to the school is that the teacher will not wait for public opinion to formulate its answer, but will go to another kind of employment, or to a better paying position, leaving the school to inferior service and consequent deterioration.

The report on teachers' salaries in Maine, recently presented to the Maine Teachers' Association by a special committee and made public through this department, makes superfluous, now,



Class in Wood-Working—Lewiston School

MAINE FARMER PRINT, AUGUSTA

any presentation of statistics. It is gratifying to record, however, that, as a result of this report and the efforts of local school officials, a large number of the cities of the State have, within a year, made advances in their teachers' salary schedules. A similar action has been taken in some of the larger towns and a few smaller ones that have no fixed salary schedules have made more liberal provision for their teachers. This advance has been uneven, however, and the problem still remains a general one. It should have the careful study and attention of our people.

A consideration of the best means for solving this problem finds no general agreement. Some states have fixed by statute the minimum salary to be paid, requiring likewise certain minimum qualifications. Other states have increased the state requirements upon teachers by making examination compulsory, thus forcing the larger salary that is necessary to command the more restricted service.

Still another plan is to offer special encouragement, through an increased proportion of state aid, to those towns that take the initiative of demanding and paying for trained and experienced teachers.

The solution of the problem is not, however, to be reached mainly through legislation. Public opinion in each town and community should be aroused to the necessity of the superior service that can be obtained only by the better remuneration.

In a consideration of this subject, the elements of the time for which the teacher is employed during the year is an important one. While comparatively few Maine towns restrict their school terms to the minimum number of weeks named in the law, there is apparently, in some instances, an unfortunate tendency to regard the twenty weeks as a standard and to gravitate towards it. Many children leave school as soon as they attain their fifteenth birthday. In any town having only twenty weeks school, the entire time a child of this class would have spent in school would amount only to four years in the schools of the majority of the larger towns.

In connection with this discussion the following recommendation may be presented: First, that towns, in so far as possible, apply the increased mill fund, apportioned in July, 1908, and available after January 1, 1909, to the single item of teachers'

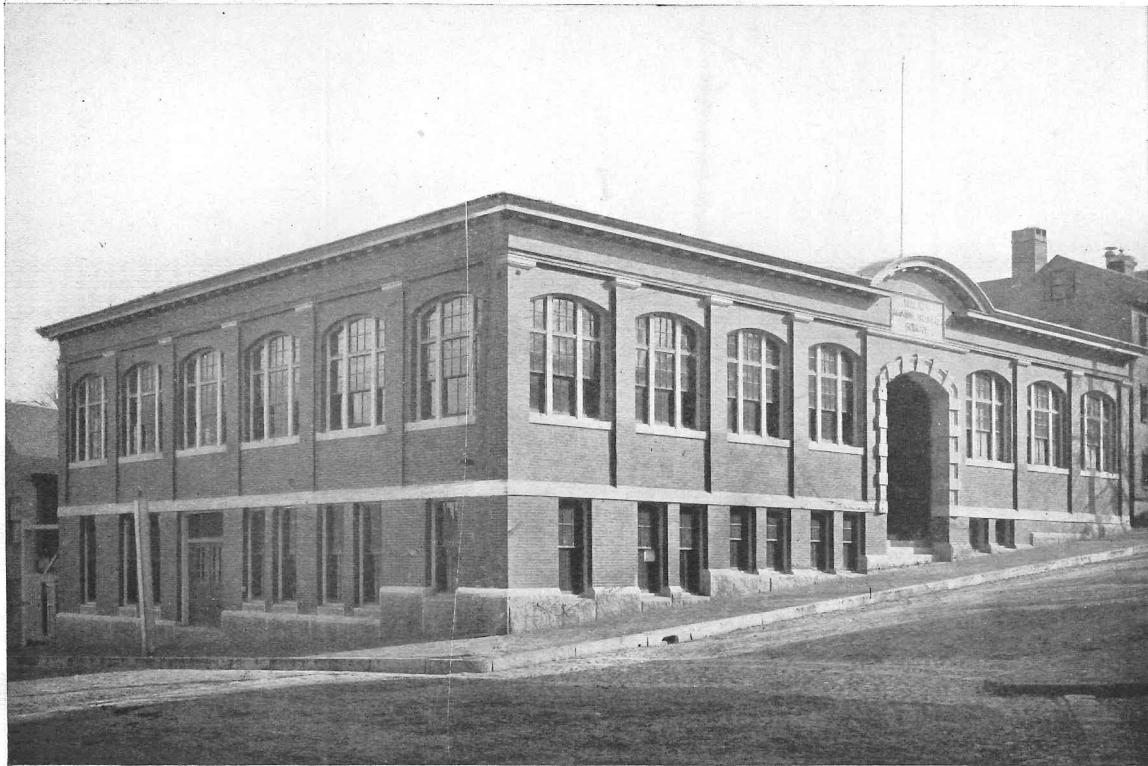
wages, making no reduction in local appropriations. In towns where the school year is now too short the increase of the teachers' salary will best be provided by increasing the number of weeks, thus affording a longer term of employment and a larger annual salary.

Second: That, in each town, a careful scrutiny be made of all school expenditures to effect such legitimate saving as may be applied to the salary of teachers.

Third: That school officials be more exacting in the matters of training and qualification, thus demonstrating to the people the value of superior service.

The legislature should also make provision for increasing the minimum school year from twenty to, at least, twenty-five weeks; for fixing more exactly the qualifications of teachers and for distributing a portion of the State school fund on a basis that would recognize training, experience and efficiency.

The people of the State cannot afford to refuse to pay such salaries as will preserve for the schools the highest possible efficiency.



Walker Manual Training School—Portland

MAINE FARMER PRINT, AUGUSTA

MANUAL TRAINING IN MAINE SCHOOLS.

The object of education is to develop power. The acquisition of facts is of secondary importance. It is not so much the things a child learns at school as it is the power he acquires while learning them that establishes for him the usefulness of the school.

The power that is to be gained through education does not come wholly from the study of books, nor is it to be obtained entirely in school.

All the factors of life are in some kind and degree educational factors. The boy is educated not only at school, he is educated at home, on the street, by his companions, in his daily tasks, in his games and sports. Not all of this may be education to good ends, but it is inevitable that some sort of education should result.

Education, indeed, in this large sense does not end with school days and with youth. It continues through life. The adult is constantly, though not so powerfully, educated by the influences that enter his life.

That part of the educational process that has been accomplished in school has been carried on, in the main, through the medium of the eye and the ear, by a study of written and spoken words.

Changed conditions of life, however, have rendered such a process incomplete. Under former conditions of society there were more ample means for the child to secure outside the school the education that is to be gained through action. The boy on the farm had daily tasks that challenged his skill and ingenuity. While his school was requiring him to think things, the home life was demanding that he do things. Thus was maintained a balance between thought and action which provided an education both of the head and of the hand.

Industries that were formerly carried on, to a great extent, in the homes have been relegated entirely to the factory. To the city or village boy, there is small opportunity for that kind of education that comes of the performance of tasks involving manual effort. Even in the case of the country boy, it is lacking to a considerable degree as compared with that former time, when the home was the seat of practically all industries.

To meet the new need for an education of a distinctly practical kind, a kind that would educate the hand as well as the brain, manual training has been introduced.

Manual training, it should be understood, is not in any sense vocational training; it does not have, as its aim, the making of carpenters, or machinists, or mechanics; its object is purely and solely educational;—to train the hand and the will into action. It is equally useful to the boy who will enter a trade and to the one who will enter a profession.

In 1901, the Maine legislature gave recognition to the need for manual training by passing an act encouraging and permitting its adoption by the public schools.

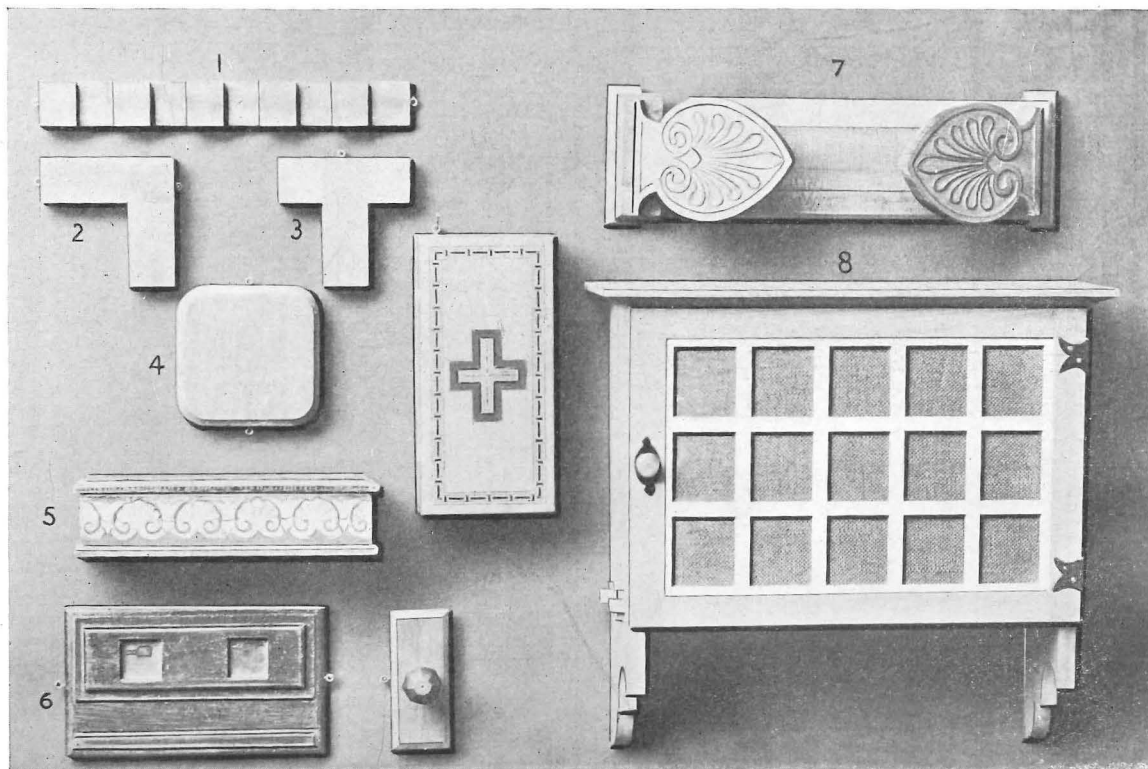
Drawing, which is an elementary form of manual training, has been introduced under special supervision in a large number of Maine towns and cities. In connection with the teaching of this subject simple construction work is usually given. Drawing has a very close connection with other branches of school work and its rapid extension in our courses of study has had a positively beneficial effect upon all these branches.

Distinct manual training courses have been introduced into a few cities of the State. The following brief reports from the cities where it has been introduced have been provided this department by the superintendents of schools.

BANGOR—Manual training was introduced into the Bangor schools in the fall of 1904. It was first started with woodwork and mechanical drawing in the 7th, 8th, and 9th grades for the boys and sewing in the 6th, 7th, 8th and 9th grades for the girls.

Mechanical drawing was also introduced into the high school. During the year the manual training was extended down into the lower grades gradually by holding teachers meetings and instructing them in the work.

By the close of the year a systematic course in paper folding, card board construction, raphia, reed, woodwork and sewing



Manual Training Models—Portland

MAINE FARMER PRINT, AUGUSTA

extended from the first to the ninth grades inclusive. Mechanical drawing was made elective in the high school during the entire course, four years.

In 1905-1906, wood turning lathes were enstalled in a room adjoining the wood-working laboratory and wood turning was made elective in the high school with the understanding that the boys should be their own masters and look after themselves in every way.

The instruction is given to all of the pupils at a certain hour during the week. The rule was made that any pupil giving the slightest trouble in any way coming, going or during the lesson would be dropped from the class for the first offense. The rule has been strictly held to for three years and during that time only one boy has been dropped out of an enrollment of one hundred and thirty. Individual instruction is given and each pupil is allowed to progress as fast as he can both in manual training and mechanical drawing.

In the fall of 1906, cooking was introduced for the girls of the ninth grade. A room in the manual training building was fitted with a large gas range and individual gas stoves. The same year we began purchasing machinery for iron work, therefore when a boy finishes his wood turning he is permitted to take machine tool work.

New machinery being added as needed to accommodate the increasing classes. All machinery is driven from the floor thus doing away with all jar to the rooms above.

Manual training in Bangor owes its growth to the constant interest and the loyal support of the members of the school board. The local press has also done its share to interest the general public.

CHAS. E. TILTON,
Superintendent Schools of Bangor.

BATH—We have sewing for girls in Grades VI-VII-VIII. During the time set apart for sewing for the girls, the boys of these grades go to the manual training school for instruction in woodworking. We are hoping, by means of recent bequests made to this department, to increase, largely, its usefulness through its extension.

I firmly believe in manual training as a subject of great importance in the educational process.

F. W. FREEMAN,
Superintendent of Schools of Bath.

LEWISTON—A manual training school was opened in Lewiston with the beginning of the fall term in September, 1897. The previous spring an appropriation of \$1,500, recommended by the school board for the establishment of such a school, was granted by the city government. A building lot near the grammar school was purchased and a building was provided for the special use of this school. It was equipped with benches, twenty-four in number, and the necessary tools at an approximate cost of \$400.

The course of instruction in this school has been limited to wood working only. About ten models a year have been given each class of the grammar grades; so the four years of the grammar school course provide for the completion of forty models. These models range from a ruler and a key tag among the first to a wall bracket and diploma frame near the close of the course.

The work has been restricted to boys, the girls of each class taking sewing while the boys are at the work. Instruction has been given the classes weekly in periods ranging from one to two hours according to grade. It has been the practice to employ, as instructor, a graduate of the Institute of Technology or of the Massachusetts Normal School.

I. C. PHILLIPS,
Former Superintendent of Schools of Lewiston.

PORTLAND—At the beginning of the year 1893, Mayor Baxter, by contributing his entire salary for the purpose, made it possible to introduce a department of manual training into the grammar schools. Mr. Rudolph Schuerch, of Boston, was secured for a teacher and, under his supervision, rooms were fitted up for the work in the North and Butler school buildings. Benches and tools were provided, together with every facility for the best service in this comparatively new branch of study.

The following year the course in manual training was extended from the first and second classes of the grammar schools to the third class and so arranged that each pupil receives



Wood-Working Room—Walker Manual Training School, Portland

MAINE FARMER PRINT, AUGUSTA

three years of uninterrupted exercise in the training of the hand. To carry forward this increased work another teacher was secured, Mr. George H. Babb of Windham. Upon his arrival the exercises of this course were arranged to be conducted in both rooms, the room in the North School building under the charge of Mr. Babb, the other in the Butler School building under the charge of Mr. Holden.

The school report of 1895 comments as follows on this department: "The results of this training since it was introduced into our schools two years ago, have been very satisfactory and are well worth the small outlay required. It has had a marked effect upon the discipline and attendance while the boys do better work in their studies for, as has been said, 'the simple forms of manual training have been brought to arouse and stimulate, children have advanced in their power to learn by exercising their powers to do it.' Your committee, however, desire to emphasize the fact, since many misconceptions have arisen as to the character of the work being done in this school, that it is not the design of your board to furnish instruction in the details of any trade, for such is not the function of the common school. The whole design has been and is to complete our school curriculum so as to train the hand as well as the mind and through the hand to reach the mind of the pupil."

Again in 1897 the school report states "nearly one thousand citizens have during the year taken this opportunity to visit the manual training school and a deep and far reaching interest has been awakened in favor of this very important branch of education. An evidence of the influence of manual training is the fact that many high school boys, who have completed the course, seek opportunities to return to the rooms and carry on the work for themselves. In many instances a latent talent has been awakened that might otherwise never have been developed and several boys are continuing the course in manual training and mechanical drawing."

In 1901, there was dedicated the Walker Manual Training School erected by the trustees of the Walker fund. This building has five class-rooms and the necessary closets and store-rooms and is admirably suited to its purpose. Four of the rooms are devoted to Manual Training for boys and the other is furnished as a kitchen and is devoted to Domestic Science for the girls of the ninth grade of the grammar school.

The popular approbation of manual training was never so great as at the present time. The value of the course pursued by the pupils in the Walker manual training school is beyond question. The ninth grade girls are now given instruction in cooking in the manual training building and the eighth grade girls have instruction in sewing, under the direction of their regular teachers. Both these departments are profitable and are much appreciated by pupils and parents. The course in cooking has been worked up to a high degree of efficiency and its value constantly increases.

W. H. BROWNSON,
Superintendent of Schools of Portland.

Westbrook—The Manual Training School of Westbrook was established in 1895, the Sloyd system being the one adopted and the one still in use. The necessity for such a school had been under consideration for a year or two previous to that time, but nothing definite towards it could be settled.

There were many who strongly urged that such a school would be a decided improvement, yet there was more or less opposition as usually exists when a departure is advocated from a well defined custom. The opposition was, perhaps, made more on the point of economy in relation to the finances of the city as many claimed that, while they did not doubt the practical advantages of such a school asked for by the school committee, yet they thought that the city could not afford it.

The question was simplified at this time by the generosity of Mr. S. D. Warren, of Boston, who kindly volunteered to equip a room with benches, tools, etc., and to pay the salary of the teacher for the first year with the understanding that the city should continue it for two years longer, bearing the expense for same and thus have a chance to obtain satisfactory results and reasonably be better able to judge if the school was proving sufficiently important to continue it and therefore not be hasty in a decision.

From that time the school has been a part of the school system and, aside from the first few years during which, as has been stated, considerable opposition was in evidence, the sentiment has been almost unanimous in its favor; in fact, instances have frequently been noted where those who objected most strenuously are now among the strongest advocates.

For ten years the school offered practically the same course to boys and girls—mechanical drawing of the models to be produced and then making them of wood. The popularity of the department was as noticeable among the girls as among the boys, but, owing to the increased attendance in the three highest grammar grades in which the work is taken, it was found necessary in 1906 to add another room and consequently another teacher. It was deemed advisable to add the room and equip it for Domestic Science for the girls as this seemed to appeal more to their needs than the work which had been done by them before.

At the present time the two departments are proving very satisfactory and without doubt are a very necessary adjunct to the school system of the city.

The work is planned to present as practical a course as possible. The pupil is introduced to simple models and the drawing of same; he is taught the use and care of the tools needed in the construction of the models; the old principle of, "Leading the child from the known to the related unknown," forms as distinct part of this work as in any subject under treatment.

FRED BENSON,

Superintendent of Schools of Westbrook.

The most recent step taken in the promotion of manual training in Maine schools and one that must be very important in bringing about its rapid and general adoption was its introduction into all the State Normal Schools at the beginning of the school year.

INDUSTRIAL EDUCATION.

The terms manual training and industrial education should not be confused. They are entirely distinct from each other and have little, if any, connection.

Manual training has as its purpose the education of children through the appeal it makes to their motor activities. It is essentially a part of the elementary school system.

Industrial education is training for the trades. It supplements the common school course in the same sense as the high school and college courses, but it has no place in that course.

While industrial education has no place in elementary schools, it is coming to be recognized that it must be accepted as a part of our broader educational system.

A transformation has taken place in industrial life and methods. The apprentice system has vanished. There is now opportunity for thorough training for very few trades. The high schools and colleges are broadly cultural in their work and it may be said they offer the opportunity to the artisan as well as to the scholar.

The fact is, however, the man who is to enter the shop feels that he should be economizing the time he spends in his preparation by that kind of education that his vocation will demand of him. He is often impelled by the immediate necessity of earning his living to forego the advantages he would enjoy, but which he believes are not essential to his selected calling. This necessity should not likewise compel him to forego that training which will make him more useful in that calling.

The making of a pair of shoes, a generation since, was done by a single pair of hands. In the modern shoe factory a pair of shoes passes through the hands of nearly a hundred workmen each making but a single part. What is true of this industry is true of others. Each worker is a part of a great machine per-

forming only a single task. The results of these changes must be met, in part at least, by our educational system.

Into all the great trades and industries are to enter more than ninety per cent of the product of the common schools. If the efficiency of these trades and industries is to be maintained at its highest point, then must the economic value of each of their workers be promoted to its highest degree.

This ideal of education calls for the enlargement of the opportunities to be offered to youth. For only about ten per cent of our common school graduates we are now offering opportunity for more than the common school provides. We offer, in our high schools and colleges, a chance for special training for those who wish to become teachers, ministers, lawyers, physicians and writers and, to a limited extent, to those who will enter business pursuits.

In these high schools, we do very little in way of preparation for more efficient service in other employments and for the development of the economic value of the worker.

Educational leaders have been even slower than industrial leaders, both employers and employees, to recognize this need of the majority. As a witness to this fact, it is to be noted that great department stores have special schools in which they train their workers. Leading industrial concerns organize their own schools for the development of a skill they find boys do not possess when they come to them from the public schools.

The educational leaders of this country have likewise been even slower than those of other countries to recognize the necessity for this broader educational policy.

Throughout Europe are scattered schools whose purpose is to correlate academic work and culture with greater industrial efficiency. The discussion has especial application to New England and to our own State, because of the nature of their industries.

Two ideals should direct the educational policy of the State. The first is to help each child in the State to that position in life where he can render the most acceptable service to himself, where he can realize to the full his own ability. The other aim which is really corollary to the first, is to promote, in every legitimate way, the prosperity of the State and the industries that support its life.

Maine is rich in the variety of its industrial resources. The leading industries are manufacturing and agriculture. It should be a part of the business of our educational system to turn over to these industries the large majority of boys and girls who will inevitably enter them, prepared both in sympathy and in skill.

An education that is exclusively literary cannot fail to alienate our youth from the farm and the shop. The tendency of too much of our so called literary education is to cultivate the idea that it enables its possessor to get a living on easy terms.

It is too much held before our young men and women that education means freedom from manual toil and a life of physical ease. The boys and girls who live on our farms are often inspired to look afar and abroad for the opportunities which, as a matter of fact, exist within themselves. So far has the influence of this doctrine extended that there is no town nor city of Maine which has not sent its valuable contribution to the life and welfare of other parts of the land.

Putting it in figures it has been said that two hundred thousand Maine born men and women are living in other states, giving the matured economic value of their adult years to those places. It may be true, perhaps, that some of these have prospered because of the change they made, but it is not difficult to believe, in view of our own great resources still awaiting development, that the same enterprise, force and ambition might have found, for these persons, a material prosperity within the bounds of their native State.

This enlargement of educational opportunity, it will be said, means a greater expenditure of money. There can be no denial of this fact. An expenditure, however, which shall open to ninety per cent of our young people opportunities now freely given to ten per cent ought, certainly, not to be impossible.

An expenditure of money, too, that means the greater economic value of the industrial worker, cannot fail to prove a good investment yielding certain and great returns in more efficient industrial effort.

The future prosperity of the State depends upon its industries and the future prosperity of these, in turn, depends upon the potential, economic value of the children and the manner in which it is encouraged and developed.

Industrial competition is becoming world wide. Even now in our shops are offered for sale, side by side, the products of this country and those of Germany, France and even far off Japan.

This keen competition means increased effort for a better product. If our industries are to hold their own against those of the world, then must they be strengthened through the larger efficiency and the increased economic value of each one of their workers.

France, Germany, England, Switzerland and Holland support hundreds of schools whose object is thus to increase this economic value. This country cannot afford to lag in a movement so important. The Southern States, New York, Massachusetts, and Canada have already taken the first steps in this direction.

Maine with its already important industrial centers, its growing opportunities in manufacturing and farming stands in a peculiar need of an education of this kind. No other state in the Union surpasses ours in agricultural possibility. Commercial and manufacturing supremacy belong by right to her.

The need is not primarily for great natural wealth and resources. It has both. These, however, cannot be turned into actual values, without the force and initiative of men who have faith and confidence to develop them, or without the skilled labor that the world is demanding entering more and more into the finished product.

This subject has assumed so great importance that, in several states, commissions have been appointed to consider it and, as has been said, in a few instances, vocational schools are already established and are in operation.

Congress has under consideration a bill whose object is to extend national aid to the states in promoting agricultural and industrial high schools. The movement is one that touches the most important interests of Maine and that should be followed carefully by the people.

SUPERINTENDENTS' CONFERENCES.

In August last, a call was extended to the superintendents of schools of the State to meet in a series of conferences to be held as follows: Portland, Friday, September 13; Lewiston, Saturday, September 14; Rockland, Thursday, September 19; Augusta, Friday, September 20; Bangor, Saturday, September 21 and Presque Isle, Thursday, October 10.

Over two hundred local, district and city superintendents, representing more than three-fourths of the school enrollment of the State, responded to the call.

Various questions of school administration were presented and discussed. The chief purpose of the conferences, however, was to consider methods for a general and thorough enforcement of the compulsory educational law. This enforcement is in the hands of the local school officials.

The provisions of the child labor law, in so far as it effects children of legal school age, were stated by Hon. George C. Morrison, State Inspector of Workshops, Factories and Mines.

The difficulties attending the enforcement of the compulsory education law were clearly brought out. The testimony of the superintendents was general that the chief difficulties in securing regular school attendance are as follows:

First. A failure on the part of many teachers and school officials to appreciate fully their authority and obligations.

Second. The impression among parents that they have a right to detain their children from school, without excuses from teacher or school committee.

Third. The inducement offered to children by certain temporary industries such as fruit and fish packing and crop gathering of various kinds.

Fourth. Indifference of the youth to educational opportunity.

Fifth. Careless selection of truant officers and consequent weakness in enforcement.



Morse High School—Bath

MAINE FARMER PRINT, AUGUSTA

Sixth. Lack of system in sending notifications of absence to the proper authorities.

The discussion, it is believed, resulted in a more definite understanding of the fact that the law places with school officials both the obligation to enforce the law and adequate authority to do so.

The view held by some parents that they have a right to control the school attendance of their children leads to misunderstandings and sometimes to conflict. The position taken by the State, however, that the education of its children is essential to its perpetuity, as it is to their welfare, is impregnable. The law, establishing this position and making it obligatory upon parents to see that their children attend to education as the chief business of youth, is so clear that there can be no doubt of its meaning and intention.

Where special industries call for the temporary employment of extra labor, circumstances may for a time justify such a rearrangement of the term schedule as will permit such employment without loss of school time; provided, of course, that the employment is of a kind that can be conducted without physical or other injury. However, it is to be noted that, in a large majority of the cases, such employment is in reality far less necessary than it is sometimes made to appear. The provision of the law that permits excuses in these cases of apparent necessity is capable of working great injustice and harm to the individual child if it is given a too liberal interpretation.

Few considerations can weigh in importance against the one main point of the future welfare of the child whose education is affected by the attitude of parent, teacher and school official in the matter of school attendance.

The conferences brought out the fact that the teachers of the State need to give increasing attention to inspiring in boys and girls the desire and ambition to persevere in their school work.

It is natural that youth should fail to see the possible future loss while it is lured by the present tangible gain. The desire to go out into the world and earn money too often overcomes the larger purpose for life.

The teaching of the lessons of the day is, without doubt, a duty of great importance, but the teacher's obligation does not end with that task. Another duty of hardly less importance is that

of leading the pupil to take the next step in education. The loss that accrues to the State through sending into the activities of life persons educated far below their capacity to receive education is incalculable.

The proper enforcement of the compulsory education law can be secured only by constant vigilance on the part of teachers, prompt action by school authorities and immediate investigation, reports and, if necessary, prosecution by truant officers. Towns need to exercise the greatest possible care in selecting persons to serve as truant officers. Without such care, even with the penalty provided where truant officers fail to perform their duty, much of the purpose of the law is lost through delays and lax execution.

The best results in overcoming irregularity of school attendance cannot be secured without a systematic plan for reporting and investigating absences. To aid the local officers in this direction the following notification blanks were prepared and distributed.

STATE OF MAINE.

NOTIFICATION TO TRUANT OFFICERS, WITH DIRECTIONS TO ACT.

To.....a truant officer of the town of.....:

You are hereby notified that.....
.....
child residing in said town, of whom.....
is parent or guardian has been adjudged truant under the law. You are hereby directed to proceed at once to enforce the provisions of the statute applying to such cases.

.....
.....
.....

Superintending School Committee of the town of.....



Deering High School—Portland

MAINE FARMER PRINT, AUGUSTA

STATE OF MAINE.
NOTIFICATION OF TRUANCY.

To Parent or Guardian.

To.....

Notice is hereby given to you that.....has, without sufficient excuse, been absent fom school for six consecutive sessions during the.....term and is deemed thereby an habitual truant and you are further notified that, unless said.....conforms to Section 49, of Chapter 15, of the Revised Statutes of the State of Maine and subsequent amendments thereto, the provisions of Sections 52, 53 and 54, of said chapter 15, will be enforced against you.

The sections cited are printed below and are made a part of this notice.

..... Maine, 190..

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.....

.....
Superintending School Committee of the Town of.....

Sec. 49. Every child between the seventh and fifteenth anniversaries of his birth shall attend some public day school during the time such school is in session, and an absence therefrom of one-half day or more shall be deemed a violation of this requirement; provided that necessary absence may be excused by the superintending school committee or superintendent of schools or teachers acting by direction of either; provided also, that such attendance shall not be required if the child obtained equivalent instruction for a like period of time, in an approved private school or in any other manner approved by the superintending school committee; provided, further, that children shall not be credited with attendance at a private school until a certificate showing their names, residences and attendance at such school signed by the person or persons having such school in charge, shall be filed with the school officials of the town in which said children reside; and provided, further, that the superintending

school committee may exclude from the public schools any child whose physical or mental condition makes it inexpedient for him to attend. All persons having children under their control shall cause them to attend school as provided in this section, and for every neglect of such duty shall be punished by a fine not exceeding twenty-five dollars or shall be imprisoned not exceeding thirty days.

Sec. 52. If a child, without sufficient excuse, shall be absent from school at six or more consecutive sessions during any term he shall be deemed an habitual truant, and the superintending school committee shall notify him and any person under whose control he may be that unless he conforms to section forty-nine, the provisions of the two following sections will be enforced against them; and if thereafter such child continues irregular in attendance, the truant officers or any of them shall, when so directed by the school committee or superintendent in writing, enforce said provisions by complaint.

Sec. 53. Any person having control of a child, who is an habitual truant, as defined in the foregoing section, and being in any way responsible for such truancy, and any person who induces a child to absent himself from school, or harbors or conceals such child when he is absent, shall be punished by a fine not exceeding twenty dollars or shall be imprisoned not exceeding thirty days.

Sec. 54. On complaint of the truant officer, an habitual truant, if a boy, may be committed to the State School for Boys, or if a girl, to the State Industrial School for Girls, or to any truant school that may hereafter be established.

After the close of the conferences the following letter was sent to all superintendents in the State.

STATE OF MAINE.

EDUCATIONAL DEPARTMENT.

AUGUSTA, October 19, 1907.

To the Superintendent of Schools:

DEAR SIR:—As you already know, a series of superintendents' conferences has just been held throughout Maine, with a view of securing a concerted effort on the part of school authorities for the enforcement of the compulsory education law.

It is not by any means to be assumed that truancy is a general condition throughout the State. It is hardly necessary to say that the majority of parents prefer that their children be in school and that a vast majority of the children of school age are regular and punctual in their attendance.

Any percentage of truancy, however small, is an indication that, to some extent, at least, the purpose of the schools is being defeated. I desire to urge upon all superintendents and school committees the importance of persistent and continuous enforcement of the compulsory education law.

It is, of course, expected that all reasonable means to secure the attendance of pupils will be employed before resort is had to legal measures.

As an aid to superintendents, blank forms have been prepared. These may be used by committees in giving instructions to truant officers. Samples of these blanks are enclosed. It will be noted that one is to be used as a notice or warning, only, while the other contains positive directions to the truant officer for enforcement. If you care to make use of these blanks in your efforts to overcome truancy, please send for a supply.

It is believed that the conferences and the action growing out of them have been productive of good results in drawing the attention of the people to the importance of the subject under discussion and in securing the united effort of school authorities in the enforcement of the law.

STANDARD HIGH SCHOOL COURSE.

In Maine, as in other states, the status of the high school has been less clearly and definitely fixed than that of the common schools. In the latter, there is little uncertainty with regard to the branches of study to be followed. The former opens the possibility of the entire range of higher education including mathematics, ancient and modern languages, history, ancient and modern, and science.

In so large a range, there is opportunity for a wide discussion of relative values and thus, with the comparatively modern development of the high school as a part of the public school system, has resulted, to some extent, a lack of uniformity in secondary school work.

In the development of the high school two distinct forces have operated. One is the college with its admission requirements. The other includes all the demands for higher education made outside the college. Of the two, the former has been much the more potent in fixing definitely the course of study for secondary schools, because of its concrete requirements.

The influence of the latter has been, largely, to extend the course and make it more general. While public opinion is a very powerful factor in fixing educational policies, its demands are likely to be vague and indefinite.

Secondary schools in New England have grown in two directions, representing each of the two forces named, the college and the demands of life. Nearly all the academies and some of the early high schools began as college preparatory schools. While they have, in most cases, extended the courses to meet other demands, they have continued to hold foremost their purpose of college preparation.

The high school legislation, generally enacted in the northern states a generation ago, had as its chief motive the meeting of a



Edward Little High School—Auburn

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direct call for an education broader and more distinctly cultural than that afforded by the common schools.

An element in this demand was doubtless the desire for an extension of college opportunities and, to make these available, of college preparation. However, it can hardly be said that this was the chief reason for the free high school movement.

As a result of this high school legislation a class of schools was created that, even to the present time, has not conformed wholly to any fixed standard. The high school of each community has reflected the wishes of that community. Except as schools have adopted college preparatory courses, thereby accepting these established requirements, there has been little uniformity in their work.

While elasticity and individuality are most desirable factors in educational work, neither the public nor the teachers would long consent that so important a class of institutions as are the high schools should remain nondescript and of indeterminate standard.

There has, therefore, been, in several states, recent legislation the purport of which is to fix more definitely the status of the high school and to improve its work.

The course to be followed in Maine was defined by the act passed in 1903, generally referred to as the law for the Better Education of Youth. This enactment provides that any child in the State who has reached the required stage of advancement shall have available either in his home town, or elsewhere, a standard high school course without expense to himself as regards tuition. The act requires that a school, to be of standard grade, shall have at least one four years' course, approved by the State Superintendent of Public Schools.

In meeting this provision for approval, the following general outline, presented to and recommended by the Maine Association of Preparatory Schools and Colleges, received the approval of the State Superintendent of Schools as the minimum standard courses.

MINIMUM COURSES OF STUDY FOR SECONDARY SCHOOLS OF STANDARD GRADE.

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.

1st Year. Latin 5 recitations per week; History and English 5; Algebra 5.

2nd Year. Latin 5; French or German 5; Geometry 5; History and English 3.

3d Year. Latin 5; French or German 5; History and English 5; Algebra 3.

4th Year. Latin 4; French or German 5; Mathematics 5; History and English 5.

In preparation for college these subjects count as follows:

4 years of Latin.....	8 points
3 years French or German.....	6 "
Algebra	4 "
Plane Geometry	2 "
English	4 "
History	2 "

Full requirement 26 points

GENERAL COURSE.

1st Year. Algebra 5; History 5; English 5.

2d Year. Geometry or Botany or French or German or History, three of the five, 5 recitations per week; * English 3.

3d Year. Physics or Chemistry or French or German, two of the four, 5 recitations per week; * English Literature and Rhetoric 5.

4th Year. Political Economy and Civics 5; French or German 5; American Literature, English Grammar and Rhetoric 5.

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

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.

The requirements were made that, for the conduct of such a course, a school must be in session at least thirty weeks in the year as indicated in the legal requirement made of academies under section 76 and must have at least two teachers.

To carry out yet more definitely the provisions of the act, steps were taken at the opening of the present school year to



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Traip Academy—Kittery

secure from each school a statement of the course of study and the means for putting it in effect. Copies of the following blanks were sent to all high schools in the State.

STANDARD HIGH SCHOOL COURSE.

State Certificate of Approval.

(NOTE:—Two blanks are to be filled, one for filing at the office of the State Superintendent of Public Schools, the other to be returned, in case of approval, to the school.)

Name of town.....
 Name of School (H. S. or Acad.).....
 Name of Principal.....P. O. Address.....
 Number of teachers employed.....
 Names of teachers and training of each.

NAME.	WHERE EDUCATED.
.....
.....
.....
.....

Do the teachers named above give their entire time to instruction in the subjects indicated in the enclosed course of study?

If not, enclose a statement explaining, in full, the exceptions. Number of pupils enrolled October 1, 1907.

Class of 1908.....
 Class of 1909.....
 Class of 1910.....
 Class of 1911.....
 Total

Number of weeks proposed for the school year ending July 1, 1908.....

Has the school a well-equipped laboratory for courses in science?

Is any common school work included in this course of study except in reviews?

Courses of study (write in full, or enclose printed courses.)

(NOTE:—In case of academies not under the supervision of any town authority the return should be signed by the principal; in all other cases by the superintendent of schools.)

Upon the evidence herein submitted the.....
 is approved as having a standard high school course for the school year ending July 1, 1908. It is understood that this certificate of approval may be withdrawn provided it is found, on visitation and examination, that the school is not following the course of study as herein indicated.

.....
State Superintendent of Public Schools.

EXTRACTS FROM SCHOOL LAWS OF THE STATE OF MAINE.

Section 63, page 23. Any youth who resides with a parent or guardian in any town which does not support and maintain a free high school giving at least one four years' course properly equipped and teaching such subjects as are taught in secondary schools of standard grades in this state may, when he shall be prepared to pursue such four years' course, attend any school in the state which does have such four years' course and to which he may gain entrance by permission of those having charge thereof, provided such youth shall attend a school or schools of standard grade which are approved by the state superintendent of public schools. In such case the tuition of such youth, not to exceed thirty dollars annually for any one youth, shall be paid by the town in which he resides as aforesaid, and such tuition so paid shall be made a part of the high school fund of the town receiving the same; and towns shall raise annually, as other school moneys are raised, a sum sufficient to pay such tuition charges.

Section 78, page 27. Any town providing free tuition for its high school scholars in any academy, shall receive state aid to the amount of one-half the sum expended for such instruction, provided, no town shall receive more than two hundred and fifty dollars in any given year; and provided further, that no town shall receive state aid under this section if a free high school of standard grade is maintained in said town.

Careful study was given to all the returns and it became evident that, in many cases, deficiencies existed that required correction before a fair standard could be claimed.

A certain number of high schools made no claim for approval, accepting without question the decision that their courses were sub-standard. Of the number presenting claims, it was necessary to reject thirty-seven. These rejections were for manifest deficiencies in course, equipment, or teaching force. One hundred and thirty-two schools were clearly presenting work in compliance with the terms of the required minimum course. Thirty schools, it was found, were meeting the main requirements, but were deficient in certain details. To give reasonable opportunity to supply the deficiencies, the courses of study of these schools were given approval for the present year, with advice as to procedure for the year following.

The list of schools, having approved standard courses for the current year, is appended.

The high schools of the State that fail to meet the minimum requirements of a standard course should not, for that reason, be held unworthy of a place in the school system. If this class



Presque Isle High School

MAINE FARMER PRINT, AUGUSTA

of schools should be altogether abolished, hundreds of children would lose the opportunity they now have to take up advanced studies. In many cases, the pursuit of these branches, even in the somewhat unclassified order in which they are usually presented, leads pupils into the regular courses in other schools, thus opening to them opportunities that would otherwise be closed.

There would be undeniable advantages, however, in having all high schools of the State follow the lines of the same general courses. An arrangement whereby towns might establish the standard course for one or two years, according as they were able financially to support it, would be a step in the right direction. Coupled with it should be the provision of the present law that, after the completion of such a partial course, tuition should be paid for the time covered by the balance of the complete standard course.

This would preserve to towns all the privileges they now enjoy, with the added advantage of a specific course of study and without taking away the benefits afforded the youth of the State by the present wise provision.

To carry into effect this policy a slight change in the law would be necessary, since now the school must offer the entire four years of the standard course in order to receive approval. Such a change as would make possible the approval of the course for the time for which it could be done well would act to the advantage of the entire secondary school work of the State as well as to that of the small schools.

It would be extremely desirable, also, if adjacent towns now supporting with difficulty several high schools of inferior quality would take advantage of the provision of the statute permitting towns to join in the support of a union high school.

To perform this secondary school work acceptably, both from the viewpoint of the college and from that of the demands of life, schools should be well equipped both in teaching force and in buildings and apparatus. Moreover, it is a serious educational mistake to impoverish and weaken the common schools by pushing children too rapidly through the important last years into work for which they are not fully prepared.

The high schools have a very close relation to the elementary schools and disaster must come to both through any effort to build up the former at the expense of the latter.

The chief purpose of each town should be to keep its elementary schools upon a sound basis. They are the foundation of the entire educational system and they are the part of it in which the vast majority of children must get all their education.

To the chief responsibility of the town to give a thorough elementary training to all its children is added that of providing for those who are prepared to go farther the encouragement and the means for the higher course. This the community should provide in the home town to the extent that is possible consistently with a high quality of achievement.

A certain number of students enrolled in the high school will desire to take courses leading to college.

An even larger number will go directly from the school into the activities of life. In attempting to fulfill the two-fold purpose of accomplishing results that will be satisfactory to both classes of students the small school labors at a serious disadvantage.

The natural aim under these circumstances will be to meet the needs of the majority. The course will tend, as it should, to conform to the wishes of the people by whose authority it was created and by whose support it will continue to exist.

Relief for these schools, it would appear, must come from such modification as the colleges may be able to make in their entrance requirements in response to the other demands made upon the schools.





Lewiston High School

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LIST OF STANDARD HIGH SCHOOLS FOR YEAR
ENDING JULY 1, 1908.

The schools named in the following list have received approval for the current year upon the evidence shown in the documentary returns. Approval may be withdrawn provided it is found, upon visitation and examination, that the work is not performed as indicated in the applications for approval.

These schools may receive tuition pupils under the conditions of sections 63-64 of the school laws.

Students who are resident of the towns supporting the schools herein named may attend other high schools only at their own expense.

High schools that have not received approval as of standard grade become of the sub-standard class of free high schools.

Schools of the sub-standard class are entitled to State aid and all the privileges of the general free high school law except those named in Sections 63-64.

The schools of this list marked thus (*) do not meet in detail the requirements for approval. They are approved, for the present year, in order that reasonable opportunity may be given to meet the deficiencies noted. In each case the school authorities have been notified that these are to be corrected before application is made for approval for the next school year.

NAME OF SCHOOL	LOCATION	PRINCIPAL	P. O. ADDRESS	NUMBER OF TEACHERS	NUMBER OF PUPILS OCT. 1, '07
Anson Academy.....	Anson.....	J. S. Tapley ..	North Anson	2	33
Somerset Academy.....	Athens	A. W. Boston	Athens	2	30
Gould's Academy.....	Bethel.....	Frank E. Hanseom...	Bethel.....	5	96
Bluehill George Stevens' Academy	Bluehill.....	William H. Patten....	Bluehill	3	82
Bridgton Academy.....	Bridgton.....	H. C. Clement	North Bridgton..	5	79
East Maine Conference Seminary.	Bucksport	Fred E. Bragdon.....	Bucksport	8	112
Calais Academy.....	Calais	Arnold M. Sanborn ...	Calais	5	124
Higgins' Classical Institute.....	Charleston.....	L. L. Workman.....	Charleston	6	82
Cherryfield Academy.....	Cherryfield	Clarence W. Proctor..	Cherryfield	3	79
*Greely Institute	Cumberland	Frederick W. Foster ...	Cumberland Cen.	2	34
Erskine Academy.....	South China	Arthur W. Stetson	South China	2	22
Corinna Union Academy.....	Corinna	Daniel R. Hodgdon	Corinna.....	2	43
East Corinth Academy.....	East Corinth.....	Herbert W. Wood.....	East Corinth.....	2	33
Bridge Academy.....	Dresden	Norris S. Lord.....	Dresden Mills....	2	38
Washington Academy.....	East Machias	R. S. Smith.....	East Machias	4	75
Foxcroft Academy	Foxcroft	Louis B. Farnham.....	Foxcroft.....	7	129
Freedom Academy.....	Freedom	Arad E. Linscott.....	Freedom.....	4	70
Fryeburg Academy.....	Fryeburg	C. G. Willard	Fryeburg	8	86
Pennell Institute.....	Gray	Arthur R. Butler	Gray	3	42
Hampden Academy.....	Hampden	James Brooks.....	Hampden	4	90
Hartland Academy.....	Hartland.....	Warren W. James.....	Hartland	2	25
Hebron Academy.....	Hebron	W. E. Sargent.....	Hebron Academy	13	219
Ricker Classical Institute.....	Houlton	L. M. Felch.....	Houlton	7	180
Robert W. Traip Academy.....	Kittery	G. H. D. L'Amorerox..	Kittery	3	72
Lee Normal Academy.....	Lee.....	Walter H. Russell.....	Lee.....	2	26
Limerick Academy.....	Limerick	G. H. Campbell.....	Limerick.....	2	41

Limington Academy.....	Limington	Willis F. Avery.....	Limington	2	36
Mattanawcook Academy.....	Lincoln.....	L. A. Bailey.....	Lincoln	2	63
Litchfield Academy.....	Litchfield.....	Charles Rush.....	Litchfield Cors... 2	2	36
Monmouth Academy.....	Monmouth.....	Arthur J. Chick	Monmouth.....	2	32
Monson Academy.....	Monson	John D. Whittier	Monson.....	2	52
Lincoln Academy.....	Newcastle	G. H. Larrabee	Newcastle	5	113
Parsonsfield Seminary	Parsonsfield	Leland P. Knapp.....	Kezar F'ls R.F.D. 2	6	55
Patten Academy	Patten.....	Leon G. Paine	Patten.....	3	67
Maine Central Institute.....	Pittsfield	F. U. Landman	Pittsfield	10	191
Westbrook Seminary	Portland.....	Arthur C. Yeaton.....	Portland		
			95 Hartley St.	9	81
Maine Wesleyan Seminary	Kent's Hill.....	W. F. Berry	Kent's Hill.....	11	183
Thornton Academy.....	Saco	Ernest R. Woodbury...	Saco, 440 Main St.	10	131
Berwick Academy	South Berwick...	Frank E. Nye.	South Berwick...	4	89
Springfield Normal School.....	Springfield.....	Florence A. Parker	Springfield.....	3	37
Oak Grove Seminary.....	Vassalboro	George L. Jones	Vassalboro	6	81
Coburn Classical Institute.....	Waterville	Geo. S. Stevenson.....	Waterville	6	88
Wilton Academy	Wilton.....	Drew T. Harthorn.....	Wilton	4	110
Wiscasset Academy.....	Wiscasset	Chas. M. Teague	Wiscasset	3	52
North Yarmouth Academy.....	Yarmouth	Frederick H. Dole.....	Yarmouth	4	74

NAME OF SCHOOL	LOCATION	PRINCIPAL	P. O. ADDRESS	NUMBER OF TEACHERS	NUMBER OF PUPILS OCT. 1, '07
*Abbot High School.....	Abbot.....	Harold Goodwin.....	Lincoln.....	2	17
Albion High School.....	Albion.....	Chandler A. Stetson....	Albion.....	2	31
Ashland High School.....	Ashland.....	Elvin L. Allen.....	Ashland.....	2	42
Auburn Edward Little H. S.	Auburn.....	Robert J. Sisk.....	Auburn.....	13	353
Augusta Cony High School.....	Augusta.....	Farnsworth G. Marshall..	Augusta.....	8	198
Bangor High School.....	Bangor.....	Henry K. White.....	Bangor.....	22	590
Bath Morse High School.....	Bath.....	Herbert E. Cole.....	Bath.....	8	247
Belfast High School.....	Belfast.....	Walton S. Adams.....	Belfast.....	5	92
*Belgrade High School.....	Belgrade.....	Charles E. Hicks.....	Belgrade.....	2	44
Berwick Sullivan High School.....	Berwick.....	Lewis H. Couant.....	Berwick.....	3	57
Biddeford High School.....	Biddeford.....	Harry H. Burnham.....	Biddeford.....	7	154
Blaine-Mars Hill, Aroos. Cen. Inst.	Blaine.....	M. B. Merrill.....	Blaine.....	1	39
*Boothbay High School.....	Boothbay.....	C. H. Cunningham.....	East Boothbay.....	2	61
*Boothbay Harbor High School..	Boothbay Harbor.....	H. J. Smith.....	Boothbay Harbor.....	2	41
*Bowdoinham High School.....	Bowdoinham.....	Orin M. Holman.....	Bowdoinham.....	2	55
Brewer High School.....	Brewer.....	Charles N. Perkins.....	Brewer.....	5	109
Bridgton High School.....	Bridgton.....	Thomas C. Tooker.....	Bridgton.....	4	76
Bridgewater High School.....	Bridgewater.....	W. S. Knowlton.....	Bridgewater.....	2	28
*Brooklin High School.....	Brooklin.....	Harriet Cleveladd.....	Brooklin.....	1	25
Brooks High School.....	Brooks.....	Leroy L. Moody.....	Brooks, R. F. D. 2.....	2	30
*Brownfield High School.....	Brownfield.....	Ralph Giles.....	E. Brownfield.....	1	21
*Brownville High School.....	Brownville.....	Clayton Ward.....	Brownville.....	2	31
Brunswick High School.....	Brunswick.....	Edgar Kaharl.....	Brunswick.....	5	89
*Buckfield High School.....	Buckfield.....	A. A. Towne.....	Buckfield.....	2	31
*Buxton High School.....	Buxton.....	Amasa Bowles.....	Buxton Centre.....	2	31
Camden High School.....	Camden.....	A. F. Leonard.....	Camden.....	6	90
*Canaan High School.....	Canaan.....	O. M. Bean.....	Canaan.....	1	22
*Canton High School.....	Canton.....	John C. Parlin.....	Canton.....	1	16

Caribou High School.....	Caribou.....	Harry M. Wheeler	Caribou	5	137
*Clinton High School.....	Clinton.....	D. W. Rollins.....	Clinton	4	34
*Cornish High School.....	Cornish.....	I. A. Bowdoin	Cornish	1	26
Danforth High School	Danforth	Miss A. H. Chadbourne	Danforth	2	36
Deer Isle High School	Deer Isle	C. P. Steward.....	Deer Isle	2	44
Dexter High School	Dexter	N. C. Bucknam	Dexter	3	104
*Dixfield High School	Dixfield	Harry E. Fortier	Dixfield	2	26
Easton Boynton High School	Easton	R. E. G. Bailey.....	Sprague's Mills	2	26
East Livermore High School	East Livermore..	J. M. Pike	Livermore Falls..	4	88
Eastport High School.....	Eastport	John J. Ryan.....	Eastport	5	92
Eden Bar Harbor High School	Eden	J. W. Lambert	Bar Harbor.....	5	128
Ellsworth High School	Ellsworth	Wm. H. Dresser	Ellsworth	4	100
Fairfield Lawrence High School..	Fairfield	Harry E. Pratt	Fairfield	3	52
Farmington High School	Farmington.....	W. E. D. Downes	Farmington.....	4	133
Fort Fairfield High School	Fort Fairfield....	Charles L. Clement	Fort Fairfield....	4	93
Franklin High School.....	Franklin	W. L. Linscott	Bar Harbor.....	2	36
Frankfort High School	Frankfort.....	Everett Peacock	Frankfort.....	2	19
Freeport High School.....	Freeport	Josiah-W. Taylor	Freeport	3	71
Gardiner High School	Gardiner	Wm. L. Powers	Gardiner	6	123
Gorham High School	Gorham	Chas. C. Shaw	Gorham	4	98
Greenville High School	Greenville	J. Albion Dunlap	Greenville	2	39
Guilford High School.....	Guilford	H. H. Stuart	Guilford	3	70
Hallowell High School	Hallowell.....	B. E. Packard	Hallowell.....	3	74
*Hollis High School	Hollis	Clarence A. Storer	Hollis	1	33
Houlton High School	Houlton	W. F. Coan	Houlton	4	97
Island Falls High School	Island Falls.....	Elmer R. Verrill	Island Falls.....	2	49
Islesboro High School	Islesboro	Elmer C. Vining	Islesboro	3	36
Jay High School	Jay	V. Merle Jones	Jay	2	18
Jonesport High School	Jonesport	William A. Cowing	Jonesport.....	2	56
*Kingfield High School	Kingfield	Leslie M. Wilkins.....	Kingfield	1	16
Kennebunk High School	Kennebunk	Arthur M. Thomas....	Kennebunk	4	71
Kennebunkport High School	Kennebunkport..	Arthur H. Carver	Kennebunkport..	3	42
Lewiston Jordan High School.....	Lewiston	William C. Hill	Lewiston	10	274
*Limestone High School	Limestone	A. W. Austin	Limestone	2	32
Lisbon High School.....	Lisbon	L. E. Williams	Lisbon Falls	3	65
Lubec High School	Lubec	Roscoe C. Emery	Lubec	2	40

NAME OF SCHOOL	LOCATION	PRINCIPAL	P. O. ADDRESS	NUMBER OF TEACHERS	NUMBER OF PUPILS OCT. 1, '07
Machias High School	Machias	John A. Partridge	Madison	4	82
Madison High School	Madison	P. E. Graffam	Mechanic Falls ..	2	51
Mechanic Falls High School	Mechanic Falls ..	Thomas C. Chaffee	Ridlonville	3	30
Mexico High School	Mexico	V. E. Rand	Milbridge	2	42
*Milbridge High School	Milbridge	Walter E. Sullivan	Milo	3	89
Milo High School	Milo	George W. Snow	Millinocket	2	34
Millinocket High School	Millinocket	W. H. Crofts	Mt. Desert	2	32
Mount Desert High School	Mount Desert	W. E. Sullivan	New Gloucester ..	3	56
*Mount Vernon High School	Mt. Vernon	R. W. Leighton	Mt. Vernon	2	32
New Gloucester High School	New Gloucester ..	E. L. Dinsmore	Newport	2	17
Newport High School	Newport	Roy Cecil Carter	N. New Portland ..	2	48
*New Portland High School	New Portland	Stephen Rounds	North Berwick ..	2	50
*North Berwick High School	North Berwick ..	Stephen D. Bean	Norridgewoek ..	2	41
Norridgewoek High School	Norridgewoek ..	P. E. Hathaway	South Paris	4	107
Norway High School	Norway	E. H. Pratt	Oakland	2	41
Oakland High School	Oakland	J. A. Hamlin	Old Town	6	123
Old Town High School	Old Town	Thomas F. Taylor	Orono	4	81
Orono High School	Orono	Herbert D. Stewart	Oxford	2	28
Oxford High School	Oxford	Ernest F. Clason	South Paris	3	74
Paris High School	Paris	F. Merton Hammond ..	Phillips	3	50
Phillips High School	Phillips	Percy T. Clark	Plymouth	2	12
Plymouth High School	Plymouth	Mabel V. Shaw	Kezar Falls	2	44
*Porter High School	Porter	J. M. Nichols	Portland	12	256
Portland Deering High School ..	Portland	Francis R. North	Cumberland Mills	26	676
Portland High School	Portland	Wm. E. Wing	Presque Isle	4	128
Presque Isle High School	Presque Isle	Bryant W. Griffin	Princeton	1	40
*Princeton High School	Princeton	Geo. B. Heath	Machias	3	48

Randolph Gardiner High School..	Gardiner	Wm. L. Powers.....	Gardiner	6	21
*Rangeley High School.....	Rangeley	H. L. Bradford	Rangeley	2	17
*Richmond High School	Richmond	Zelma M. Dwinal	Richmond	2	55
Rockland High School	Rockland	Fred C. Stewart.....	Rockland	7	220
Rockport High School	Rockport	Carleton W. Steward ..	Rockport	2	35
Rumford Falls Chisholm H. S....	Rumford Falls ..	Gaylord W. Douglass..	Rumford Falls ..	5	49
Sanford High School	Sanford	Will O. Hersey	Sanford	6	87
Sanford Springvale High School	Springvale	Frank C. Thompson....	Springvale	4	30
Sangerville High School	Sangerville	Miss Charlotte Jennison	Sangerville	2	26
*Searsport High School.....	Searsport	Ralph M. Small.....	Searsport	2	36
Skowhegan H.S. & Bloomfield Aca1	Skowhegan	D. H. Perkins.....	Skowhegan	5	125
*Solon High School.....	Solon	Mary M. Wilson.....	Solon	2	29
South Portland High School	South Portland ..	Simon M. Hamlin.....	South Portland ..	7	158
*South Thomaston High School..	South Thomaston	N. M. Hammond.....	Wilton	1	20
St. Agatha High School	St. Agatha.....	Amedie Roy	St. Agatha	3	25
Standish High School.....	Standish	Frank Bailey Usher....	Standish	2	49
Stonington High School	Stonington	M. Claude Moore	Stonington	2	40
*Strong High School	Strong	Percy M. Brown	Strong	2	27
Thomaston High School	Thomaston	Ralph S. Robuson	Thomaston	3	82
Topsham High School	Topsham	John A. Cone.....	Topsham	2	60
*Union High School	Union	Dorothy L. Dresser....	Union	2	20
*Vanceboro High School	Vanceboro	E. L. Bartlett.....	Vanceboro	1	11
Vinalhaven High School	Vinalhaven	P. H. Plant.....	Vinalhaven	2	46
Waldoboro High School.....	Waldoboro	Willard True Phillips ..	Waldoboro	2	67
Warren High School	Warren	Frank D. Rowe.....	Warren	2	29
Washburn High School	Washburn	C. A. Grant.....	Washburn	2	29
Waterville High School.....	Waterville	Burr F. Jones.....	Waterville	6	120
Wells High School	Webster	Winifred Sleeper	Sabattus	2	81
*Webster High School.....	Wells.....	Edward H. Smith.....	Wells.....	2	46
Westbrook High School.....	Westbrook	W. B. Andrews	Westbrook	7	174
*Windham High School.....	Windham	Herbert W. Hall	S. Windham RFD 1	2	32
Winslow High School.....	Winslow	Clarence N. Flood	Winslow	4	33
Winterport High School	Winterport	John I. Frederick.....	Winterport	2	45
Winthrop High School	Winthrop	A. D. Parkhurst.....	Winthrop	2	31
Yarmouth High School.....	Yarmouth	Herbert S. Sleeper....	Yarmouthville ..	2	18
York High School	York	W. B. Woodbury.....	York	3	62

The following table shows the districts that have been formed, with the year of organization and the name of the superintendent holding the office:

Towns.	Year of formation.	Name of superintendent.	Salary.
Vinalhaven, Deer Isle, Stonington, Isle au Haut.....	1899	Tyler M. Coombs,	\$1,425
Rumford and Mexico.....	1900	H. J. Chase,	1,500
Eastport and Lubec.....	1903	John Foster,	1,000
Dover and Foxcroft.....	1903	W. H. Sturtevant,	1,000
Athens, Bingham, Carratunk, Concord, Moscow, The Forks and West Forks	1905	Charles E. Ball,	1,200
Dexter and Guilford.....	1905	E. L. Palmer,	1,500
Old Town, Orono and Milford.....	1905	D. Lyman Wormwood,	1,750
Yarmouth, Falmouth and Cumberland	1905	H. M. Moore,	1,400
Brownville and Milo.....	1906	Herbert L. Douglass,	1,550
Brunswick and Freeport.....	1906	Charles L. Pennell,	1,400
Bluehill, Brooklin and Sedgwick....	1907	Frank E. McGouldrick,	1,000
East Livermore and Jay.....	1907	Charles B. Knapp,	1,200
Fairfield and Oakland.....	1907	Charles S. Sewall,	1,300
Farmingdale and Gardiner.....	1907	Charles O. Turner,	1,300
Farmington and Wilton.....	1907	I. C. Phillips,	1,400
Sangerville and Greenville.....	1907	Clifton E. Wass,	1,000



MAINE FARMER PRINT, AUGUSTA

Fort Fairfield High School

DISTRICT SUPERVISION.

The plan of combining towns in order to secure expert supervision of the schools has made creditable progress. As a measure to extend information among the people regarding the law for district supervision, and to encourage the formation of districts the following document has been issued.

EXTRACTS FROM THE SCHOOL LAWS OF MAINE.

SEC. 40. The school committees of two or more towns, having under their care and custody an aggregate of not less than twenty, nor more than fifty schools, may unite in the employment of a superintendent of schools, provided they have been so authorized by a vote of their towns at the regular town meetings, or special town meetings called for that purpose.

SEC. 41. The school committees of the towns comprising a union shall form a joint committee and for the purposes of this section and the four following sections, said joint committee shall be held to be the agents of each town comprising the union. Said joint committee shall meet annually at a day and place agreed upon by the chairmen of the committees of the several towns comprising the union and shall organize by the choice of a chairman and a secretary. They shall determine the relative amount of service to be performed by the superintendent in each town, fix his salary, apportion the amounts thereof to be paid by the several towns, which amount shall be certified to the treasurers of said towns respectively and to the state superintendent of schools, together with the amount apportioned to each town; provided that the amounts so certified shall be in proportion to the amount of service performed in the several towns. They shall choose by ballot a superintendent of schools for a term not exceeding five years.

SEC. 42. Whenever the chairman and secretary of said joint committee shall certify under oath to the state superintendent of schools, according to form prescribed by the state superintendent that a union has been maintained and a superintendent employed as provided in sections forty and forty-one of this chapter, which certification shall be made quarterly, on the first days of January, April, July and October of each year, then, upon approval of said certificate by the state superintendent of schools and presentation to the governor and council, a warrant shall be drawn upon the treasurer of the state for the payment to the superintendent so employed of a sum equal to twice the aggregate sum paid by the towns comprising the union, provided that the amount so paid for the benefit of a single union of towns shall not exceed eight hundred dollars in one year.

SEC. 43. The towns uniting for the purpose of employing a superintendent of schools shall appropriate for his salary their proportion of the sum paid said superintendent; and the amount to be paid by each town shall be determined by dividing the entire sum expended for superintendence among the towns in each town. A union of towns formed under the provisions of sections forty and forty-one shall continue for a period of three years unless sooner dissolved by a two-thirds vote of the joint committee.

SEC. 44. Persons employed to serve as superintendents of schools under section forty-one shall hold state certificates under section one hundred and five and shall devote their entire time to superintendence. The powers and duties of such superintendents shall be the same as those prescribed for town superintendents in this chapter.

SEC. 45. No town shall receive state aid under section forty-two unless its appropriation and expenditure for superintendence have been exclusive of the amount required by law for common school purposes. If any part of the money raised by the towns or union of towns, or paid to them by the state for superintendence, is expended for any other purposes than those provided for in said section, then each person so misappropriating said money shall forfeit double the sum so misapplied, to be recovered in an action of debt, in the name and to the use of the town, by any inhabitant thereof; and no town or union of towns shall receive further aid under said section until the

amount so misapplied has been raised and expended for superintendence by such town or union of towns. The provisions of this section and of the five preceding sections shall apply equally to towns formed by the union of two or more towns.

Summary of the Provisions of the Law.

1. The State will double the amount paid by the group of towns to the limit, annually, on the part of the State, of eight hundred dollars.

2. The union may include not less than twenty, nor more than fifty schools.

3. In choosing a superintendent each local committee votes in proportion to the share of the salary paid by the town it represents. The time given by the superintendent to each town of the union is determined upon the same basis.

4. The superintendent of a union must hold a State certificate.

5. The duties of the superintendent are the same for each town as in the case of the local superintendent.

6. A vote taken by a town to form a union holds for three years, except that a union may be dissolved within that time by a two-thirds vote of the joint committee.

7. Each town is required to raise only the amount of its own share in the superintendent's salary. The amount due from the State is paid to the superintendent directly from the State treasury.

8. While the union formed under Sec. 40 must continue for three years after its first formation, unless dissolved by the joint committee, as provided in Sec. 43, it should be understood that the superintendent may be elected annually and changed annually, if the joint committee deem a change advisable.

9. There is no restriction as to the number of towns. The only requirement is with regard to the number of schools. In counting schools, each room in charge of a teacher is to be counted as a school.

10. There is no restriction as to relative location of towns forming a union. They may be in the same or different coun-

ties and may be contiguous or not. Towns formed by the union of two or more towns are entitled to the full benefit of the provisions of the above law the same as if they had remained separate municipalities.

11. The formation of a union must be authorized by a vote of the several towns uniting. This vote may be taken at the regular town meeting, or at a special meeting called for that purpose.

12. The secretary of the joint committee, upon the formation of a union, must certify to the treasurers of the several towns uniting and to the State Superintendent, as required in Sec. 41.

THE PURPOSE OF THE LAW.

The object of the law providing for the union of towns to employ a superintendent of schools is to give to the smaller towns of the State advantages that have for a long time been enjoyed by the cities and some of the larger towns. For many years the cities have noted the advantages arising from placing their schools under the direction of men and women fitted by training and experience to shape educational plans.

To the smaller towns this has not been possible because of the larger salaries necessary to secure the services of competent persons. The advantages of trained supervision have become so apparent that the legislature passed this law in order that every town in the State, availing itself of the generous aid of the State and the co-operation of adjoining towns, might secure for its schools these privileges.

THE PLAN IS NOT AN EXPERIMENT.

District supervision long since passed out of the experimental stage. Massachusetts first made provision for it in 1888 and so successful did it prove that every town and city in that State has placed its schools under expert direction. The testimony is general that district supervision has been the most powerful instrumentality for the improvement of school conditions that has been introduced into the Massachusetts school system.

Vermont and New Hampshire have similar laws and in both states a large number of towns have availed themselves of the advantages offered by their enactment.

Maine's first law for union superintendence was enacted in 1897. Several unions have enjoyed continuous existence for nearly ten years. The repeated approval given by the towns included in these unions is a strong witness to the efficiency of the system. The list of towns at present under union supervision in Maine includes many whose schools enjoy a high reputation of excellence.

IMPLIES NO CRITICISM OF PERSONS SERVING AS LOCAL
SUPERINTENDENTS.

Many of the persons serving Maine towns as local superintendents are giving a service of high quality. They are laboring conscientiously and effectively for their schools. It is too much to expect, however, that the physician, the lawyer, the minister, the merchant or the farmer will neglect the interests of his profession or business and devote himself to the schools. In any arrangement of the kind the schools must of necessity become the side issue.

Many persons now serving as superintendents on part time would give still more valuable service under an arrangement of the kind proposed.

UNION SUPERINTENDENCE DOES NOT IMPLY A LACK OF SUITABLE
HOME TALENT.

An objection sometimes urged against union superintendence is that it occasions the importation of outside skill and that its adoption implies a lack of ability in the home town to supervise its own schools. The inference is incorrectly drawn. Very many towns now find it difficult to find among their own citizens persons who are willing to assume the arduous duties of the superintendent of schools, with the consequent neglect of their own work, at the small salary the town can pay. This is in face of the undoubted fact that very many of these citizens are entirely qualified to hold this office. These persons are themselves the ones who most earnestly urge that this important office be placed in competent hands and an adequate salary paid. Such an arrangement is possible to the smaller towns only as they avail themselves of the opportunity given through combination with other towns and state aid.

To the objection that it may be necessary to employ some person not resident of the towns it is only necessary to state that upon the establishment of any important industry the superintendent is selected first of all because of his expert and special knowledge of the work to be done.

Educational work is certainly among the most important that is done in any community. Its administration and direction call for the best training, skill and judgment. In engaging a superintendent, the first requisite is not the place of his residence, but his ability to perform well the required work. The fact that cities that lead in educational progress are accustomed to choose their superintendents from the widest possible field, looking only for ability and worth, should be a sufficient guarantee of the wisdom of such a policy. The largest cities, with ample funds at their disposal, do not hesitate to look beyond their own limits if, by so doing, they believe they can secure men better fitted for the office. Surely, there can be no reason why the same policy should call for an apology from the small community looking for the means of improving its schools.

UNION SUPERINTENDENCE DOES NOT CENTRALIZE AUTHORITY.

As soon as the joint committee has chosen a superintendent for the union of towns, that official enters at once upon the same relation with each local committee that the local superintendent would sustain. He has precisely the same powers; no more and no less. Each committee decides all the questions of local school policy and the superintendent acts at its direction. There is absolutely no relation between the towns beyond that necessary for making choice of the person who is to serve as superintendent.

The statutes clearly define the duties and powers of the superintendent as well as those of the committee. In every case these are the same in district as in local superintendence.

In the several unions that have been formed in Maine, examples are to be found where unions have been formed of towns varying in size and of towns of equal size. There has been no case where usurpation of power of one over another has been attempted. In matters of local school policy such interference would be impossible.

UNION SUPERINTENDENCE IMPROVES TEACHING SERVICE.

Teachers prefer to work under the direction of persons who are employed for the specific purpose of supervising that work. They prefer to do this because they know they will have constant guidance in it. They know that intelligent suggestions for improvement will be made. They know that teachers' meetings will frequently be held and that inspiration and growth will come of them. They know that courses of study will be provided for their schools and outlines will be furnished for helping carry out their provisions. They know that in the matter of providing supplies and text-books there will be system and care. They know that they will have constant aid in all school plans, including the enforcement of truancy regulations and the interesting of parents in the schools through reports, parents' meetings and other means. They know their schools will not receive the bare allotment of two visits each term, but that they will be visited as often as may be necessary to secure efficiency.

Some of these things are done under local superintendence. Under a very few local superintendents all of them are done; but in the vast majority of cases it would be impossible for the local superintendents to find time for them even if they were so fortunate as to have had the training and experience necessary to carry them into effect. Because these favorable conditions are so much more likely to be found under the district supervisory plan, good teachers generally prefer it.

This does not imply that the district superintendent will necessarily "import" teachers. It will be his first ambition, as it will be to his first interest, to improve, in every possible way, the teachers he may find in the schools. Not changing teachers, but changed teaching has been the result of the adoption of expert supervision.

THE PLAN TENDS TO BRING THE SCHOOLS NEARER THE PARENT AND PEOPLE.

Parents desire intimate knowledge of the schools. They are entitled to receive such knowledge. Many misunderstandings would be avoided if the parent could present a real or supposed grievance to the attention of one who stood so near the schools that he could speak for and explain them and yet speak in the capacity that the teacher, against whom the criticism is brought,

can hardly be expected to assume. To make possible such a condition the person who represents the school must know it intimately. He must know the methods, plans, aims and characteristics of the teacher; he must be familiar with the school work and must have at command some information regarding the child. The superintendent of schools who visits but twice a term, with little or no system of administration, cannot have this necessary knowledge and information. The district superintendent, giving all his time to the schools, may fairly be expected to possess them. His counsel and aid to the parent, as well as those given the teacher, must promote mutual confidence and good faith.

In districts already established, superintendents have employed with good results various means to bring the schools nearer to the people and to create a wholesome community interest in the school system.

The definite knowledge the district superintendent has of the schools under his charge enables him to represent these schools understandingly upon all public and official occasions and to defend them successfully when unjustly criticised or condemned.

DISTRICT SUPERVISION PROMOTES GOOD DISCIPLINE.

The superintendent who visits schools often and confers frequently with the teachers learns the weak points of his schools. He discovers the deficiencies of the teacher, if any there be, and helps correct them. He supplements the power of the teacher by his own larger authority and helps to conciliate where conciliation is possible and proper. He enforces regulations when enforcement is necessary and gives, in season, the word of instruction, of caution, or of advice which may prevent a later conflict of authority. His constant watchfulness is often a safeguard against mistakes on the part of the most careful of teachers and an efficient aid in correcting such errors when they occur.

DISTRICT SUPERVISION PROMOTES BUSINESS METHODS AND SYSTEM.

The large expenditure of money for public education, the great interests that are helped, or hindered, by this expenditure make it imperative that this disbursement of money for schools



High School Building, Farmington, Maine

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be made under the closest possible scrutiny, so that for every dollar expended there shall be an equivalent return.

In schools that are not properly supervised the element of waste is certain to be large in such items as text-books and supplies, repairs, fuel, loss of valuable time and lack of enforcement of important economical regulations.

A member of a school committee in one of the towns of a school union recently stated that he believed his town had very nearly saved its share of the salary of its superintendent in the increased care that had been given to the proper accounting of text-books.

The value of system in all departments of work is receiving increased recognition. Its value in school work is not less than in other lines. The teacher who goes to her school, at the opening of the term or year, with no course of study and no directions, must consequently lose much valuable time in establishing her school on a working basis. She may waste from one to three weeks in thus getting her school to the place it should have occupied on the opening day. This waste does not occur in schools that are a part of a well supervised system.

Positive gains come to the schools from the keeping of accurate records. This statement applies not only to financial accounts, but likewise to records of pupils' work and attendance, committee and teachers' meetings, the progress of classes and the various elements that enter into the conduct of the schools. All facts included in such records are available for the use of parents and citizens whenever they desire information on the administration of the schools and are of service to the school officials when they desire to measure and note the change and progress that are involved.

Under expert direction and systematic attention these elements of system and business are almost certain to enter into the management of the schools.

THE SUPERVISION OF THE SCHOOLS SHOULD BE CONSECUTIVE.

The losses that come to individual schools through frequent change of teachers are often noted. The progress of school work, under such conditions, must be halting and uncertain. Frequent changes of methods, new personalities and the time required for gaining acquaintance with children are among the causes of unsatisfactory results.

Even greater disaster must come from frequent changes in supervisory power. School work needs broad and comprehensive direction. It must be planned not only for the day and the term, it should be planned for the year and for an even longer period. A broad outlook of this kind is not possible with frequent changes in supervision. It is apparent that Maine is not receiving that consecutive local administration that is so much to be desired. The difficulty of securing good results under a part time local method is so great and criticisms under such a system are so severe that persons are often unwilling to continue in the office even when it is possible for them to do so. The witness to this statement is in the fact that last March some 225 Maine towns changed their local superintendents. The term of office under district superintendents is likely to be much longer than under local superintendents because of the more favorable conditions under which the superintendent works.

THE SUPERVISION OF SCHOOLS SHOULD BE PROFESSIONAL.

A superintendent of schools should be more than a purchasing agent or a clerk of the school committee. He should have such a knowledge of school methods, of the principles underlying school management, of the history and progress of education as will enable him to perform his duties with the same certainty of success as would attend expert work in other professions.

One would not go to a lawyer for treatment for his physical ills, nor would he consult a physician as to his case at court. No more should we intrust the direction of the details of school work to one who is not familiar with them.

Teaching should not be regarded as haphazard work, to be done as well one way as another. To teach effectively, one must not only have a knowledge of subjects, but should be familiar with the best methods by which the treatment of these subjects is to be developed. He must have knowledge of the psychology of the child mind, he should know the history and development of educational work and systems that he may know what experiments have resulted in failure as well as what methods have met with success. He should be familiar with the progress of modern educational thought and he should know

what is being done by other teachers and with what success. He should most of all be a constant student of the material with which he has daily to work.

The superintendent of schools should be in every sense the leader of his teachers in all these things. To be such a leader involves a high quality of professional ability and skill. The superintendent of schools should likewise be in a position to assume leadership in the community in all matters of educational concern. This again assumes not only a fundamental knowledge of school work, but involves constant study of educational progress in all larger fields.

To enable smaller towns to secure this quality of leadership for their schools is a part of the object of the district supervisory law.

**THE SUPERINTENDENT OF A UNION OF TOWNS MUST LEGALLY
QUALIFY BY STATE EXAMINATION AND CERTIFICATION.**

As a guarantee to the State that the superintendent of schools will be selected from a class of men and women having requisite qualifications for the important places to be filled, all superintendents serving under the provisions of this law must hold **State certificates.**

This is not only a guarantee to the State that the money drawn from its treasury will be expended for professional service; it is, likewise, a pledge to persons holding these positions that they will be supported by the authority of the State and, still more, is it a warrant to towns adopting this plan of supervision that the persons employed as superintendents have the broad educational fitness necessary to success.

ARTICLE FOR TOWN MEETING WARRANT

The article to be inserted in town meeting warrants, asking for action on this matter, may read as follows:

To see if the town will vote to authorize its superintending school committee to join with either or any of the following towns, to wit
for the purpose of employing a superintendent of schools in accordance with the provisions of Sections 40 to 45, inclusive, of Chapter 15, of the Revised Statutes.

RURAL SCHOOL EFFICIENCY.

It would be difficult to overestimate the importance of the position held by the rural school in the educational system of Maine. This importance is clearly indicated by the fact that of our entire public school enrollment nearly one-half is to be found in the country schools.

Much has been done in the past decade to draw the attention of the people to rural school needs and conditions and to increase the interest in them. It is of supreme importance that this class of schools continue to hold a leading position in the minds of our people and in the study and attention they will give to improvement of all educational conditions. The country school should not be a close imitation of other schools.

In the schools of large towns and cities peculiar problems of administration are encountered. These arise from the necessity of dealing with large numbers of children and with conditions that are, to some extent, artificial.

Some of the methods employed in city schools may possibly be adapted to rural school conditions, but it is a mistake to accept the city school as a pattern for the rural school to copy. The latter presents its own peculiarities and individuality. It should be neither superior nor inferior to any other kind of school. It should be treated as a distinct type. Its special needs should receive attention and it should be made the most effective instrument in its own peculiar field. It is entitled to all the careful study that is given to other classes of schools, but it will be worthier of respect for being itself, rather than a weak imitation of a city school.

THE SCHOOL AND THE COMMUNITY.

Perhaps the relation between the country school and the community is closer than in the case of any other class of schools. It stands often as the only local public institution. Where there is no local church, few amusements, no public library, no local organization of any kind, it is natural that the country community should look to its school to meet some of the needs supplied to villages and towns by these other agencies.

It is highly desirable that the country schoolhouse be used as a center of educational interest for the adult as well as for the youthful portion of the population it serves. Public meetings of various kinds, simple entertainments, lyceums and debating clubs help to dignify the school by making it more useful. The use of the country school, as a distributing center for a branch of the town library, or for one of the traveling libraries provided by the State, serves to give it a new importance as a local institution.

It is often noticed that, in the small community, the daily life of the school is more frequently a subject of conversation than is the case in the community where a larger variety of outside interests divides the attention of the people. Whether this reacts to the advantage of the school depends upon the spirit of the conversation. Constant carping and criticising, even of a mild variety and without a positively hostile intent, cannot fail in the end to injure the efficiency and influence of the school.

There is, however, no greater source of strength to the teacher, nor of inspiration to the pupil, than the kindly words spoken of the school in the home. This vital relation between the school and the community should be recognized by the teacher, the parent and the citizen. Their efforts should be united to strengthen it and make it effective for mutual improvement.

THE COURSE OF STUDY.

Much discussion has been given to the question as to whether it is advisable for the country school to attempt to follow a definite course of study. Much of the uncertainty on this point has been caused by the attempt to follow a course of study in the same manner it would be followed in a closely graded school system.

There is considerable doubt whether this close grading is desirable even in city schools where it has been adopted because of the necessity of dealing with large numbers of children and where system has been carried to an extreme development. In the country school, where no such necessity exists, there is no reason for the adoption of a closely graded system.

There should be, however, in every school, whether city or country, a definitely planned course of study arranging subjects in proper correlation and sequence. Haphazard effort of any kind is sure, in some measure, to fail. School work is in special danger from such a procedure.

Every country school should be conducted upon the basis of certain definite plans. The work of each term and of each year should be a unit. There should be nothing vague nor indeterminate in the teacher's mind in relation either to the purpose of the course or to its results.

The majority of the towns of the State have such definite courses of study for their rural schools. The success with which these courses have been followed proves their helpfulness as well as their possibility. It is earnestly hoped that all school committees will speedily follow the example of these towns and that no country school in the State will attempt to work without definite aim and purpose.

In arranging courses of study for rural schools the main object should be to secure simplicity. The work should be kept very close to essentials. Much drill should be given on fundamental facts and principles. The development of power rather than the acquisition of much information should be the controlling purpose.

The country school should be first of all a common school. High school studies have little place in the average country school course. To place them there is to deprive the elementary school pupils of their just claims, as it is for them that the school primarily exists. High school courses are now so readily available to all pupils who are prepared to take them that there is small excuse for crowding secondary school work into country schools where, at best, it can be only poorly done.

In the rural school course of study, advantage should be taken of the special opportunities offered to enrich the life of

the country child. His eyes should be opened to the beauties of nature. Certain forms of manual training, domestic science and elementary agriculture would serve to make the country school more attractive to the pupils who attend it and more useful to the community it serves. These subjects, however, cannot be attempted until there shall be available for the country school a teaching force trained to teach them thoroughly. In these, as well as in other subjects, no good can come of superficial or inadequate treatment. It is not essential that all parts of a given subject be taught. It is absolutely essential, however, that those parts which are presented be taught thoroughly.

SUPERVISION OF THE RURAL SCHOOL.

Much loss has come to the country school because it has not had the benefit of the close supervision that has been available for the schools of cities and large towns.

The frequent changing of teachers, the lack of definite courses and plans, the waste in supplies and text-books are among the factors that reflect the inadequate supervision of rural schools.

There should be placed behind them the same strength of authority that has been found useful to others. They are entitled to the same watchful scrutiny, careful guidance and expert direction that have been found essential to improvement in other business and professional lines. They should be often visited that the work of both teacher and pupil may receive intelligent criticism and encouragement.

These things are not usually possible under a system of supervision that calls for part time service on meager pay. Any superintendent who does all the work necessary to the adequate supervision of rural or other schools does it only at very great personal sacrifice, a sacrifice that few persons can afford to make.

The law, providing for the union of towns for the employment of a superintendent of schools who must be specially fitted for the work and must give all his time to it, is one that holds promise of much good for rural towns. Its general adoption would doubtless be a most powerful factor for the general improvement of rural school opportunities.

CONSOLIDATION AND TRANSPORTATION.

In many of the rural communities of the State there has been a considerable decrease in the school population. The consequent decrease in school enrollment has been so great, in many instances, as to change, entirely, the character of the schools.

Communities that once enrolled in their schools forty or fifty pupils now often find difficulty in keeping the attendance at the meager average of eight required by the law. It is no unusual thing to find schools in which a majority of the classes consist of a single pupil working without any of that enthusiasm and interest inspired by numbers and finding no opportunity for that measurement of power with others so essential to a testing of ability.

The condition thus created has led, in many cases, to the combination of schools. The reasons given for the consolidation of schools under these circumstances, are that the expense of running the small school is too great and that better educational advantages are secured to the pupils.

Of these two reasons, the second is of vastly greater importance. If it is clear that the small school is still a better school and more profitable to the pupils than the larger one, towns are not justified, for a small saving of money, in making combination.

If, however, this combination is to result in superior advantages to the children, it is clearly the duty of the school officials to effect it and of the parents to endorse and support it. No absolute rule is of course applicable to the question of relative value. It is one that must be settled by the conditions prevalent in each community. However, it is generally true that the school of eight, ten, or twelve pupils works at a disadvantage as compared with the school of twenty, or more, pupils whose work can be classified.

Not only are the interest and enthusiasm likely to lag, but it becomes more and more difficult, each year, to secure for these schools and to retain in them the best teaching talent.

Good teachers can command the best paying positions and the town that supports a large number of little schools is usually unable to pay the salaries necessary to retain superior talent.

In close connection with the question of consolidation arises that of transportation of pupils. While the discontinuance of

a school does not in itself constitute any claim for conveyance, since the law imposes the obligation of carrying pupils only in cases where it becomes necessary, in the judgment of the school committee, yet it often happens that closing a school creates such a necessity in the cases of, at least, a part of the pupils.

This transportation may be furnished, according as the committee deem necessary, for all, or a part, of the distance between the home and the school. It may appear necessary to furnish it to one child and not to another for the same distance, because of extreme youth or physical disability in the case of the first. It may seem necessary to provide conveyance for certain seasons and on stormy days and not for the pleasant season and fine weather. This power of discrimination is placed by the statute entirely with the local school authorities.

Whenever conveyance becomes necessary, it increases the probability of its success if the school authorities exercise extreme care in the choice of conveyance, making certain that it is reasonably comfortable, that it is provided with adequate protection in case of storms and that it is in the hands of a reliable person. Its success will likewise be promoted when provision is made for the proper supervision of the pupils by the teacher, or other reliable person, during the lunch hour.

As it becomes necessary to consolidate schools in order to secure educational efficiency, the interest of the child should be held paramount to every other consideration. School authorities and parents should co-operate so that there will be no sacrifice of the physical well-being of the child, or of his educational privileges. It sometimes happens that it is better to keep open even a very small school, because of the unusual distance to be traveled to another, or the extreme youth of the children. Such conditions the school authorities should and will consider. On the other hand, they should allow no personal nor selfish interest to stand in the way of the superior educational opportunity that may be made possible through school consolidation.

THE RURAL SCHOOL TEACHER.

Not less than in any other class of schools the efficiency of the rural school depends upon the teacher. Given all other factors of a good school and place it in charge of a poor teacher and

their excellencies will be to small purpose. A really good teacher will, however, even under very adverse circumstances, give evidence, in the results of her work, of her superior qualities.

Perhaps it is even more essential that the rural school have superior teaching ability at its disposal than the town or city school. In the latter, organization aids the teacher. She is supported by the counsel of principal and associate teachers. She has immediate appeal to a higher authority, in cases of discipline. She is responsible for the teaching of a smaller range of subjects.

The rural teacher must have all classes, from the primary to the high school. She must, to a great extent, deal with and settle at once her own problems of administration and discipline. She must rely more fully upon her own judgment.

These considerations as well as the importance of the rural school itself call for the employment of the best possible teachers for country schools.

Communities are not just to their children when they subject them continually to inexperienced teachers. The practice of putting into country schools persons of only common school training, having no special fitness nor ability, merely because such service can be had at a low price, holds promise only of harm to the schools. It is useless to expect that older boys and girls will remain in the schools, provided they can escape, if they are obliged always to have teachers whose attainments are so meager as not to command respect.

The salaries paid to teachers in the majority of our rural schools are entirely inadequate. If they are permitted to continue at the present rate we must expect a discouraging record of ignorance, illiteracy and inefficiency.

Each town having rural schools as a part of its school system should employ for those schools teachers of special training and fitness. It should, moreover, aim to retain for each school the teacher who has proved her value. The inducement offered through the increased salary to the teacher who has proved her worth will be amply justified in the larger educational return to the school.

It should, likewise, be a part of the work of the towns to help supply the demand for teachers of better training. From their local high schools should go a constant representation into the State normal schools. The uplift that would come to Maine rural schools, through the substitution of this policy for the present one of making the rural school the training school of inexperience, would be very great. Such a policy cannot, however, be consistently followed until the towns are prepared to pay the larger salary that will command the trained teacher.

The country boys and girls of Maine deserve the best teaching. Neither the communities nor the State can afford to give them less.

THE BUILDING AND ITS EQUIPMENT.

The rapid improvement that has been recently made in the condition of school buildings has been extremely gratifying. Very many communities, however, are still willing to allow their school buildings to remain unfit for occupancy. Systems of heating and ventilation are inadequate. Sufficient attention is not given to lighting. School furniture is antiquated, uncomfortable and unhygienic. Outbuildings are ill kept and indecent. Cloak rooms are not provided. There are no closets for storing supplies and books. In too many cases the textbooks have been neglected and have become unfit for use. There is a failure to supply a reasonable equipment of the necessary school apparatus, such as maps, charts and globes. There are too few books of reference. Often janitor's service is inefficient and the rooms are permitted to become dirty. Too little attention is given to providing the inexpensive ornaments, pictures and casts that make the room a more attractive place for the spending of childhood days. In many instances there continues neglect of the school grounds. There are no suitable places for play. No provision is made for lawns, gardens, shrubbery and trees.

It is a simple and reasonable demand that all these defects be corrected in every school. The highest efficiency of rural education in Maine will not be possible until in all our schools a reasonable equipment is provided.

Children often are obliged to go from homes that are well kept, well warmed, ventilated and comfortably furnished, from homes where they are carefully shielded from all that will offend, to schoolhouses where conditions quite the opposite prevail. It is a first duty of each parent to use every influence to secure for the country school, as well as for the village and city school, physical conditions that will promote, rather than retard, the educational process.

THE SUPPORT OF THE RURAL SCHOOL.

Not only are the country communities concerned with the welfare of their own schools, but the State as a whole has a vital interest in them.

The country boy may become later a citizen of the larger town or city. The quality of the education he is receiving is to be reflected in the quality of his later citizenship. The fruit of his productive years will be given to another community than the one in which his training is secured.

The city looks constantly to the country to replenish its supply of men and women. Without this supply of citizens from the country it is generally admitted the city would lose in physical and intellectual vigor. The injustice of placing upon smaller and poorer communities the entire cost of educating the children from whose maturity the local community is to receive no direct support is apparent. The State has therefore recognized the justice of the policy of making possible such aid from the State to the local community as will tend to equalize educational opportunity.

On the other hand, any policy that would lead the community to shift from itself the main responsibility of educating its own children would be repugnant to the sturdy sense of independence of our people. The people of the local town should understand that they themselves are mainly responsible for the character of their educational system. Schools can be good only when they have behind them a such sense of responsibility. If schools are poor it is usually for the reason that the sense of the community permits inferiority. Certain main requirements can be enforced by the law, but the real spirit of

educational progress is not to be secured by statute, it is to be found only in the people. If it is not present there it is likely to be found wanting in the schools.

SUMMARY.

The essential points of rural school efficiency are as follows:

1. A well trained and adequately paid teaching force.
2. Well built schoolhouses with suitable grounds and with a reasonable equipment of all the tools of education.
3. Professional guidance under expert and business-like supervision.
4. A simple and definitely arranged course of study.
5. Community interest, co-operation and support.
6. Reasonable consolidation of the smallest schools, under conditions that will promote the educational welfare of the pupils concerned.

The welfare of the children enrolled in these schools depends upon the attention given by the people of Maine's rural towns to these considerations. Whether the future of one of our most important classes of educational institutions is to be worthy of its honorable past will be answered by the response given by our people to its actual and pressing needs.

MEDICAL INSPECTION.

Medical inspection of the schools is a topic to which the attention of our people should be given. The objects of such inspection are as follows:

1. It provides opportunity for the detection of defects in school conditions such as imperfect heating, lighting and sanitation.

2. It leads to the discovery of contagious diseases while these are in an early stage, thereby preventing epidemics among school children and often saving lives through the immediate treatment thus secured.

3. It reveals the individual peculiarities and abnormalities that are often responsible for inferior school work, weakened constitutions and nervous exhaustion. Among these defects may be mentioned adenoids, imperfect hearing and eyesight.

4. It affords opportunity for advising with teachers on matters pertaining to the health of their pupils.

5. Opportunity is given for the discovery of any special causes of weakness such as excessive smoking or other dissipations to which children are liable, and the giving of personal advice supported by weight of authority.

It should be clearly understood that medical inspection does not indicate medical treatment by the inspector. If a child is found to be suffering from any difficulty that interferes with his own progress or from any that endangers his fellow pupils, he is sent home, his parents are notified and the family physician may be called. Medical inspectors, as such, do not under any circumstances treat cases.

Under this plan it is the duty of the inspector to examine each child at the opening of each term or year, or upon entrance

to school, for the discovery of any physical defects or abnormalities. The certificate of the family physician stating he has given a similar examination may be accepted in place of the examination by the inspector.

During the year the inspector makes periodic visits to the schools when the teachers may present for examination any child who has given evidence of the development of any disability. On each visit of this kind he makes a careful inspection of the buildings and surroundings, leaving such instructions as the conditions may warrant. Again he is subject to the call of teachers or superintendent if a special need arises. Diseases like scarlet fever and diphtheria, which often make sad ravages among school children, might often be checked at the beginning by the calling of a physician when suspicious eruptions or other symptoms first appear.

Such a system of inspection is not expensive in view of the results obtained. As a preventive of disease it may save a community both in lives and in money. Through medical inspection advice is given that promotes physical power and this makes possible greater mental achievement, for the relation between the mind and body are so close that the one cannot do its best work while the other is enfeebled.

Medical inspection has been given trial in several cities and wherever this trial has been made under correct conditions it has resulted favorably.

From statistics gathered in New York, Berlin, Boston and Chicago it was found that from six to twelve per cent of the public school pupils are afflicted with diseases which make them a source of danger to other pupils. In Providence, in one year 1,018 children were found to be in subnormal health condition. One hundred and eighty-two cases of adenoids alone were discovered.

In Boston in one year the following were among the cases discovered and reported by the inspectors. The figures indicate the number of cases found and it should be borne in mind that they do not include diseases discovered at home in the usual way.

Diphtheria 23, scarlet fever 23, measles 121, whooping cough 62, mumps 107, chicken pox 108, influenza 50, erysipelas 2,

syphilis 3, tuberculosis 2. Of acute pharyngitis there were 438 cases, of follicular tonsilitis there were 1,281 cases, of adenoids 58, of defective vision 220, of eczema 337, of pediculosis 2,316, of itch 42, of ringworm 172, and of urinary disease 29. From a total of 15,573 children examined 4,952 were found in a normal, healthy condition.

As showing the result of medical inspection in preventing disease and in saving life, it was reported by the Health Department of Chicago that in the first year of medical inspection in that city there were 628 fewer cases of diphtheria with 46 fewer deaths and 2,328 fewer cases of scarlet fever with 307 fewer deaths than in the preceding year.

While most Maine communities are happily free from the unfavorable hygienic conditions that obtain in crowded tenement districts, yet the experience of teachers points to the fact that even in the smallest schools problems are constantly arising with which they cannot be competent to deal.

The entire subject is worthy of most careful study and investigation. The experience of other states where the trials made of medical inspection have resulted in its state-wide adoption would indicate that the Maine legislature should make at least some permissive or encouraging enactment for its adoption in this State.

THE SCHOOL IMPROVEMENT LEAGUE OF MAINE.

The idea of organization appeals strongly to young people as well as to their elders. A witness to this fact is the formation of students' societies of various kinds. There are all sorts of clubs and associations, each copying more or less closely after some similar organization for adults.

This tendency towards organization should be recognized by those who have to deal with the youth in order that wise direction may be given to it.

Just criticisms are brought against secret societies in high schools. They represent principles that are repugnant to our idea of a democratic public school system.

In practice they introduce into the schools many influences that are harmful and few that can be commended. They receive the well-nigh universal condemnation of the teachers and authorities who have been brought in closest contact with them.

On the other hand it is not the part of wisdom to overlook or disregard the principles of mutual help and fraternal interest which are really most potent in promoting these societies. The young people who enter these societies do not join with a knowledge of their unfortunate or dangerous tendencies. They join them through the natural desire for companionship and to enjoy the advantages that come of organized effort.

In place of these should come various kinds of student organizations, literary, social and athletic, conducted with the sympathetic aid of teachers and open to all students who wish to enjoy the peculiar advantages of each.

It is not fair to expect pupils to give up entirely the pleasures

of such societies nor to forego the elements of real value they contain. Properly directed they are capable of positive benefit to the students who join them and to the schools of which they are a part.

The School Improvement League of Maine, recognizing this tendency of young people towards clubs and organizations and turning it to the profit of the pupils and the schools, has, in recent years, done much to change for the better the physical conditions of Maine schools.

While this organization has been introduced into all grades and classes of schools, it has perhaps done most effective work in the country, where it has often united the parents and citizens with the teachers and pupils in efforts to improve the schools.

The League works along three distinct lines. It aims to improve the equipment and physical surroundings of the schools, to supply them with libraries and works of reference and to provide pictures and casts.

In doing this work, the League has aimed to increase the value and importance of the school by making the community and the pupils responsible for the improvements.

This enlistment of interest in the equipment of the schools has reacted favorably upon their routine work.

Other efforts of the League are in the direction of providing literary and social meetings through whose means closer contact with school interests are obtained.

No exact rules are formulated for the conduct of the local League. The exact character of each and the kind of work it will undertake to accomplish must be determined by the local needs and circumstances.

The only general restriction is that membership shall be open to any member of the school, not depending upon payment of any dues in money. The desire and readiness to help in whatever is needed to promote the welfare of the school are the only requirements.

The local League is useful not only in planning and accomplishing improvements for the schools of which they are a part; they are likewise of positive aid to the pupils who are members.

In awakening a proper civic pride, in developing a sturdier sense of personal responsibility, in providing more ample opportunity for a study of history, civics, literature and nature, they have practical and important educational value.

The rapid extension of the League into the schools of Maine and the improvement consequent upon that extension justify its continued recognition and support. Following is the report of the State Secretary.

REPORT OF THE SECRETARY.

The year 1907 has been a most prosperous one for the S. I. L. M. The work is now deeply rooted in scores of towns in the State and is in the hands of those whom it was hoped to reach when the League was organized—parents and pupils as well as superintendents and teachers.

During this year, as in the preceding years, the chief work of the secretary has been to answer letters asking for suggestions in organizing leagues, to send charters to leagues applying for them, and to acknowledge reports.

Two hundred and fourteen letters have been received. As in past years, these have been from superintendents who were anxious to have leagues formed in the schools under their charge or who wrote to commend the S. I. L. M., from teachers who needed suggestions, from newspapers asking for reports of work accomplished, from parents, and from pupils.

It is apparent from the letters of this year that teachers have caught the true spirit and realize that the objects sought are to interest the community in the community's school and the community's children, and to discourage those two most bitter and most fatal foes to educational progress—local prejudices and neighborhood misunderstandings. These once secured and the unattractive site, the dilapidated and poorly equipped building are no longer problems confronting the teacher.

Ninety-two leagues have now been granted charters and have pledged themselves to send reports of their work or forfeit their charters. During the coming year the fulfillment of this promise will be exacted and the officers will work mainly with the leagues holding charters.

There seems no better way to give an idea of the manner in which the League is regarded by its members than to submit

portions of a few of the letters received. The first is from a district superintendent, a man eager to secure the best things for his teachers and pupils:

"I think it only fair that I should send a few words of appreciation of the S. I. L. M., for I feel that it has been a great factor for good in my schools during the two terms that it has been in effect. I find a very decided improvement in the appearance of the schoolrooms and yards, but what pleases me most is the change in the attitude of the children. The schools are regarded by them now as theirs, consequently they feel the responsibility of having them all right. This interest has come solely through the S. I. L. M.

"I wish a league might be formed in every school in the State."

* * * * *

A local correspondent for a newspaper, in speaking of a very unique entertainment given by a school in the town, says: "The affair was excellent throughout, as everything undertaken by Miss S— and her pupils proves to be. Miss S— attributes the success of her school largely to the league which she formed at the beginning of the year."

* * * * *

A mother who was formerly a teacher writes: "I regret that there was no such thing as a S. I. L. during my school-ma'am days, for it certainly is one of the greatest helps in arousing interest and enthusiasm among the pupils that I have ever known. All of my children are members."

* * * * *

A boy of fourteen in sending his report as secretary opens his heart thus: "I like to go to school since Miss B— formed our league. We boys work in the yard half an hour every day. We are making it look fine. Next spring we are to make a garden. I will write you about it. Some boys in town who don't go to school want to join our league because we have told them how nice it is."

* * * * *

The next extract is from a teacher who has had many years' experience and who is in every way a most successful worker:

"I enclose a copy of an invitation to join the League that I

gave to each of my new 'chickens' last term. Such little ones do not always understand, so I thought it best to put it on paper for them to take home."

The invitation which follows is most exquisitely written upon a pretty sheet of paper:

"THE LINCOLN LEAGUE.

"There is a State society called the 'School Improvement League of Maine.' Its object is the improvement of the school, the schoolhouse and its grounds. The branch at the Pine Street School is called the 'Lincoln League' and we want all the scholars who can to join it. None are too old and none are too young to belong. Parents and friends may join as well as the school children.

"All members have a certificate of membership signed by the State Superintendent of Schools, the President and Secretary of the League, the City Superintendent of Schools, and the teacher of the school, and each member wears a small League button or pin costing one cent. On the pin are the letters 'S. I. L. M.' in a monogram.

"The money paid in by the children of the two rooms at the Pine Street School is kept separate but in all other respects it is as one league. Books, pictures, casts and busts have been bought and a piano for the upper room.

"Regular meetings of the League are held every two weeks in Room No. 2 at 2.30 P. M. on Friday. Excepting at the first one when new officers are elected, there are recitations, songs, and other exercises. All parents and friends are welcome."

The report enclosed with the invitation credits this league with eighteen new members this term, one hundred and five books in its library, twenty-five good pictures, five casts, \$62.42 expended, and \$28.21 at present in its treasury. A decidedly good showing for the chickens and their keepers!

These letters are fair samples of those coming to the secretary. Many hundreds of dollars are reported in the school treasury through the efforts of League workers, but more

desirable than money is the awakened interest on the part of those who had previously been indifferent. This fact is always emphasized by one who is a true League member.

Much is to be expected of our workers in 1908.

KATE MACDONALD,

Secretary S. I. L. M.

ENGLISH INSTRUCTION IN SECONDARY SCHOOLS SCHOOLS OF MAINE.

REPORT OF A COMMITTEE OF THE ENGLISH DEPARTMENT OF THE MAINE ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS.

At the spring meeting of the English Department of the Maine Association of Colleges and Preparatory Schools held at Auburn, May 19, 1906, a committee consisting of Prof. W. B. Mitchell, Bowdoin College, Prin. D. T. Harthorn, Wilton Academy, and Prin. J. W. Taylor, Freeport High School, was appointed to determine as far as possible the status of English instruction in the secondary schools of Maine. This the Committee found impracticable to do during the year 1906, but on November 30, 1907, the Committee sent to the secondary schools of Maine the following list of questions with a request that they be answered as accurately as possible.

1. Name of school.
2. Name of principal.
3. Name of English teacher.
4. Length of recitation period. Number of weeks in school year.
5. How much time (years, and periods per week) is given in your school to the teaching of English?
6. Of this time how much is given to composition and how much to literature?
7. Is English Grammar as a specific subject taught in your school? If so, at what point in the course and for how long?
8. Do all students in your school pursue the same course in English, or do you have a separate course for your college preparatory students?
9. What text-books in English Composition do you use?
10. How often do you have written work?

11. About what proportion of the written work is done outside the class-room?

12. To what extent are the theme subjects taken (*a*) from literature studied? (*b*) from the student's daily life, observation, and experience? (*c*) from work done in other courses than English?

13. Are your pupils often encouraged to write with the thought of a specific audience?

14. How is the written work of your pupils corrected?

15. How much time is given to the reading of themes in class?

16. To what extent is the entire rewriting of themes required?

17. What are your views on the value of conferences with the individual pupil in the correction of his themes?

18. Do you have debating in your school? Is it ranked as a part of the regular English work done in school or is it in the hands of a Debating Club?

19. How often, if at all, are your pupils required to declaim?

ENGLISH LITERATURE.

20. How much time (years, and periods per week) do your college preparatory students devote to English Literature?

21. Of this time how much is devoted (*a*) to the books required for study? (*b*) to the books required for reading? (*c*) to subsidiary reading? (*d*) to the history of English Literature?

22. Do the reading and the study of the prescribed books precede or follow the outline course in the history of literature? Why?

23. Using numerals, please indicate the order in which the following-named books are studied in your school, and using the abbreviations, Fresh., Soph., Jun., and Sen., (Freshman, Sophomore, Junior, Senior) the year during which each is studied.

Merchant of Venice, Macbeth, Ivanhoe, Lady of the Lake, Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur, Sir Roger de Coverley Papers, Ancient Mariner, Vision of Sir Launfal, Silas Marner, Life of Goldsmith, Julius Caesar, Lycidas, Comus, L'Allegro, Il Penseroso, Speech on Conciliation, Life of Addison, Life of Johnson.

24. To what extent are the books read aloud in the class?
25. To what extent do you require students to memorize selected passages?
26. How, if at all, is the work in literature related to that in composition?
27. What recommendations have you to send back to the teachers of English in the elementary schools?
28. In what lines of English teaching in secondary schools do you think there is the greatest need of improvement?
29. Please state in less than a hundred words some of the ways in which you believe such improvements may be effected.
30. Will you please give a somewhat detailed outline of your course in English?

To these questions seventy-eight of the schools replied in detail. The information thus received the Committee has put, whenever possible, in tabulated form. In some cases the answers to the questions were so phrased that they could be interpreted in more than one way. In all such cases the Committee has done its best to report the information accurately and trusts that in the tabulation it has done injustice to no school.

The Committee was not asked to give suggestions or advice concerning present methods of instruction, but it has felt justified in including in this report matter that it thought would be especially helpful to English teachers. It is the opinion of the Committee that every English teacher ought to be familiar with the Report of the Committee of Ten, (American Book Company, 1894, 35 cents,) and wherever it has seemed best it has compared the present status and methods of English instruction in the schools with the recommendations of that Committee.

TABLE A.

Giving the Name of School, of Principal, and of English Instructor(s).

School.	Principal.	English Instructor(s).
Anson Academy.....	John Tapley.....	Paulenah Simmons.
Auburn.....	Robert J. Sisk.....	Florence W. Lowell.
Augusta.....	Farnsworth G. Marshall.....	Alice Reynolds.
		Julia Nafe.
Bangor.....	Henry K. White.....	Mary B. Hutchins and five others.
Bar Harbor.....	J. W. Lambert.....	Frances C. Small.
Bath.....	Herbert E. Cole.....	Viola G. Hogan.
		Mabel H. Benner.
Belfast.....	Walton G. Adams.....	Caroline W. Field.
Berwick.....	Lewis H. Conant.....	M. Lillian Horne.
Bridge Academy (Dresden)	Norris Lord.....	Alice Churchill.
Brunswick.....	Edgar A. Kabarl.....	Carrie N. Potter.
Calais High School & Acad..	Arnold M. Sanborn.....	Alice L. Todd.
Camden.....	A. F. Leonard.....	Mrs. Frohook.
		Miss Plummer.
Caribou.....	H. M. Wheeler.....	Sarah A. Roberts.
Cherryfield Academy.....	Clarence Proctor.....	Mary M. Ward.
		Mrs. Vera Lake.
Coburn Classical Institute, (Waterville).....	George S. Stevenson.....	Adelle Gilpatrick.
		Carrie True.
Corinna Union Academy...	Daniel R. Hodgdon.....	Leona ragg Hodgdon.
Deering.....	John M. Nichols.....	Ada L. Davis.
Dexter.....	Nathan C. Bucknam.....	Miss Sheehan.
		Miss Chandler.
Dixfield.....	Harry E. Fortier.....	Emma L. Pollard.
East Corinth Academy.....	Herbert W. Ward.....	C. May Chandler.
East Maine Conf. Seminary, (Bucksport).....	F. E. Bragdon.....	Florence I. Jaynes.
Fairfield.....	Harry E. Pratt.....	Grace E. Warren.
		Jennie A. Emery.
Farmington.....	William E. Downes.....	Jane M. Cutts.
		Ethel O. Howard.
Fort Fairfield.....	Charles L. Clement.....	Mattie Hopkins.
Foxcroft Academy.....	Louis B. Farnham.....	Elizabeth K. Paine.
Freeport.....	Josiah W. Taylor.....	Clara P. Briggs.
Fryeburg Academy.....	Charles G. Willard.....	Susan M. Walker.
Gardiner.....	William L. Powers.....	Alice M. Richards.
George Stevens Academy, (Bluehill).....	William H. Patten.....	Edna A. Cornforth.
Gould's Acad., (Bethel).....	Frank E. Hanscom.....	Maude L. Thurston.
Hampden Academy.....	James Brooks.....	Adah Snowdeal.
Hebron Academy.....	W. E. Sargent.....	H. C. Newton.
Higgins, C. I.,(Charleston)	Linwood L. Workman.....	Eva H. Holmes.
Houlton.....	W. F. Coan.....	Emily P. Rockwood.
Island Falls.....	Elmer R. Verrill.....	Elmer R. Verrill.
Kennebunk.....	A. M. Thomas.....	Florence H. Hewett.
Leavitt Inst., (Turner).....	Albert G. Johnson.....	A. Louise Barker.
Lee Normal Academy.....	Walter H. Russell.....	Amelia D. Herrick.
Lewiston.....	William C. Hill.....	Mary A. Stevens.
Limerick Academy.....	G. H. Campbell.....	Sara L. Bradbury.
Limington Academy.....	Willis F. Avery.....	Maude A. Boothby.
Lincoln Acad., (Newcastle)	G. H. Larrabee.....	Adelaide Benner.
		A. Louise Stetson.
Lisbon Falls.....	L. E. Williams.....	Amy Staples.
Livermore Falls.....	J. M. Pike.....	Grace A. Balentine.
Maine Central Institute, (Pittsfield).....	F. U. Landman.....	Lillian A. Norton.
Mattanawcook Academy, (Lincoln).....	Leslie A. Bailey.....	Laura M. Bailey.
Mechanic Falls.....	P. E. Graffam.....	P. E. Graffam.
		Miss Morison.
Monmouth Academy.....	Arthur J. Chick.....	Frances E. Robinson.
Newport.....	E. L. Dinsmore.....	E. L. Dinsmore.
Norway.....	Percival E. Hathaway.....	Caro E. Beverage.
Oak Grove Sem., (Vassal boro).....	George L. Jones.....	Mary W. Ireland.
Oakland.....	Ernest H. Pratt.....	E. H. Pratt.

TABLE A—Concluded.

School.	Principal.	English Instructor(s).
Orono	Thomas F. Taylor.....	T. F. Taylor. Harold Ellis.
Parsonsfield Seminary.....	Lelan P. Knapp.....	Helen E. Bisbee.
Patten Academy	Leon G. Paine.....	Mrs. L. G. Paine.
Portland	Francis R. North.....	Caroline E. Gould and seven others.
Presque Isle	William E. Wing.....	Amy E. Ware.
Richmond	Zelma M. Dwinal.....	Zelma M. Dwinal.
Ricker Classical Institute, (Houlton)	Llewellyn M. Fileb.....	Jennie Linton.
Rockland	Fred C. Stewart.....	Anna E. Coughlin.
Rumford Falls.....	Gaylor W. Douglass.....	Lillian Osgood.
Sanford	W. O. Hersey	W. O. Hersey.
Sangerville	Charlotte Jennison	Elizabeth B. Watson.
Skowhegan	D. H. Perkins.....	Edith N. Aiken.
Somerset Acad., (Athens) ..	A. W. Boston.....	Edith M. Brown.
South Portland	Simon M. Hamlin	A. W. Boston.
Thomaston	Ralph Robinson.....	Mrs. L. C. Brown.
Thornton Academy, (Saco) ..	Ernest R. Woodbury.....	Martha D. Chase.
Topsham	John A. Cone	Edna M. Spurr.
Traip Academy, (Kittery) ..	Geo. D. H. L'Amoureux.....	Irene Cousins.
Troy	Harry W. Rowe.....	James A. Bartlett.
Warren	Frank D. Rowe.....	Mabel E. Norcross.
Washington Academy, (E. Machias)	Ralph S. Smith	Clara J. L'Amoureux.
Westbrook H. S.	W. B. Andrews.....	Harry W. Rowe.
Westbrook Seminary	Arthur C. Yeaton.....	Harriet O'Brien.
Wilton Academy	Drew T. Harthorn	Harold O. Cole.
Yarmouth Academy	F. H. Dole.....	Miss A. P. Wisewell.
		Sara B. Libby.
		Marguerite Marshall.
		Agnes Safford.
		D. T. Harthorn.
		Lillian M. Small.
		(Mrs.) Minnie Ennis.

TABLE B.

(Answers to questions 4 and 5.)

Showing (a) number of weeks in school year, (b) number of years English is studied in schools, (c) number of periods per week given to the study of English, (d) number of minutes in school period, (e) the proportion of time given to composition and to literature.

Name of School.	Number of weeks in school year.	Number of years English is studied.	Average number of periods a week.	NUMBER OF PERIODS A WEEK IN DIFFERENT YEARS.				Number of periods a week for all English courses.	Number of minutes in period.	Proportion of time given to composition.	Proportion of time given to literature.
				1st.	2d.	3d.	4th.				
Anson Academy.....	33	4	5	5	5	5	5	20	40	-	-
Auburn.....	38	4	3	3	2	3	4	12	40	1-2	1-2
Angusta.....	38	4	5	5	5	5	5	20	45	1-2	1-2
Bangor.....	36	4	5	5	5	5	5	20	40	-	-
Bar Harbor.....	34	3	5	-	-	-	-	15	40	1-3	2-3
Bath.....	38	4	5	5	5	5	5	20	45	5-8	3-8
Belfast.....	35	4	5	5	5	5	5	20	35-45-50	1-2	1-2
Berwick.....	36	4	-	-	-	-	-	16	-	3-1/2	5-8
Bridge Academy.....	36	4	4 1-2	5	3	5	5	18	30	5-8	3-8
Brunswick.....	36	4	5	5	5	5	5	20	40	1-3	2-3
Calais.....	36	4	4	4	4	4	4	16	40	3-8	5-8
Camden.....	36	4	4	4	4	4	4	16	40	1-2	1-2
Caribou.....	36	4	4	4	4	4	4	16	45	1-2	1-2
Cherryfield Academy.....	36	4	5	5	5	5	5	20	40	1-2	1-2
Coburn Classical Institute.....	36	4	4 1-2	5	4	4	5	18	50	1-2	1-2
Corinna Union Academy.....	36	4	5	5	5	5	5	20	40	1-2	1-2
Deering.....	37	4	5	5	5	5	5	20	50	3-7	4-7
Dexter.....	36	4	4 1-2	5	5	4	4	18	40	1-2	1-2
Dixfield.....	36	4	5	5	5	5	5	20	50	1-2	1-2
East Corinth Academy.....	33	4	5	-	-	-	-	20	35	1-2	1-2
East Maine Conference Seminary.....	37	4	3 1-2	4	4	3	3	14	40	1-2	1-2
Fairfield.....	36	4	5	5	5	5	5	20	40	1-2	1-2
Farmington.....	36	4	5	5	5	5	5	20	-	2-5	3-5
Fort Fairfield.....	36	4	3 3-4	5	5	2 1-2	2 1-2	15	45	1-2	1-2
Foxcroft Academy.....	36	4	5	5	5	5	5	20	45	-	-
Freeport.....	36	4	4	5	4	3	4	16	40	-	-
Fryeburg Academy.....	37	4	4	5	3	3	5	16	45	1-2	1-2
Gardiner.....	36	3	5	5	5	5	5	15	40	-	-
George Stevens Academy.....	36	4	2 3-4	2	2	2	5	11	40	1-4	3-4
Gould's Academy.....	36	4	5	5	5	5	5	20	40	1-3	2-3

Hampden Academy.....	36	4	5	5	5	5	5	20	30	2-5	3-5
Hebron Academy.....	38	4	4	4	4	4	4	16	45	1-2	1-2
Higgins Classical Institute.....	36	4	5	5	5	5	5	20	45	2-5	3-5
Houlton.....	36	4	5	5	5	5	5	20	40	1-2	1-2
Island Falls.....	36	4	4	4	4	4	4	16	30	2-5	3-5
Kennebunk.....	36	4	5	5	5	5	5	20	35-40-40	2-5	3-5
Leavitt Institute.....	37	4	4	4	4	4	4	16	45	1-2	1-2
Lee Normal Academy.....	33	4	5	5	5	5	5	20	30-35-40	2-5	3-5
Lewiston.....	38	4	3 1-2	4	4	3	3	14	40	1-2	1-2
Limerick Academy.....	33	4	5	5	5	5	5	20	30	1-2	1-2
Limington Academy.....	36	4	4 1-2	5	3	5	5	18	40	2-5	3-5
Lincoln Academy.....	38	4	4 3-4	8	3	3	3	19	-	-	-
Lisbon Falls.....	37	3	5	5	5	5	5	20	40	1-2	1-2
Livermore Falls.....	37	4	5	5	5	5	5	20	45	3-8	5-8
Maine Central Institute.....	37	4	3 1-2	5	3	3	3	14	50	1-4	3-4
Maine Wesleyan Seminary.....	38	4	5	5	5	5	5	20	45	1-2	1-2
Mattanawcook Academy.....	36	4	5	5	5	5	5	20	45	1-2	1-2
Mechanic Falls.....	32	4	3	3	3	3	3	12	35	1-4	3-4
Monmouth.....	36	4	5	5	5	5	5	20	30	1-8	7-8
Newport.....	33	4	2 3-4	5	2	2	2	11	40	1-3	2-3
Norway.....	36	4	5	5	5	5	5	20	40	2-5	3-5
Oak Grove Seminary.....	38	4	3 1-4	4	3	3	3	13	40	1-3	2-3
Oakland.....	36	2	5	-	-	-	-	10	30	1-2	1-2
Orono.....	36	4	4	4	4	4	4	16	40	1-5	4-5
Parsonsfeld Seminary.....	36	4	4	5	4	4	3	16	45	1-2	1-2
Patten Academy.....	36	4	5	5	5	5	5	20	45	1-3	2-3
Portland.....	37	4	5	5	5	5	5	20	45	-	-
Presque Isle.....	36	4	5	5	5	5	5	20	30-45	2-5	3-5
Richmond.....	33	3	5	-	-	-	-	15	35	1-5	4-5
Ricker Classical Institute.....	38	4	4	4	4	4	4	16	45	2-3	1-3
Rockland.....	36	4	3	3	3	3	3	12	40	1-2	1-2
Rumford Falls.....	36	4	5	5	5	5	5	20	35	2-3	1-3
Sanford.....	36	4	4	4	4	4	4	16	40	3-8	5-8
Sangerville.....	32	4	5	5	5	5	5	20	45	3-5	2-5
Skowhegan.....	36	4	5	5	5	5	5	20	45	1-4	3-4
Somerset Academy.....	30	4	5	5	-	-	-	40	40	1-2	1-2
South Portland.....	36	4	4 3-4	4	4	5	5	19	-	1-4	3-4
Thomaston.....	36	4	3 3-4	4	3	4	4	15	35	1-3	2-3
Thornton Academy.....	37	4	5	5	5	5	5	20	40	2-5	3-5
Topsham.....	36	3	5	5	5	-	5	15	30	1-2	1-2
Traip Academy.....	35	4	4	4	4	4	4	16	40	5-12	7-12
Troy.....	33	4	3 3-4	4	4	3	4	15	40	2-3	1-3
Warren.....	34	3 1-3	5	5	-	-	-	16 2-3	30	2-3	1-3
Washington Academy.....	34	4	5	5	5	5	5	20	45	1-2	1-2
Westbrook High School.....	36	4	4 3-4	-	5	-	5	18	40	1-2	1-2
Westbrook Seminary.....	38	4	4	5	5	5	5	20	45	1-2	1-2
Wilton Academy.....	36	4	5	5	5	5	5	20	45	1-2	1-2
Yarmouth Academy.....	37	4	5	5	5	5	5	20	35	1-2	1-2

A summary of Table B shows the following facts concerning the amount of time given to the study of English:

Of the 78 schools reporting the number of weeks in school year,

12	give	38	weeks,
9	"	37	"
44	"	36	"
1	gives	35	"
2	give	34	"
6	"	33	"
2	"	32	"
2	"	30	"

The average length of year for the 78 schools is 35 68-78 weeks.

Of 74 schools reporting the length of the recitation period,

4	schools	have	a	period	50	minutes	in	length,
22	"	"	"	"	45	"	"	"
33	"	"	"	"	40	"	"	"
7	"	"	"	"	35	"	"	"
8	"	"	"	"	30	"	"	"

The average length of the period in the 74 schools is 40½ minutes.

Of 74 schools reporting,

37	have	English	5	periods	a	week	for	4	years,
3	"	"	4¾	"	"	"	"	4	"
4	"	"	4½	"	"	"	"	4	"
14	"	"	4	"	"	"	"	4	"
3	"	"	3¾	"	"	"	"	4	"
3	"	"	3½	"	"	"	"	4	"
3	"	"	3	"	"	"	"	4	"
1	has	"	2	"	"	"	"	4	"
1	"	"	5	"	"	"	"	3½	"
4	have	"	5	"	"	"	"	3	"
1	has	"	5	"	"	"	"	2	"

The same facts may be stated in another way by saying that in all English courses taken together,

37	schools	have	20	periods	a	week,
3	"	"	19	"	"	"
4	"	"	18	"	"	"
1	school	has	16½	"	"	"

14 schools have	16	“	“	“
8 “ “	15	“	“	“
3 “ “	14	“	“	“
1 school has	13	“	“	“
3 schools have	12	“	“	“
1 school has	11	“	“	“

Of 71 schools replying to Question 6,

7	devote to Composition more than $\frac{1}{2}$ the time given to English,
33	“ “ “ $\frac{1}{2}$ the time given to English,
22	“ “ “ less than $\frac{1}{2}$ and not less than $\frac{1}{3}$,
7	“ “ “ less than $\frac{1}{3}$.

In this connection the following recommendation of the Committee of Ten is pertinent:

“The Conference is of opinion that the study of English should be pursued in the high school for five hours a week during the entire course of four years.

“The study of literature and training in the expression of thought, taken together, are the fundamental elements in any proper high school course in English, and demand not merely the largest share of time and attention but continuous and concurrent treatment throughout the four years. The Conference, therefore, recommends the assignment of three hours a week for four years to the study of literature, and the assignment of two hours a week for the first two years, and one hour a week for the last two years to training in composition. By the study of literature the Conference means the study of the works of good authors, not the study of a manual of literary history.”

TABLE C.

(Answers to questions 7, 8, 10, 11, 13, 18, 19.)

Showing (a) whether English grammar is taught as a specific subject, (b) whether all students pursue the same course in English, (c) the amount of written work done, (d) proportion of written work done outside of class-room, (e) whether pupils often write for specific audience, (f) whether debating is ranked as part of school work, (g) how often pupils declaim. Abbreviations: d, daily; 1 w, weekly; 2 w, twice a week; 3 w, three times a week; 1 t, once a term; f, fortnightly; m, monthly; 2 y, twice a year; 5 y, five times a year; S, debating ranked as part of school work; C, debating in hands of club.

Name of School.	Grammar as specific subject.	Same course for all pupils.	Amount of written work in different years.				Proportion of written work outside class-room.	Writing for specific audience.	Debating.	Part of regular school work or in hands of debating club.	Declamation. How often.
			1	2	3	4					
Anson Academy.....	Yes	Yes	1 w.	d	2 w.	1 w.	9-10	Sometimes	Yes	S-C	2 y
Auburn.....	Yes	No	d	d	1 w.	1 w.	9-10	Yes	Yes	S	1 y
Augusta.....	Yes	Yes	4 w.	4 w.	4 w.	4 w.	1-2	Sometimes	No	S-C	5 y
Bangor.....	Yes	No	1 w.	1 w.	1 w.	1 w.	9-10	Yes	Yes	S	2 t
Bar Harbor.....	No	Yes	2 w.	2 w.	2 w.	2 w.	3-4	No	Yes	S	No
Bath.....	No	Yes	3 w.	3 w.	3 w.	3 w.	1-2	Yes	Yes	S	2 t
Belfast.....	Yes	Yes	d	d	f	f	9-10	Yes	Yes	S	No
Berwick.....	No	Yes	3 w.	2 w.	2 w.	2 w.	2-3	Yes	No	S	No
Bridge Academy.....	Yes	Yes	1 w.	1 w.	1 w.	1 w.	9-10	No	Yes	C	1 t
Brunswick.....	No	Yes	f	3 w.	1 w.	1 w.	1-4	Yes	No	C	No
Calais.....	Yes	Yes	1 w.	1 w.	2 w.	2 w.	9-10	No	No	S	3 t
Camden.....	Yes	Yes	d	d	1 w.	1 w.	1-2	Yes	Yes	S	3 y
Carleton.....	No	Yes	3 w.	3 w.	3 w.	2 w.	9-10	No	Yes	S-C	1 y
Cherryfield Academy.....	No	Yes	2 w.	2 w.	2 w.	2 w.	2-3	Yes	Yes	S	1 y
Coburn Classical Institute.....	Yes	Yes	2 w.	2 w.	2 w.	2 w.	9-10	Occasionally	Yes	S-C	3 t*

Corinna Union Academy	Yes		2 w	2 w	2 w	2 w	1-2	Yes	Yes	S-C	2 t m *
Deering	Yes	Yes	d	3 w	4 w	4 w	3-4	Always	Yes	S	1 t m
Dexter	No	Yes					9-10	Yes	No	S	No t t
Dixfield	No	Yes	2 w	2 w	2 w	2 w	1-2	Yes	Yes	S	1 t t
East Corinth Academy	No	Yes	2 m	2 m	2 m	2 m	1-2	No	Yes	S	1 t t
East Maine Conference Seminary	Yes	Yes	d	d			9-10	Yes	Yes	S	2 t t
Fairfield	Yes	Yes	2 w	2 w	2 w	2 w	9-10	No	Yes	S	2 y
Farmington	Yes	Yes	2 w	2 w	2 w	2 w	9-10	No	No	S	2 y
Fort Fairfield	No	Yes	d	3 w	1 w	1 w	9-10	Yes	No	S	No
Foxcroft Academy	Yes	Yes	2 w	2 w	2 w	2 w	1-2	Yes	Yes	C	No
Freeport	Yes	Yes	d	1 w	1 w	1 w	4-5	Yes	No	S	1 t
Fryeburg	Yes	No	2 w	2 w	2 w	2 w	1-2	Occasionally	Yes	C	2 t t
Gardiner	Yes	No	2 w	2 w	2 w	2 w	1-2	Sometimes	Yes	C	2 t t
George Stevens Academy	Yes	Yes	w	m	m	3 w	4-5	Yes	Yes	C	1 t t
Gould's Academy	Yes	Yes	2 w	2 w	2 w	4 w	2-5	Occasionally	Yes	C	2 t t
Hampden Academy	No	Yes	1 w	1 w	2 w	2 w	9-10	Yes	Yes	C	1 t
Hebron Academy	No	Yes	2 w	2 w	2 w	2 w	3-4	Yes	Yes	C	1 t
Higgin's Classical Institute	No	Yes	1 w	1 w	1 w	1 w	9-10	Yes	Yes	C	1 t
Houlton	Yes	Yes	3 w	3 w	3 w	3 w	2-3	Yes	No	C	No m
Island Falls	Yes	Yes	2 w	2 w	2 w	2 w	1-2	No	No	C	1 t
Kennebunk	No	Yes	3 w	1 w	1 w	1 w	3-4	Yes	No	C	2 t t
Leavitt Institute	Yes	Yes	2 w	3 w	3 w	3 w	3-4	Yes	Yes	C	1 t
Lee Normal Academy	No	Yes	3 w	3 w	3 w	3 w	3-4	Yes	Yes	C	1 t
Lewiston	Yes	Yes	1 w	1 w	1 w	1 w	1-3	Always	Yes	C	No
Limerick Academy	Yes	Yes	2 w	3 w	3 w	3 w	9-10	No	Yes	S	1 t
Limington Academy	Yes	Yes					3-4	Yes	No	S	2 y m
Lincoln Academy	Yes	Yes	1 f	1 f	1 f	1 w	9-10	Yes	Yes	C	4 y t
Lisbon Falls	Yes	Yes	1 w	1 w	1 w	1 w	3-4	Yes	Yes	C	2 t t
Livermore Falls	No	Yes	d	d			2-3	Yes	Yes	S	1 t
Maine Central Institute	Yes	Yes	d	d	d	d	1-2	Yes	Yes	C	1 w
Mattanawcook Academy	No	Yes	3 w	3 w			1-2	No	No	C	2 t
Mechanic Falls	No	Yes	1 w	1 t	1 t	1 t	9-10	No	Yes	C	No y
Monmouth	Yes	Yes	4 w	4 w	4 w	4 w	1-2	No	No	S	1 y t
Newport	Yes	No	d	1 m	1 m	1 m	1-2	Yes	Yes	S	5 t
Norway	Yes	Yes	3 w	3 w	3 w	2 w	9-10	Yes	Yes	S	2 t
Oak Grove Seminary	No	Yes	1 w	1 w	1 w	1 w	9-10	Yes	Yes	C	1 w
Oakland	No	Yes	2 w				1-20	Occasionally	No	C	4 y
Orono	Yes	Yes	1 w	1 w	1 w	1 w	9-10	No	No	S	No t
Parsonsfield Seminary	Yes	Yes	2 w	2 w	2 w	2 w	2-3	No	Yes	S	1 t
Patten Academy	Yes	Yes	3 w	2 w	1 w	1 w	4-5	Yes	Yes	C	1 t
Portland	No	Yes	2 w	2 w	2 w	2 w	3-4	Sometimes	Yes	C	1 t
Presque Isle	Yes	No	1 w	1 w	1 w	1 w	9-10	Yes	Yes	C	1 t
Richmond	No	Yes	1 w	1 w	1 w	1 w	All	No	Yes	S	1 y
Ricker Classical Institute	Yes	No	3 w	3 w	3 w	3 w	All	Yes	Yes	C	1 y
Rockland	Yes	Yes	1 w	1 w	1 w	d	9-10	Yes	Yes	C	1 t

TABLE C—Concluded.

Name of School.	Grammar as specific subject.	Same course for all pupils.	Amount of written work in different years.				Proportion of written work outside class-room.	Writing for specific audience.	Debating.	Part of regular school work or in hands of debating club.	Declamation. How often.
			1	2	3	4					
Rumford Falls.....	Yes...	Yes...	d...3 w..	1 w..	1 w..	7-8...	Yes...	Yes...	S...	1 t	
Sanford.....	Yes...	Yes...	2 w..2 w..	1 w..	1 w..	7-8...	Sometimes	No...	...	No	
Sangerville.....	No...	Yes...	1 w..1 w..	1 w..	1 w..	9-10...	No	No...	...	1 t	
Skowhegan.....	No...	Yes...	1 w..1 w..	1 w..	1 w..	1-2...	No	No...	...	1 m	
Somerset Academy.....	Yes...	Yes...	d...d...d...	d...	d...	1-5...	Yes...	Yes...	...	2 t	
South Portland.....	Yes...	Yes...	d...1 w..	1 w..	3-4...	No	No	No...	...	1 t	
Thomaston.....	Yes...	Yes...	2 w..1 w..	1 w..	1 w..	2-3...	No	No...	...	1 t	
Thornton Academy.....	No...	No...	3 w..1 w..	1 w..	1 w..	3-4...	Yes...	Yes...	S...	1 t	
Topsham.....	No...	No...	1 w..1 w..	f...	f...	9-10...	No	No...	...	1 m	
Tripp Academy.....	No...	Yes...	4 w..4 w..	4 w..	4 w..	All...	Yes...	No...	...	2 y	
Troy.....	Yes...	Yes...	1 w..1 w..	1 w..	1 w..	3-5...	No	No...	...	1 t	
Warren.....	Yes...	Yes...	3 w..3 w..	3 w..	5 w..	2-3...	Yes...	No...	...	1 t	
Washington Academy.....	Yes...	Yes...	2 w..2 w..	2 w..	2 w..	3-4...	No	Yes...	C...	1 t	
Westbrook.....	Yes...	Yes...	3 w..3 w..	3 w..	3 w..	1-2...	Yes...	No...	...	2 t	
Westbrook Seminary.....	No...	No...	d...2 w..	3 w..	2 w..	3-4...	Yes...	Yes...	S...	1	
Wilton Academy.....	Yes...	Yes...	d...1 w..	d...	1 w..	2-3...	Yes...	Yes...	S...	1	

† A systematic course in voice training.

* During Senior or Junior year.

GRAMMAR.

A summary of Table C shows that of the 77 schools replying to the 7th question 49 teach English Grammar as a specific subject and 28 do not. Of these 49 schools 38 give the course in the first year; 29 of these, including Auburn, Bath, and Coburn C. I., during the first term, the other 9 throughout the year. Two give the course in the second year; 1 in the third year; 7, including Bangor, Deering, Lewiston, and Lincoln A., in the fourth year only; and 6, including Augusta, Rumford Falls, and Wilton A., in both the first and fourth years.

Of the study of Grammar the Report of the Committee of Ten says: "To the subject of Historical and Systematic (or Formal) Grammar, one hour a week in the fourth year may be assigned." That the English teachers in Maine secondary schools have felt their pupils' need of a more thorough training in English Grammar at the very beginning of their high school course is evidenced not only by the large number of schools that give Grammar a place in the first term of their curricula but also by the replies to Question 27. Of 55 teachers making recommendations to the elementary schools, 39 would put far more stress upon a thorough knowledge of the elements of English Grammar.

SAME COURSE FOR ALL.

Table C also shows that of 77 schools, in all except 10 all students pursue exactly the same course in English. In 8 of those 10 the replies indicate that the students in the Scientific, Commercial, or Normal Course do slightly more work in English than do those in the College Course.

It is the opinion of the Committee of Ten "that the high school course in English should be identical for students who intend to go to college or to a scientific school, and for those who do not, and that the requirements in English for admission to college or to a scientific school should be so adjusted as not to contravene this principle. The practice now too prevalent of maintaining one course in English for pupils who intend to go to college, another for candidates for admission to a scientific or technical school, and a third for pupils whose schooling ends with their graduation from the high school, cannot be defended on any reasonable grounds. There is no good reason

why one of these three classes of students should receive a training in their mother tongue different either in kind or in amount from that received by either of the other two classes."

THEME SUBJECTS.

The question of the choice of theme subjects is from the pupil's point of view an important one. Often whether a boy dislikes to write or not depends upon the choice of subject. The boy who is obliged to write on a subject in which he has no interest and about which he has little or no information is sure to dislike English Composition. If a boy is obliged to cudgel his brain trying to knock out a thought or two on some far-away or abstract subject, such as "The Philippines," "Procrastination," or "Patriotism," when really no thought is there, or if he is compelled to endure hardness trying to express what "he thinks others think he ought to think," about the character of Hamlet, he is sure to hold the art of Composition responsible for his discomfort. Although, in the opinion of the Committee, it is an excellent plan to assign simple subjects connected with the books that the pupils are reading and about which they therefore have some first-hand information, all of the subjects should not be taken from literature. The concrete objects and acts which a schoolboy is seeing and doing furnish prime subjects. Charity is not the only good thing that begins at home; a good theme usually does.

The answers to Question 12 show that in 7 of 61 schools replying more than one-half of the theme subjects are taken from the literature studied; in 31 schools at least one-half. In only 14 schools are any subjects taken from the work in other courses. In a large majority of the schools most of the subjects during the first and second years are connected with the pupils' daily life and experience; in the third and fourth years with the literature studied.

AMOUNT OF WRITTEN WORK.

Concerning the frequency and amount of written work, if the Committee has rightly interpreted the replies, the table makes a noticeably good showing. Of 73 schools, 33 have written work at least twice a week for the entire four years; and 26 of the remaining at least once a week. In 46 of the schools at least three-fourths of this work is done outside the

class-room. Surely the old custom of requiring a pupil to write only one theme a term is passed and gone. Today Maine schools are beginning to see that if students are going to learn to use English there must be "No day without its line."

Many of the replies to the 15th Question are, perhaps necessarily, indefinite. One school says "most themes"; another "two-thirds of the themes"; seven reply "much"; twenty-two "frequently"; eight reply "one-fourth of each period"; fourteen "at least one period a week"; thirteen "little" or "very little." As no school replies in the negative, frequent theme-reading in the class seems to be a well-established method.

The replies to Question 16 indicate that, of 77 schools 6, Augusta, Bath, Caribou, Farmington, Thomaston, and Washington A., almost always have the themes rewritten; 23 others frequently; but a large number, 48, have them rewritten only when they are especially incorrect. Such replies as these are many: "In worst cases," "Almost never," "When directions have been entirely disregarded."

CONFERENCES.

The answers to the 17th Question concerning the value of conferences with the individual pupil in the correction of his themes show that 15 schools now use this method to some extent. The replies from 19 other schools are so phrased that the Committee infers that they use this method. Seventeen schools would by all means use it if they had time. Five of the replies indicate that it is of slight value; but 67 think it the very best method of correcting themes and stimulating an interest in writing. Many teachers speak of it in this way: "Individual conferences are a necessity," "The method is of utmost importance," "I believe more good is accomplished in that way than in any other," "They are worth all other methods taken together, almost," "I think this part of the work the most important of any," "By use of this method the scholar sees things from the teacher's point of view and the teacher from the scholar's point of view," "They are of great value, because in them the better may be pointed out," "I believe that by personal conference with a pupil, a teacher can better explain mistakes, clear up difficulties, and start a pupil on the right track than by any number of blue pencil marks."

DEBATING AND DECLAMATION.

Of 76 schools 50 have debating in some form or other and in 30 schools it is ranked as a part of the regular work and credit given for it. The replies from two large schools present a method which seems to the Committee especially commendable. "Our Principal has a class in debating made up of boys from all the classes." "Debating societies (one for boys, one for girls) hold weekly meetings at which teachers are present to assist. The Principal conducts a class in debating for Senior and Junior boys one period each week."

Of the 68 schools replying to the 19th Question 55 have required declamation work. In 32 of these 55 schools each pupil declaims at least once a term.

TEXT-BOOKS.

The following-named text-books in English Composition are used in the secondary schools. The number preceding the title indicates the number of times the book is mentioned in the replies:

Forty-six, Lockwood and Emerson's "Composition and Rhetoric"; 15, Scott and Denny's "Composition-Rhetoric"; 7, Spalding's "Principles of Rhetoric"; 6, Hill's "Foundations of Rhetoric"; 6, Lockwood's "Lessons in English"; 6, Brooks and Hubbard's "Composition-Rhetoric"; 4, Carpenter's "Elements of Rhetoric and English Composition"; 4, Genung's "Outlines of Rhetoric"; 4, Webster's "Composition and Rhetoric"; 4, Maxwell and Smith's "Writing in English"; 4, Sykes's "Elementary English Composition"; 3, Lewis's "Inductive Rhetoric"; 3, Herrick and Damon's "Composition and Rhetoric." Five other text-books are mentioned twice and 9 others once.

LITERATURE.

The replies concerning the study of English Literature show so much discrepancy in the time given to the study of the books prescribed for the college entrance examination and the order in which they are studied that the suggestion made by one teacher seems to the Committee especially pertinent. "A needed improvement would be effected if there were a specific course marked out which stated the amount of time which ought to

be given to the different parts of the English work and the best order in which it could be done."

As far as the answers to the 21st and 22d Questions can be summarized, they show that 35 schools give at least one year to the books required for "Study and Practice," and 4 of these 35 give two years. Five schools give less than one year, and 2 of these give only one term. Twenty-three schools give more than one year to the books required for "Reading and Practice," 2 of these giving two years and 1 three years. Thirteen give less than one year, 3 schools giving only one term. Not more than 10 schools report any time devoted to subsidiary reading.

Forty-five of 49 schools reporting have an outline course in the history of English Literature. Eleven schools give to this course one year, 9 one half-year, 17 one term, and 8 less than one term. In 19 of the 58 schools replying to the 22d Question the outline course in the history of literature follows the reading of the prescribed books; in 12 it precedes the reading; and in 27 accompanies it. Here the Report of the Committee of Ten may again be quoted:

"The history of English literature should be taught incidentally, in connection with the pupil's study of particular authors and works; the mechanical use of 'manuals of literature' should be avoided, and the committing to memory of names and dates should not be mistaken for culture. In the fourth year, however, an attempt may be made, by means of lectures or otherwise, to give the pupil a view of our literature as a whole and to acquaint him with the relation between periods. This instruction should accompany—not supersede—a chronologically arranged sequence of authors. In connection with it a syllabus or brief primer may be used."

ORAL READING.

The Committee is gratified to find that nearly all the schools require considerable oral reading. Only 3 report that their pupils read aloud but little. Thirty-two schools read aloud in class at least all of the books for "Study and Practice," and 18 of these still more, 4 schools reading aloud all the books.

One school reports that no memorizing of selected passages is required; 13 schools require but little and 23 a great deal.

TABLE D.

Showing (a) the different years in which books for college entrance requirements are read and (b) the order in which they are read in six representative schools.

Names of books.	Whole number replies received.	NUMBER OF SCHOOLS READING BOOKS IN DIFFERENT YEARS.				ORDER IN WHICH BOOKS ARE READ IN SIX SCHOOLS.					
		1st yr.	2d yr.	3d yr.	4th yr.	Bath.	Coburn.	Camden.	Portland.	Lincoln.	Thornton.
Merchant of Venice.....	69	2	37	16	12	7	4	3	7	6	3
Macbeth.....	65	2	3	30	30	9	9	12	11	13	13
Julius Caesar.....	67	8	12	26	21	8	15	9	12	8	11
Ivanhoe.....	63	23	21	15	3	5	2	5	1	7	1
Lady of the Lake.....	63	24	19	12	8	1	1	6	2	3	4
Tennyson's Poems.....	60	3	13	25	19	6	10	8	5	11	7
DeCoverley Papers.....	64	3	32	19	10	10	5	7	3	4	2
Ancient Mariner.....	67	16	24	16	11	3	7	4	4	1	6
Vision of Sir Launfal.....	69	33	18	12	6	2	3	1	6	2	2
Silas Marner.....	64	16	27	15	6	4	6	2	3	5	5
Life of Goldsmith.....	57	1	7	35	14	11	8	11	9	14	10
Milton's Poems.....	65	.....	1	19	45	12	14	13	13	12	12
Speech on Conciliation.....	64	1	2	13	48	15	11	14	15	15	15
Life of Addison.....	59	.....	5	20	34	13	12	15	10	9	9
Life of Johnson.....	61	.....	5	16	40	14	13	10	14	10	14

TEACHERS' RECOMMENDATIONS.

To the request "Please state in less than a hundred words some of the ways in which you believe the most needed improvement in English teaching in secondary schools may be made," many teachers responded with thoughtful suggestions and recommendations. Space limit permits the Committee to print only the following:

"More individual work with the pupils, more written work carefully corrected, more teachers and therefore more money. It would seem to be common sense if excellence in English were made of first importance in entrance to college. The effect would be wholesome if it were understood that no excellence in Greek, Latin, or French would excuse deficiency in English; but that excellence in English would offset deficiencies in other languages."

"Personal conferences with pupils should be held frequently. There should be much theme work and discussion in class. Vagueness of thought should be broken up, and the tendency to ramble checked. The pupil should be taught to have independence of thought and to use a natural individual expression of individual thought."

"The greatest care should be exercised in assigning subjects for composition. They should be interesting on the start, or should be such as will upon study excite an interest. Abundant material easily found should be connected with the subject."

"Principally by assigning subjects based on experience and observation and by individual conferences with the pupils."

"More enthusiastic appreciative reading aloud on the part of the teacher. Practice in reading on the part of the pupil. More attention to oral composition. Great care on part of teacher not to discourage self-expression by too severe criticism. Secure some expression first, correct the form of it afterwards."

"By strongly impressing on the student's mind his mistakes, so that he will not make the same blunder again and again."

"By conferences with the pupils, by considering in the classroom the mistakes made, by giving pupils a list of points to be observed based on their mistakes, and by insisting that the same kind of mistakes shall not be made a second time."

"In teaching students the importance of the English work and in leading them to a real enjoyment of writing and of literature. The first might be gained, partially at least, by the co-operation of the teachers of all departments in laying stress on the importance of English. The second would seem to depend on the interest of the teacher himself in the subject and upon his tact in adapting the method of study to the class."

"I believe the subject of English is the most difficult in the course; therefore English teaching requires men and women of excellent training."

"By every day drill in writing; by careful drill in analysis and parsing."

"By insistence upon the definite expression of ideas, by much reading aloud in class, by the appreciative reading of the teacher, by the learning of poetry, by the interested self-reading of much good English."

"Make pupils see that by thoroughly mastering the English language they greatly increase their prospects for success and enjoyment in life. Try to excite curiosity in the resources of the language by bringing to notice half-hidden meanings and delicate shades of meanings. Use examples from literature and from pupils' themes. Try to have them see how a simple incident may be made interesting by one who has command of language."

"The new college requirements are a step in the right direction because they give the teacher more freedom. Another step in the same direction, it seems to me, would be to have the college take the teacher's certificate that the pupil had studied a certain list of books, and then examine the pupil only on his power to write correct and thoughtful composition. With the fear of the examiner before our eyes, we are tempted to spend too much time on the memory work to the exclusion of the development of the pupil's taste."

OUTLINES OF COURSES.

Of the courses sent to the Committee the most carefully outlined are the following, the first from Deering High School, the second from Norway High School:

	1st Term.	2nd Term.	3rd Term.
First.	Literature: American authors, Irving and Longfellow. Comp.: Letters, Par. unity, topic sentence, Daily themes, 5 chap. Lewis's First Book.	Lit: Whittier, Lowell. Comp.: Figures of Speech, Purity of diction, Lewis, chapters 6 and 8.	Lit: Scott, "Lady of Lake," "Ivanhoe." Comp.: Notes on Narration, Propriety of diction, Precision, synonyms, Studies in etymology.
Second.	Lit: "Silas Marner," "Ancient Mariner," Notes on Ballads. Comp.: Carpenter, 4 and 5 Daily themes.	Lit: "Idylls." Comp.: Notes on Description. Study specific words. Write par. of des. Carpenter, 6, 7, 8, 11.	Lit: "Merchant of Venice." Short essays. Comp.: Chapter 13, Carpenter.
Third.	Lit: "DeCoverley Papers," Macaulay's "Addison." Comp.: Notes on Exposition. Scott and Denney, chap. 3 and 4.	Lit: Irving's "Goldsmith." Long themes (4) worked out and developed in class.	Lit: "Macbeth." Comp.: Book reviews, Scott and Denney.
Fourth.	Lit: Burke, Macaulay's Johnson. Comp.: Oral arguments; par. of proof; letters.	Lit: "Julius Cæsar," Milton's "Poems," Sonnets. Themes.	Hallock's History of Eng. Literature. Reviews.

FIRST YEAR—FIRST HALF.

LITERATURE.—The purpose of studying literature in the first year is to gain an interest in reading, to learn how to read, and to develop through reading the power to form vivid mental pictures. To this end books are selected, first of all, for their wholesome interest to boys and girls. They are chosen also with a view to multiply the student's interests and thus to prepare him to read other books to advantage. Some, for example, treat of chivalry, some of romance, others of history, and still others of classic myths and medieval legends.

Required for careful study and reading in class:

I. Coleridge—The Ancient Mariner.

II. Scott—Ivanhoe.

OUTSIDE READING.—Narratives in both prose and verse by various authors, for example, Scott, Cooper, Tennyson, Hawthorne, Longfellow, Whittier, Stevenson and Kipling.

COMPOSITION AND RHETORIC.—The purpose of writing compositions in the first year is to secure facility in expression, and

some degree of accuracy. To this end students are required to write many compositions.

The work of the half year is as follows:

1. Letter writing with attention to substance as well as to form.

2. Short themes, based on the experience of the student and on the literature of the term. Emphasis is laid on narration.

3. A review of capitalization and of the simpler principles of punctuation. Elementary study of the principles of unity and coherence as applied to the whole composition and to sentences in compositions.

GRAMMAR.—The analysis of easy sentences and the applications of the principles of grammar in compositions.

FIRST YEAR—SECOND HALF.

LITERATURE.

Required for careful study and reading in class:

I. Irving—Sketch Book.

II. Tennyson—Gareth and Lynette, Launcelot and Elaine, The Passing of Arthur.

OUTSIDE READING.—Descriptive literature by various authors, for example, Hawthorne, Lowell, Gray, Goldsmith, Poe, Blackmore, Burroughs and Irving.

COMPOSITION AND RHETORIC.—The work of the half year is as follows:

1. Short compositions based on the experience of the student and on the literature read. Emphasis is laid on description.

2. Elementary study of unity and coherence in the composition and in the sentence. The function of the paragraph.

GRAMMAR.—Continuation of the work of the previous half year.

SECOND YEAR—FIRST HALF.

LITERATURE.—The purpose of the study of literature in the second year is to gain an interest in good books and to develop power to think accurately.

Required for careful study and reading in class:

I. Shakespeare—The Merchant of Venice.

II. The Sir Roger de Coverley Papers in the Spectator.

COMPOSITION AND RHETORIC.—The object of studying composition and rhetoric in the second year is to secure clearness of thought in exposition and argument.

The work of the half year is as follows:

1. Short themes of various types. Emphasis is laid on exposition.

2. Further study of paragraph structure with respect to unity, coherence, and emphasis; the use of the topic sentence; connectives; the methods of transition.

GRAMMAR.—Study of tenses and modes; their distinctions in meaning; consistency in their use in composition.

SECOND YEAR—SECOND HALF.

LITERATURE.

Required for careful study and reading in class:

I. Goldsmith—The Vicar of Wakefield.

II. Pope—The Rape of the Lock.

COMPOSITION AND RHETORIC.—The work of the half year is as follows:

1. Short themes in narration, description and exposition.

2. Elementary argumentation, based upon questions familiar to the student. Practice in framing propositions on topics of interest, in defining terms, and in differentiating introduction, proof, and conclusion. Emphasis is laid on the distinction between assertion and proof.

3. Kinds of sentences: long and short, periodic and loose, balanced, rhetorical question, etc. Variety in sentence structure. Unity, coherence, and emphasis in sentences.

GRAMMAR.—Continuation of the work of the previous half year with emphasis on connectives and various functions of phrases and clauses.

THIRD YEAR—FIRST HALF.

LITERATURE.—The purpose of the study of literature in the third year is to develop power to discriminate and compare literary types and values, and to stimulate a finer feeling for literature.

Required for careful study and reading in class:

I. Burke—Speech on Conciliation with America.

II. Shakespeare—Julius Caesar.

HISTORY OF ENGLISH LITERATURE.—A careful study of the development of English literature to the beginning of the eighteenth century.

COMPOSITION.—The purpose of writing compositions in the third year is to develop the power of expressing ideas with simplicity, accuracy, and fullness. The work of the half year is as follows:

1. Short themes of various types.
2. Narration, which shall include anecdotes, historical sketches, and stories with simple plots.
3. Continued study of exposition and argumentation which shall include the study of various methods of paragraph development and shall be pursued with increasing insistency on unity, coherence, and emphasis in the paragraph.

THIRD YEAR—SECOND HALF.

LITERATURE.—A review of the books read in the preceding terms.

HISTORY OF ENGLISH LITERATURE.—A careful study of the history of English literature during the eighteenth and nineteenth centuries.

COMPOSITION.—The work of the half year is as follows:

1. Short themes of various types.
2. Description of persons, of landscapes, of buildings, of scenes of action, and descriptions from both fixed and moving points of view.
3. Continued work in exposition including one theme of considerable length carefully developed through a preliminary outline, and demanding clear explanation of a somewhat complex though familiar object of first-hand knowledge.

FOURTH YEAR—FIRST HALF.

LITERATURE.—The purpose of the study of literature in the fourth year is to develop the insight and breadth of view resulting from the application of the lessons of literature to the problems of life.

Required for careful study and reading in class:

- I. Macaulay—Essay on Milton.
- II. Milton—Lycidas, Comus, L'Allegro, and Il Penseroso.

COMPOSITION AND RHETORIC.—The purpose of studying composition and rhetoric in the fourth year is to develop power to reason soundly and to read critically. The work of the half year is as follows:

1. Short themes of various types.
2. Paragraphs illustrative of elements in argumentation; e. g. an appeal to the interests of an audience, the clear statement of a question, various methods of developing proofs, summaries of proofs, etc.
3. Review of the principles of unity, coherence, and emphasis in sentences, paragraphs, and compositions.
4. Diction; synonyms and antonyms. The figures of speech.

FOURTH YEAR—SECOND HALF.

LITERATURE.

Required for careful study and reading in class:

- I. Macaulay—Life of Johnson.
- II. Shakespeare—Macbeth.

COMPOSITION.—The work of the half year is as follows:

1. Themes of various types.
2. A composition of considerable length. The student is to have perfect freedom in the choice of literary form and will be expected to express himself correctly and forcibly in clear, idiomatic English. This production is the final test of the student's ability to write.

GRAMMAR.—A systematic review of the principles of English Grammar.

The Committee, knowing that English, because it is both a science and an art, is the most difficult of high school subjects to teach, has printed, as addenda to its report, papers which it trusts will prove of use to Maine teachers. These, it hopes, will not only serve to show the present status of English teaching in the schools of the State but by explaining particular methods of teaching, pointing out particular faults, and suggesting specific remedies, will aid in raising the English instruction in Maine schools to the high standard all wish it to attain.

Respectfully submitted,

W. B. MITCHELL,
D. T. HARTHORN,
J. W. TAYLOR.

DEBATING FOR SECONDARY SCHOOLS.

PROFESSOR WILLIAM T. FOSTER.

ELOCUTION.

A small boy is said to have defined "elocution" as something they kill folks with in the United States. The laugh which this definition has sent through the country is due in part to the fantastic tricks that have been performed in the name of elocution. By elocution I mean what was known in the days of our fathers as "speaking pieces,"—the memorizing and reciting of words of other people. The subject has long struggled for recognition, but with little success. Since the very name has fallen into ill repute—connoting as it does so much that is empty, affected, and altogether ridiculous, hated by students, especially by boys, and among them especially by the most virile—since the very name, I say, has come to be a reproach, many schools and colleges have changed the name. The pity is that they have not more generally changed the thing itself.

What ordinarily goes on in high schools and academies under the name of elocution or declamations appears to me of little or no worth. The slight educational value that such exercises can be coaxed into yielding under intelligent direction can be secured more efficiently and economically by other means. At least such is my belief—a belief which an examination of schools during the past few years has served to strengthen. To be sure, elocution can do something for the voice, though not so much, I am convinced, as an equal time frankly spent in the study of vocal music. Elocution can make some approach to clearness of enunciation and correctness of pronunciation; though, in the time now allotted, it can do little—as nearly every classroom bears witness—without the coöperation of all other departments of study. To expect much is to shut our ears to the evidence. Finally, elocution may furnish memory training and familiarity with the best literature. But memory is of no use in itself, and should never be cultivated for itself; it may be developed incidentally by any subject. And as for familiarity with the best literature, that may be best attained through the study of literature for its own sake. Furthermore, elocution courses

are often nothing but a special preparation for prize declamation, in which contests the speakers as a rule forego the delights of "mere literature" for the sake of catching the public and the prize. Declamation, except so far as it does what can better be done in other ways, reaches nearer to the vanishing point of utter worthlessness than any other traditional high school subject to which we still cling. And we may as well stop blaming the boys for thinking so!

To maintain special teachers of elocution is to place the emphasis precisely where it does not belong. All training in spoken discourse—however its name may shift with the winds and tides of popular disapproval—should be subordinate to training in thinking. Parrot-like repetition serves to hinder the school in fashioning its supreme intellectual product—thinkers. So far as a school provides any training in public speaking, it should be conducted by teachers whose aim is, *first*, to produce sound thinkers, *second*, to train these thinkers in the clear, correct, straightforward and effective oral expression of their own thoughts. For these purposes the most profitable study is argumentation and debating.

ARGUMENTATION.

Those who believe that argumentation deserves more attention among secondary school studies "hold very strongly" with Cardinal Newman, "that the first step in intellectual training is to impress upon a boy's mind the idea of science, method, order, principle and system; of rule and exception. Let him once gain this habit of method, of starting from fixed points, of making his ground good as he goes, of distinguishing what he knows from what he does not know, and I conceive he will be gradually initiated into the largest and truest philosophical views, and will feel nothing but impatience and disgust at the random theories and imposing sophistries and dashing paradoxes, which carry away half formed and superficial intellects."

Science and principle,—in argumentation the student meets principles based upon the science of logic from which, as he soon discovers, the rational mind cannot escape. *Method, order, system*,—this is the very backbone of argument. Without methodical procedure from definitions to historical facts, to admitted

matters, through conflicting contentions to the main issues and thence to the argument, by order of proposition and proof, from the known to the unknown, all according to a systematic brief,—without this there is chaos, not argument. There is no other form of discourse the study of which so readily conveys to young minds the most important ideas of rhetorical structure. Again, *let the boy start from fixed points and make his ground good as he goes*,—this is the process of the exact sciences, but argumentation applies this process to all public problems for the solution of which the boy, as a citizen, will need a well-trained mind. *Let him distinguish what he knows from what he does not know*,—this is the initial business of argumentation, through which many a boy gets his first contempt for snap judgments and his first notion of testing the supposed knowledge and *random theories* by which he has been accustomed to guide his conduct in every-day affairs. Boys and girls now go to college with cultivated memories, heads packed with ideas soon to be forgotten, and often with keen desire for acquiring information. But to what extent have they learned to think? Argumentation, as it should be taught, cultivates that power,—so much demanded and so little found both in school and in the life beyond commencement,—the power of independent thinking.

DEBATING.

As soon as a boy has something of his own to say, there is a chance for profitable instruction in public speaking. This may be informal discussion or formal debate. The subjects must be complete, definite propositions; it is impossible to argue about a term. In view of this fact, the important contentions of Professor Roberts, given below, seem to emphasize my own argument. The first propositions should be within the range of the boy's present information and experience, as, for example, Should this school support a basketball team? It is a mistake to plunge high school students at once into the intricate problems of Federal regulation of trusts and railroad rates. Let the students begin with questions they are actually discussing among themselves, not "for the sake of argument," but for the sake of interest.

When elocution has failed to stimulate interest, formal debate may succeed, for it is a kind of game. In the time limit, the

order of speakers, the alternation of sides, the actual struggle of opposing forces, the give and take of rebuttal, the fixed rules and the ethics of conduct, the qualifications for success, and the final awarding of victory, debate has much in common with tennis and football. We would not expect a boy to take a live interest in tackling a dummy, if his practice did not lead directly to tackling a live man. Thus debate lends aim and zest to the study of argumentation. The great superiority of debating over athletics, as the schools should look upon it, lies in the fact that, to many of the elements of the present absorbing interest in athletics, it adds those educational values which contribute directly to the highest type of citizenship.

From work in debating, guided by efficient instruction and right ideals, students discover that debatable questions are far from simple, and they learn to refrain from making judgments based on ignorance. The necessity for thorough preparation is forced upon them by the conditions of the contest. Often the hard work for a given debate provides their first standard for sounding the shallowness of their knowledge on other subjects. They learn to examine a question critically to find out what it actually involves; to define terms with precision, to distinguish the relevant matters from the irrelevant matters which confuse the ordinary discussion of the subject, to separate what may be admitted or granted from what is held by *both* sides, and thus through this conflict of contentions to reach the main issues. In the attempt to group their evidence in relation to these issues, they learn something of structure, coherence, unity, proportion. They come to respect the opinions of those who differ from them, but to accept nothing and to offer nothing unless the reasoning is sound and the evidence sufficient. There could be no better training for citizenship.

INTERSCHOLASTIC DEBATING.

Still further demand for school instruction in argumentation and debating arises from the growing interest in interscholastic debating. Flourishing debating leagues exist among the schools in and about New York, Chicago and Boston. In Maine the Bowdoin Debating League—organized and conducted by the Debating Council of Bowdoin College—this year includes the

high schools of Auburn, Augusta, Lewiston and Portland. Seven other schools have applied for membership in the League. Probably we shall have interscholastic debating whether we like it or not. The best thing we can do is to welcome this genuine interest and utilize it for promoting the highest aims of secondary education. But interscholastic debating cannot yield its highest value without guidance and instruction. Boys left to themselves may follow false ideals; and if they are so unfortunate as to win decisions from boys equally unprepared, and applause from extravagant judges, they may get the idea that there is little left for them to learn. There is many a rude awakening for such boys when they take up the work in college. They should have systematic instruction in the schools, and the aim of this instruction should be, not primarily to aid three boys in defeating a rival school, but to aid all pupils in thinking straight and speaking their thoughts effectively.

The scope and method of such instruction cannot be treated here; the teacher who cares for information can consult the following sources.

REFERENCES.

The best book on Argumentation and Debating is the *Principles of Argumentation* (Ginn and Company, Revised Edition, 1905) by Professor G. P. Baker and Professor H. B. Huntington. Professor Baker of Harvard University was the first man to develop systematic courses of instruction in these subjects, and his book remains conspicuously the best in the field. Other books have copied his work generously, some without giving credit and all without notable success. The book is beyond the grasp of high school students but is useful for teachers.

The next best book is *The Art of Debate* (Henry Holt and Company, 1900) by Professor R. M. Alden. This book makes a stronger appeal to the interests of students but in other respects is less adapted to purposes of instruction.

Another serviceable book for teachers is *The Process of Argument* (A. and C. Black, 1893) by Henry Sidgwick. The book is now unfortunately out of print.

Two good briefs prepared by students, together with the arguments written from these briefs, will be found in *Specimens of Prose Composition*, pages 161 to 231, (Ginn and Company,

1907) by C. R. Nutter, F. W. C. Hersey, and C. N. Greenough. Poor briefs will be found in the books which provide ready-made outlines and arguments on many subjects, without stimulating students to think for themselves. Such books should be shunned.

There is no book on Argumentation which is wholly satisfactory for secondary school work. Those which have recently appeared are inadequate in scope, or faulty in treatment, or both. Even those books, however, can yield good results under the direction of teachers who know their subject from other sources.

Among the text-books in Composition and Rhetoric which devote sections to Argumentation, the book by Professor Hammond Lamont, Managing Editor of the New York Evening Post, is especially worth mentioning. *English Composition*, (Charles Scribner's Sons, 1906, Chapter V.)

Concerning the aim, scope and value of courses in Argumentation and Debating for secondary schools, there are two good addresses in the Journal of the Proceedings of the National Educational Association for 1903. One is by Professor G. P. Baker; the other is by Mr. C. S. Hartwell, of the Boys' High School, Brooklyn, N. Y.

THINKING BEFORE WRITING.

PROFESSOR ARTHUR J. ROBERTS.

English Composition in the preparatory school should be taught in such a way as to develop in the pupil the ability to think. The student who has just entered college finds that such ability is necessary, not only for carrying on successfully the study of Rhetoric but for doing satisfactory work in any of the studies of the college course. English Composition, better than any other subject taught in the preparatory school, may be made the means of providing the training so essential to proper equipment for college.

If the study of English Composition is to contribute towards the development of the pupil's ability to think, the teacher must insist that first of all the pupil have a definite theme on which to write. It will not do to allow him to set up a subject and throw language at it in hit or miss fashion. He must not be permitted to write on "Football," but required to write on a theme deduced from this general subject either by himself or by his teacher,—perhaps the following: "The changes made two years ago in the football rules have increased the popularity of the game." No matter what kind of prose composition the pupil is to attempt, whether description or narration or exposition or argumentation, there is in every case the same necessity for a definite theme; for example, if he is to write a narrative he must see the end from the beginning and know just what story he is to tell, else his relation is likely to abound in such inconsequences and digressions as characterize the narrations of the Nurse in *Romeo and Juliet*. Whenever possible the theme should be cast in sentence form, with subject and predicate. Such a statement marks out the course of thought, or at any rate indicates the direction it shall take. The general subject often bewilders the pupil; the definite theme always sets him thinking.

Again, if the study of English Composition is to contribute towards the development of the pupil's ability to think, the teacher must insist that before beginning to write the pupil present an outline showing the material he plans to use and the

order in which he means to arrange it. Such an outline based on the football theme in the preceding paragraph would naturally comprise two main divisions: I. The game of football is more popular than it was two years ago. II. The increased popularity of the game is due to the changes in the rules. Each of these main divisions is a statement to be proved. The subdivisions summarizing the evidence—each subdivision a sentence with subject and predicate—should be arranged under the main divisions in what the pupil conceives to be the logical order. After this outline has been examined and revised by the teacher it is ready for the pupil's use, and from it he may write his essay. Some such outline is just as necessary for description and narration as for exposition and argumentation. An object to be described, for example, is made up of parts. A description of an object is really a description of parts. Which part shall be described first? in what order shall the several parts be described? A pupil is asked to write a description of the personal appearance of the mayor of the city or of the first selectman of the town: with what shall he begin? The success of the description depends very largely upon the pains the pupil takes in the preparation of his outline. The pupil who is required to think his essays through before he is allowed to write them, writes far better essays than he would if he were permitted to write without thinking, and receives from the study of English Composition the very best sort of mental training.

If teachers of English Composition in preparatory schools were to insist that their pupils do the amount of preliminary thinking suggested in this paper, they would of course not expect so much written work from them. But from four or five such essays a term a pupil would derive really more benefit than from four or five times as many written without prevision.

ENGLISH IN MAINE SCHOOLS.

PROFESSOR WILMOT B. MITCHELL.

(Read at a meeting of the English Department in Bangor,
October 26, 1907.)

The information which I wish to present to you during the fifteen minutes that I speak comes from three sources: (1) From replies to a list of questions concerning English study and teaching which I sent last year to all high schools and academies in Maine; (2) from the examination books of candidates for admission to Bowdoin College; (3) from an intimate knowledge of the English work done by the students after they come to college—especially of the work of Freshman year. Such information, I realize, if not supplemented by the fitting school teachers themselves, is likely to prove partial and misleading; and such supplementation and correction I shall welcome from those teachers who are to follow me.

English in both the colleges and the fitting schools of Maine is coming to its own. That it has not yet arrived I think I can show you, and yet it is surely coming. During the last dozen years both in school and college there has been a steady and rapid improvement in the study of our mother tongue. Fourteen years ago, when I went to Bowdoin to teach, the curriculum included a course in elocution for the Freshmen, one hour a week for two terms, only twelve weeks' work in rhetoric and eleven themes for the Sophomores, eleven themes for the Juniors, and one year's work in English literature for the Seniors. To-day a Bowdoin student is required to take English composition throughout his Freshman year, and he may, if he wish,—and a large majority of the students do so wish,—take English composition, including a stiff daily theme course, and English literature for the remaining three years. In addition to this, he is required to do a semester's work in public speaking and he can also have three solid years' work in debating.

What is true of Bowdoin is, I think, largely true not only of the other colleges of the State but also of the fitting schools. No longer is English in the fitting school left to shift for itself. No longer is the pupil obliged—as he was in some

Maine schools not many years ago—to do his English work by himself, uninstructed and unstimulated by any teacher, because all of the teachers' time and energy must be used for the instruction in Greek, Latin, and Mathematics. "Preparation in these the student must have," the teachers used to say, "but preparation in English, well, let him get it if he can."

I have recently examined reports from forty fitting schools in Maine; and I find that in nearly every one of them the recitation period given to English is at least forty minutes in length, in some cases fifty minutes; that all but three of these schools have English in their curricula at least four periods a week for four years, and sixteen of the schools have it five periods a week for four years. I also find that the books in the college entrance requirements are not all read during the last year but apparently, as the Committee of Ten recommended in '93, they are read in a careful manner throughout three and in some cases four years. This is the encouraging information I get from the reports.

There are also favorable indications in other places. The first set of themes, for example, which the Freshmen gave me this year were surely freer from the ordinary blunders than were the first Freshman themes four years ago. One of the written exercises that I required of the Freshmen the first week of this year was a letter written to a school superintendent asking for a chance to teach. These letters, I told them beforehand, would be carefully criticised; the slightest mistake in form, punctuation, or capitalization would count against them. If a letter had no mistake it would be graded A; one mistake B, and so on. Out of 102 letters, 21 were graded A; 34, B; and only 6, E.

There is at least one other indication that the English work is going in the right direction. We often hear it said at teachers' conventions and read in educational magazines that there is a great gulf fixed between the books which a boy ordinarily reads of his own free will and those which the college requires him to read before being admitted. We are told that as a result of this discrepancy, and also as a result of poor teaching, boys come to have a most ardent dislike for some of these great books. I heard a statement like this not long ago at a meeting of college English teachers. One man, speaking of "Comus,"

said that he rather liked it the first time he read it but the class in which he was a pupil were obliged to dwell on it so long, to pick it into such fine fragments, to study it so intensively, almost syllable by syllable, that he came to get heartily sick of it and ultimately to dislike it. Our friends either in life or in literature, he said in substance, we do not care to dissect and when we do dissect them, they are no longer our friends. Such, he said, is the result of making a boy study, as he is now obliged to study, under uninteresting teachers these English classics. In most cases he detests them. The analogy looked reasonable and the conclusion had the appearance of truth. I wondered, however, if this were so. If it were true, a grave mistake was being made; for to make a boy dislike a great work of literature is a serious thing.

The teacher that can bring together a small boy and a great book and bind them together by the ties of interest and admiration can do a work worth while. He can put into the boy's head, into his heart, that which is to make him more interesting and manly and earnest to-day and that which, in the days to come, amid knavery and backbiting and deceit, will help mightily to keep him free from bitterness and guile. But the teacher who by lifeless instruction or by any blundering method makes the book and the boy enemies has done him an irreparable injury. A few days ago, therefore, I asked 102 men in Freshman English to answer just as frankly and truthfully as they could these questions:

- “1. Do you like well enough to read a second time any of the books required for the college entrance examination in English?
2. Do you especially dislike any of them?
3. Do you think any of them should be excluded from the list of required books?”

On looking at the answers I found expressed what was to me a surprising unanimity of feeling and opinion. Now and then there was an answer like this:

“1. I like them all except Burke's *Speech on Conciliation* and Macaulay's *Essays*.

2. I especially and heartily dislike Burke's *Speech on Conciliation* because it is extremely dry and I do not care for that sort of thing. It may be that I dislike it because I read it under a poor and uninteresting teacher.”

But a large, a very large, majority of the answers ran like these:

"1. Yes, I have read a second time with great profit and much pleasure, *Ivanhoe*, *The Vision of Sir Launfal*, Burke's *Conciliation*, *The Rime of the Ancient Mariner*, parts of *The De Coverley Papers*, and also parts of some of the others.

2. Not that I remember of.

3. No."

"1. Yes, all but one of them. I did not think much of reading them before I took them up to study but now I would enjoy a second reading of them.

2. Yes, I did dislike at first to study *The Conciliation*. Nevertheless our teacher explained it in such a way that I could not help admiring it.

3. No."

Now to my mind these answers mean that there is in our schools some good teaching by enthusiastic teachers.

I must not, however, dwell on this part of my report so long that you will think there is left no possible room for improvement. The English teaching has improved, but the end is not yet. The English requirement for admission to college, as stated in the catalogue, is in part as follows: "The candidate must be able to spell, capitalize, and punctuate, correctly. He must show a practical knowledge of the essentials of English grammar, including ordinary grammatical terminology, inflections, syntax, the use of phrases and clauses; a thorough training in the construction of the sentence; and familiarity with the simpler principles of paragraph division and structure."

Are the secondary schools meeting this requirement? Allow me to answer somewhat in detail. In doing this I would by no means take the attitude of the censorious and supercilious teacher who, unconsciously perhaps, seeks to cover up his own blunders and possibly to magnify in your opinion his own pedagogical skill and insight by ridiculing the failures of the teacher in the grade below him. I have taught in a Maine fitting school and know something of the difficulties you encounter.

First, as to spelling: Can the men who have graduated from Maine fitting schools spell correctly, either according to Webster's dictionary or the President's edict? Last week in examining the Freshmen's first reports on the outside reading, *Pil-*

grim's Progress, I found such misspellings as these: "Obstacles," "rumers," "jurney," "receded," "releved," "charicters." But you may say these are exceptional cases and that the boys, even though they were forewarned, had their minds on the thought rather than the spelling. Let us, then, try again. Last Tuesday I gave to the Freshmen 30 words to test their ability to spell. The words were not puzzlers, such as "phthisic" and "eschscholtzia;" they were words that are every day on their lips, such as "occasion," "separate," "receive," "disappoint." Out of a class of 102 one—an Augusta boy—spelt them all right. Several misspelt 14, one 18. The average number misspelt by each boy was 8. Forty-nine tripped on "villain," 63 on "occurrence," 73 on "accommodate," and 74 on "rhythm." Now, I say so bad a showing as that proves a weakness somewhere. Whether it is in our method of teaching to read, or in poor eyesight, as some maintain, or in faulty hearing, or slipshod pronunciation, the results are not what we have a right to expect. Spelling, you may say, is a small detail in writing English; spellers are born, not made. Such poor spelling as this, however, is a mark of illiteracy and a detail we cannot afford to neglect.

Part of the difficulty, without doubt, comes from slovenly pronunciation. Again and again I find in the themes "sophomore" spelt "sophmore" or "sophermore;" "intellectual," "interlectual;" and one half of the time "athlete" is spelt as if it were pronounced "atherlete." So common is this slovenliness that I am convinced that proper attention is not given in the grammar school or the high school to clear speaking.

And here let me call attention to a grave obligation that rests upon all public school teachers—an obligation that is not fully met by the teachers of Maine. I refer to the earliest possible correction of any defect in the organs of speech. The boys that I have to deal with are in a sense picked boys; but in every class without exception there are boys who have in their organs of speech defects which are serious and embarrassing but which, taken in time, could easily be corrected. Sometimes the teeth are separated so far that every "s" is a prolonged hiss; a good dentist could easily correct this. Again the tongue is sometimes tied in such a way that the owner cannot raise the tip of it to pronounce "r" and consequently says, in a puerile

fashion, "wed" and "bwed" for "red" and "bread"; any good surgeon in almost a twinkling could set this right once for all. And yet the child is often allowed to go through the schools constantly handicapped by this humiliating defect. The time is coming, and I hope is not far distant, when a competent physician will examine every child at the beginning of his school career and will see to it that not only is he as far as possible free from disease but that any defect of his eyes or organs of speech is corrected. Until that time this obligation rests and rests heavily upon the teacher.

In examining the reports, I find that a majority of the schools have work—somewhat unorganized, I judge—in declamation and debate. I also find, somewhat to my surprise, that in nearly all the schools the books for "Study and Practice" are read aloud; to my surprise, I say, for I have discovered that the majority of Freshmen cannot read orally. I do not mean that they cannot read persuasively; they cannot read even intelligibly. I discovered this inability four or five years ago when I asked some of the men to read aloud specimen paragraphs from their rhetoric. Some stumbled over the words, confusing "though" and "through," "spirit" and "sprite," "diminution" and "damnation," as often as an eighth grade pupil; while others steamed along at a tremendous rate, taking no more notice of semicolons and periods than does a reckless chauffeur of a dodging pedestrian. I am not exaggerating; so serious was the defect that I asked the Faculty to give me on the schedule one more hour a week, for the Freshman English and that hour is now entirely devoted to oral reading. A fact that still further proves my contention is that the very same year Professor Roberts of Colby, without knowing my plans—and I certainly did not know his—made the same change in his work. The importance of oral reading in English study, both by teacher and by pupil, can hardly be overestimated. I have noticed that those teachers who are excellent readers themselves, generally send us boys with accurate knowledge of the books read and with great enthusiasm for their English work.

Among the questions sent to the fitting schools was this one: "What part of the time given to the teaching of English in your school is used for the teaching of composition?"

To this question I received 33 replies. Four give less than one-third of the time to composition, including rhetoric and grammar; 7 give one-third; 17 give one-half; and 5 give two-thirds. Twenty-seven of the 40 schools have a short course in technical grammar, and all but 4 have this course during the first half of the first year.

I examined these replies concerning composition with curiosity; for I think I express the opinion of all the colleges in the State when I say that the examiners rate more highly a command of correct and clear English than they do a knowledge, however accurate, of the books read. As far as my experience goes, students fail much more often in composition than they do in literature. This of course is to be expected; for it takes more of a man to write correctly than it does to learn facts and to memorize accurately. Of so many shapes, sizes, degrees, colors and shades, are the mistakes in composition found in the blue-books, that it is impossible for me to classify them or to attempt to illustrate them all. You know them as well as I. There are cleft infinitives and dangling participles galore; tenses reeling from the present to the past and from the past to the future; finite verbs that never knew their subjects; and pronouns forlornly bereft of their antecedents. Then there are "the-house-that-Jack-built" sentences, so loose that you know they must have been modeled on the plan

"Here is the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat," etc.

Here is a sample:

"Robin Hood was not as bad a man as many think him, for he did not rob any poor people and let them alone but he loved to rob the rich because he said they had more than their share and was not a hard hearted man."

Then there are sentences which compel you to conclude that the remedy most needed by their writer is a thorough drill in old-fashioned parsing. Whatever other faults of speech he might have had, the boy who had "parsed" "Paradise Lost" would never have written sentences like these:

"Macbeth, if one would lay aside his acquired fame and look into his character very carefully, will find him to be a man of

no fixed purpose in mind, greedy of fame, and can be easily swayed by the influence of others."

"One night while nursing a sick friend, a sum of money was taken from his friend and for which he was blamed."

"The next meeting he has with them is under different circumstances, he thinks that when they have revealed to him truth they will do so again but by his putting faith into what they have said, results disastrous to his future plans."

If the sentences were written clearly, one could forgive the utter ignorance of paragraph structure which many of the boys display. Here, I think, are the prize paragraphs of the collection of curios gathered from last June's papers. To appreciate them fully one needs to remember that the direction given at the head of the paper is: "Write with careful attention to unity, emphasis, and coherence."

"A Scene from 'The Ancient Mariner.'"

"When the ship was becalmed, the scene was one not to be forgotten.

They also got without water to drink.

The Mariner says 'Water here, water there, water everywhere.'

Water to the right, water to the left but not a drop to drink.

There was plenty of salt water, but none fresh enough to drink.

But soon a shower came up and their thirst was quenched."

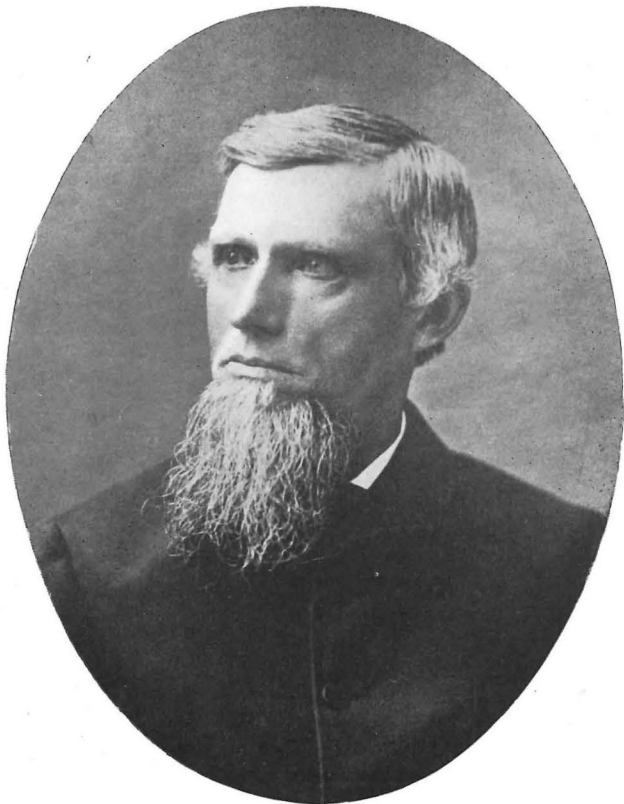
These are examples enough to show the real difficulty. The boys need more training in paragraph building, in sentence analysis and sentence synthesis. They need such a drill as a book like Kimball's *The Sentence* would give them. But they need especially, I believe, and I say it with fear and trembling, they need more short theme writing. More theme writing, I am aware, means more theme reading. We cannot get around that. And more theme reading often means a more expensive school. But greater expense or no, we shall never have the boys thoroughly fitted in English, they will not have that command of English that is deemed all important, until with proper guidance, they have abundant practice in collecting, weighing, and rejecting words, building the words into clear sentences, and the sentences into coherent, well-massed paragraphs. So firmly do I believe this that if a school can possibly afford it, I would have it adopt as a motto for all its pupils, not simply "No day without its line" but "No day without its page."

Surely for students of English there should be no week without its theme.

I have time only to hint at one other trouble. This week I asked the Freshmen to answer in writing these questions: "What books by Thackeray have you read? By Dickens? By Scott? By George Eliot? By Stevenson? By Kipling? Name as well as you can remember them the books you have read during the last four years." Some of the boys, I found, had read widely; but in general the answers showed that their reading had been meagre indeed. For this the fitting school is not entirely at fault; and yet some schools spend so much time upon the college books that the boys feel that if they have read those, they have done enough. A model course in reading for the schools of the State should, I think, be arranged by a competent committee, so that our pupils may be guided in their reading, from the kindergarten to the college, from Stevenson's *Verses* to Shakespeare's *Hamlet*, intelligently and interestingly—so intelligently that they will be reading all the time along the line of least resistance, so interestingly that they will not feel the burden of task work.

The last of the list of questions sent to the teachers was this: "Will you please state in less than one hundred words, some of the ways in which you believe English study in the schools can be improved?" Some of the answers received were excellent but for that you will have to take my word, until a full report is printed. That I hope will be within a month. I shall have to content myself now with quoting but one—by a successful teacher of long experience—an answer that goes to the very heart of the matter. "The teaching of English above all other subjects, requires a well-trained, earnest, enthusiastic teacher. That to my mind is the only way to improve the work. Secure better teachers.

'It takes a soul
To move a body; it takes a high-souled man
To move the masses—even to a cleaner style!'"



MAINE FARMER PRINT, AUGUSTA
William G. Lord

BIOGRAPHICAL SKETCHES OF PROMINENT MAINE EDUCATORS.

At the annual meeting of the Maine Teachers' Association held in Lewiston, in October, 1906, a committee was appointed to prepare biographical sketches of persons who have rendered distinguished service to the cause of education in Maine.

The following members were appointed upon this committee:

Hon. W. W. Stetson, ex-State Supt. Public Schools; Geo. C. Purington, Prin. Farmington Normal School; W. H. Brownson, Supt. Schools, Portland; A. F. Richardson, Prin. Castine Normal School.

The committee made assignment of several sketches for publication and has arranged for the later preparation of other notices. It is the purpose to include several of these sketches in each annual report of this department.

The following sketches are the first of a series which cannot fail to prove a valuable contribution to the educational records of the State.

WILLIAM G. LORD.

By ALBERT F. RICHARDSON.

An ideal teacher and a noble man.

William G. Lord was born in Hiram, Maine, December 31, 1827, and died in Limington, August 28, 1898.

He was the son of Thomas Bradbury and Clarissa (Watson) Lord. He fitted for college at Limerick and Norway academies

and entered Waterville College (now Colby University) in 1847, where he graduated in 1851. He received the degree of A. M. from Colby, in 1854 and from Dartmouth, in 1885.

Mr. Lord was principal of Limington Academy from 1851 to 1894, with the exception of twelve scattered terms which were spent in teaching in the following institutions: High School, Ware, Mass., 1856-1857; High School, Saccarappa, Maine, 1860-1864; Female Seminary, Gorham, Maine, 1865-1867; High School, Scarboro, Maine, 1876-1879.

Mr. Lord's services as a teacher, from his first school, a district school in Hiram, Maine, taken at the age of sixteen years, until his resignation from Limington Academy in 1894, comprises an unbroken period of fifty-one years.

Mr. Lord held many town offices in Limington. He was one of the selectmen, town clerk, town treasurer and supervisor of schools and was a trial justice for 21 years, from 1877 till 1898.

Mr. Lord was a member of Adoniram Lodge of Free Masons, Limington and of Aurora Chapter, of Cornish and held the highest office in the gift of each, serving as the first High Priest of the latter. He was a deacon of the Congregational church from 1876 to 1898 and was prominent in Sunday School work.

In 1854, he married Mary Shepard, daughter of Edward and Abigail (Hicks) Clark, Limington, Maine.

Children:—Mary Louise, William Edward, George Dana, Inez Clark and Edward Thomas Sumner, of whom the first two are deceased. Both George Dana and Edward Thomas Sumner are graduates of Dartmouth College and are members of the Delta Kappa Epsilon fraternity, of which their father was a member in Colby.

William G. Lord took high rank in college and was very popular and successful as a teacher. Many prominent men have been under his instruction, among whom have been Ex-Gov. Black of New York, Hon. James O. Bradbury of Saco, Col. Charles P. Mattocks of Portland, Judge John Howard Hill of Portland, Simeon P. Meads, Principal of Cole School of Oakland, California, Dr. H. H. Purington of Lewiston, Hon. J. R. Libby of Portland, John N. Plaisted, M. D., of Limington, Dr. Samuel G. Sawyer of Cornish, Benjamin F. Wentworth, M. D. of Scarboro, Roland S. Gove, M. D. of Biddeford, Stephen Rounds, Principal of North Berwick High School, C. R. Cressey, of the

firm of Cressey and Allen, Portland, Hon. Lauren M. Sanborn of Portland.

Former students of William G. Lord speak in no uncertain terms and all agree as to the character and ability of the man. A few quotations will serve as samples of their opinion.

"One of the best men and best teachers I ever knew."

CHARLES P. MATTOCKS.

"He was considered the best teacher Gorham had had during my school days."

C. R. CRESSEY.

"He was the greatest teacher I ever knew, and one of the grandest men."

R. S. GOVE.

"Very genial and sympathetic with young people. There was great rejoicing in Limington when he returned and took the old academy again."

SIMEON P. MEADS.

"Mr. Lord was a man who combined, practically, all the requisite qualifications of the successful teacher. Probably no other teacher of his day, nor of any other, could get more and better work out of his boys and girls, desirous of an education, than he could. No matter how busy with his own affairs, Mr. Lord always found time to help any seeker after knowledge that came to him and many are the boys (men now) that can recall the hours given them, in order that their preparation for college, or for life, might be completed the sooner. It seems to me that no one who ever sat at the feet of Mr. Lord can recall him without realizing that he himself is stronger and better for his association with him."

STEPHEN ROUNDS.

"I look upon him as an unusual man—a man who had strong convictions and one who had the courage to stand by them. He had a very strong personality and always won the respect of his scholars. His ability to turn off work was greater than that of any other teacher I have ever known. He taught common school branches, higher mathematics, Greek, Latin and French with credit to himself and profit to his pupils. He had the ability to arouse the interest of boys and girls in school work that I have never seen equaled by any other teacher. He inspired an ambition in the young to make the most of all the talents given them. He was a great student and reader and kept himself well informed on current topics of the day and his lectures to students were highly instructive. There were few

teachers, if any, who had the love and esteem of so many students as had Mr. Lord."

HERBERT H. PURINGTON.

"No other teacher ever called so many pupils to Limington Academy, or created such a love and interest in it, as did Mr. Lord. He loved to teach and was so very ambitious and enthusiastic that he inspired his pupils with the same ardor. He seldom used a book in teaching. When he came before his class he always knew what he was to give them. His pupils had perfect confidence in his ability to instruct them. He never thought of himself. It seemed as though his whole thought was for the good of his pupils. His love for the academy was next to his love for his home and church. We used to think he knew everything and it is safe to say that he ranked favorably in those days with instructors in larger institutions of learning."

J. R. LIBBY.

The writer of this sketch knew Mr. Lord by reputation and had met him upon one occasion, under very pleasant circumstances in Limington, in connection with the work of the Masonic lodge. He was a fine looking man and very cordial and social. He was quiet and dignified in manner and gave one the impression that he knew what he was talking about. He was capable of holding a much higher position than he ever held, but his influence for good was immense in school and society and it is certain that his memory will be cherished by those who knew him as long as they will remember any one. He was a true gentleman and a fine scholar and those who had the privilege of being under his instruction will always be thankful for the advantage it was to them in after life.

HENRY P. TORSEY, L.L.D., D.D.

BY WILBUR F. BERRY.

The grandfather of Henry P. Torsey, Gideon Torsey, M. D., came to this country as an army surgeon in the French and Indian wars. He married and settled in Gilmanton, N. H. John Atkinson Torsey came to Maine in company with others and settled in Monmouth, where his son, Henry Pierson Torsey, was born, August 7, 1819.

John A. Torsey was a man of strong character, large ability and great activity. His son Henry, as a boy, exhibited special



MAINE FARMER PRINT, AUGUSTA

Henry P. Torsey, LL. D., D. D.

fondness for sports and delighted to do unusual things, such as to walk on his hands on the ridgepole of a barn and ride a running horse, standing on his bare back. He attended the town school at East Monmouth, entered Monmouth Academy at sixteen and later became a student at Kent's Hill, in the Maine Wesleyan Seminary.

When seventeen, Dr. Torsey became a Christian. His speaking ability soon secured him a license to preach and, in 1840, he was ordained an elder by Bishop Hedding. He was a preacher of rare ability and efficiency and would have won large success in the pastorate. But, though teaching was distasteful to him, that became his life work. In 1841, he took charge of the normal department at East Greenwich Academy, R. I. The year following, he became an assistant teacher in the Maine Wesleyan Seminary and, on the resignation of Dr. Stephen Allen, was elected principal of this school, in which position he continued until his resignation, because of ill health, in 1882.

Dr. Torsey became principal of the Maine Wesleyan Seminary when it seemed a hopeless venture. The students were few, the buildings were very poor and a burdensome debt threatened the very existence of the school. The condition of Dr. Torsey's election was that he should take the school, furnish all instruction and pay for all repairs and incidental expenses. He entered hopefully on his work and soon proved himself a skilled teacher and a disciplinarian of remarkable tact and insight. Students came in increasing numbers, friends coöperated, new buildings were built and the fame of Dr. Torsey and Kent's Hill spread far and wide.

In his wife, Emma J. Robinson, Dr. Torsey had a sympathetic, talented assistant who for many years was preceptress of the institution and, with Dr. Torsey, bore the burdens of the school.

As a teacher, Dr. Torsey is called by Chancellor Day, a Kent's Hill student and a student inmate of Dr. Torsey's home, "the greatest American teacher of young men." At least sixteen thousand students came under Dr. Torsey's care during his long service at Kent's Hill. To touch and rightly influence such a multitude of youth was a rare privilege well improved. Dr. Torsey had wonderful tact in dealing with boys and this, with his great love for youth, gave him his marked skill as a teacher. He studied boys, delighted in detecting their plans for mischief and in circumventing them.

Fishing was a great pleasure to him and the pond where he most often angled is called Torsey pond. He loved to fish for boys and not a few whose tendencies were wayward were invited on fishing trips by the Doctor and, while he angled for fish, with superb skill he caught, for right and true ambition, many a drifting boy, sitting in the bow of his boat.

He was greatly beloved by his students and many who survive him delight to speak of his influence and to tell stories of his teaching tact and skill.

In 1855 and 1856, he was a member of the Maine Senate and, assisted by Judge Baker, had much to do with drafting and passing bills, changing for the better our school laws. In 1882, Dr. Torsey retired from the presidency of the Maine Wesleyan Seminary and Woman's College and was permitted to nominate, as his successor, one of his pupils, Dr. E. M. Smith. But for some years before his retirement, Dr. Torsey was unable to perform much active service for the school. His arduous labors and the constant, heavy tax of school discipline on his nerves brought on chronic neuralgia. His suffering and pain from this disease were often of the keenest and severest type and unfitted him for any work.

He spent some time in the south, after the war, for his health and was there honored with a government office, to which work he gave his splendid ability and in which he exhibited his sterling character. He spent his closing year at Kent's Hill and on September 16, 1892, he fell asleep.

Few teachers have had such opportunity for service, few have made wiser use of such opportunities, or have exerted, through students, a wider influence for good.

MARK H. DUNNELL.

By N. A. LUCE.

Mark H. Dunnell, the second incumbent of the office of State Superintendent of Common Schools in Maine, was born in the town of Buxton, July 2, 1823. His ancestors were among the early settlers of the town. They were of pure American stock, noted for energy, industry, sobriety, integrity and intellectual sanity; of that middle class of New England farmers, neither

rich nor poor who, by steady and strenuous labor, built up comfortable homes, won comfortable livelihoods and were able to accumulate something for the needs of their old age. From such stock have sprung and in such homes have been nurtured most of the strong men of their times who have left their impress upon local, state and national life.

Fortunate in his ancestry and the home conditions of his birth, Mr. Dunnell was also fortunate in the environment in which his childhood and youth were spent. Buxton in those days was almost a purely agricultural town. There were in it no considerable centers of population and no considerable manufacturing or mercantile business. In such communities, boys lived simple lives in which there was little to divert their attention from the homely duties and labors which early devolved upon them. They acquired habits of earnest, persistent, purposeful effort to do honestly, cheerfully and successfully, whatever came to their hands to do. Mark Dunnell evidently acquired such habits early, for they were characteristics of his life as student and teacher and in those larger positions which he came to occupy. Moreover, the habits thus formed under the forces of his home life and environment were strengthened, confirmed and further wrought into character by the conditions governing his early school and student life. The work of the old-time rural school, in which he received his elementary education and of the old-time academy in which he got his preparation for college, while lacking the variety and diversity of subjects of instruction found in the similar schools of today, had something in their courses and methods which, not only made for thoroughness in scholarship and developed a robust mentality, but did more. To get out of the work in those schools anything of creditable attainment in scholarship required of the student persistent, hard, honest effort, guided and directed by fixed purpose and thus developed not only ability to do, but the habit of successful doing.

Mr. Dunnell entered Waterville—now Colby—College in 1845, graduating therefrom in 1849. He was of an age when all his mental powers had reached full natural development and the work of his college course was to be largely disciplinary. To this work the spirit and methods of the college in those days were specially directed. Thorough, solid scholarship was

demanding, but scholarship attained by methods of study and instruction specially intended to train to strong, logical thinking and ready, clear and cogent expression of thought. By previous training and acquired habits he was admirably fitted to do efficiently the work set for him and to get out of the doing the best results. The best evidence that he did get out of his college work those things which it was intended to give is to be found in the work of his after active life.

After his graduation, in 1849, he spent about five years in teaching as principal of the academies at Hebron and Norway and studied law in the meantime. In 1854, he represented the latter town in the lower house of the State legislature and, in the following year, served his county in the State Senate. In March of the same year, 1855, he was appointed State Superintendent of Common Schools. By reason of a political change in the State administration, he was removed from this position the following year, but on return of his party to power in 1857, he was reappointed and served till March, 1860.

As State Superintendent, Mr. Dunnell was able to accomplish little of a constructive character in the way of permanent changes for the better in the public school system of the State. The time had not yet arrived for the making of such changes, because of the generally recognized need of them. But he foresaw the need and ably discussed, in his reports, many of the changes and improvements subsequently made. He recognized the evils of the school district system, then beginning to manifest themselves, though he made no suggestions regarding the remedy for them. He suggested and urged the grading of schools, wherever practicable. He noted the need of some system of public high schools as part of a complete public school system. He especially recommended, in each of his four reports, the establishing of State Normal Schools for the better preparation of common school teachers. But while little constructive work stands to the credit of his administration of the educational affairs of the State, he must be credited with efficient and very valuable work along other lines. He made the county Teachers' Institutes, established in 1849 and continued during his administration, practical and efficient helps to the better instruction of the schools. He established, published and edited an educational monthly, the "Maine Teacher," whose influence

was largely felt for good and, finally, through his efforts and under his leadership, in a large and enthusiastic convention of teachers and educators, held at Waterville, in the fall of 1859, was organized the Maine Teachers' Association, from which our present State Association is the direct descendant. By work along these lines, he set in operation forces for good whose effects are manifest in the present condition of our public schools. In short, by devoting his energies chiefly to the betterment of the schools, as he found them, he made possible the betterment gradually wrought by his successors.

After retiring from the State Superintendency, in March, 1860, Mr. Dunnell entered upon the practice of law at Norway, but left his practice in 1861 to assume command of the 5th Maine Regiment of Volunteers. His army service lasted but one year, when he resigned to accept the position of U. S. consul at Vera Cruz, Mexico. Having resigned his consulship he settled in Owatonna, Minnesota, in 1865, and again took up the practice of law. In 1867, he was made State Superintendent of Public Instruction for the state of Minnesota and held that office for three years until his election to congress, entering the House in 1871. He held this position for seven consecutive terms, from 1871 to 1885 and again for one term, from 1889 to 1891. With this last service, his public life ended. He died August 8, 1904. Of his work as Superintendent of Public Instruction in Minnesota and in his congressional career, it is not the purpose of this sketch to treat. That in the former he did successful work is evidenced by the fact that, in doing it, he won the confidence and approval of his fellow citizens for otherwise he could not have been elected to congress. That he performed wisely and well his congressional duties may be inferred from the long service to which he was called by repeated elections and from the fact that notices of his death were to be found in every reputable paper in the country.

Finally, the lesson taught by Mr. Dunnell's life as herein briefly and imperfectly sketched, is one which ought to be impressed upon the mind of every American youth in his school life and upon every worker in every field of labor. That lesson would seem to be that every duty, earnestly, heartily and honestly performed, prepares for the right performance of larger

duties and opens the way to the doing of larger things. Stated in another way, the lesson of his life is, that growth in fitness for the duties of tomorrow lies in the right performance of the duties of today and that worthy work will come to him who makes himself worthy of it.

TEACHERS' INSTITUTES.

Institutes have been held in every county in the State and an increasing interest in these meetings has been everywhere manifest. Much local talent was brought into the work and practical topics of benefit to our teachers were presented in a manner that made it fully manifest that we have a body of trained instructors in our own State who can be relied upon to lead in the work along all the lines of thought and action to be pursued by our teachers. Speakers from outside the State were present at many of the meetings and new ideas were brought forward and old ones presented in a pleasing, attractive and beneficial manner.

As an aid to future meetings of this kind, the following pamphlet was issued from the State Educational Department during the latter part of the year 1907.

It is hoped that the suggestions as to the practical organization of the County Associations and the topics for programs from which selections may be made will be of interest and profit to all concerned.

COUNTY TEACHERS' ASSOCIATIONS.

(Extract from School Laws.)

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 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.

GENERAL SUGGESTIONS.

1. The officers of the local association decide upon the places of meeting and prepare the programs.

2. The dates when meetings are to be held and the speakers whose expenses are paid by the State are selected by the State Superintendent. The convenience and wishes of the local officers will govern in the choice of these as far as practicable.

3. When invitations are extended to speakers, the time that will be assigned on the program for the paper or address should be definitely named. The speaker will prefer to know how much time he is expected to occupy and annoying delays will be avoided. Sessions should be opened and closed promptly at the

hours designated. Only exceptional reasons should be permitted to interfere with this rule.

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

5. During the meeting the members of the executive committee should hold themselves in readiness to aid the president in carrying on the program. The president's attention should be given entirely to presiding and to the general conduct of the meeting. He should not find it necessary to leave these duties in order to attend to details.

6. The time limit for papers should be fifteen minutes. An equal time may be allowed for discussion. Forenoon and afternoon addresses should not exceed thirty minutes in length.

7. Ample notice of meetings should be extended to the teachers of the county. These may be given through superintendents of schools. The county papers are generous in publishing information regarding these meetings.

8. If it is desired to obtain special railroad rates the officers having in charge the arrangements should make request of the passenger agents in ample season to make announcement.

9. The programs will be printed without expense to the local association, provided the copy is received at the office of the State Superintendent two weeks before the date of the meeting.

10. The only expenses of meetings borne by the State are for the printing of programs and for speakers as herein indicated. It is suggested that at each meeting members pay a registration fee of ten cents to provide for incidental expenses.

11. The opening exercises should be brief. If there are formal addresses of welcome and response these should be limited to five minutes.

12. Music should be a part of each session. The custom of closing the convention with the singing of America is recommended.

13. Class exercises should be illustrative of some teaching principle and not conducted for the purpose of showing results.

They should not exceed fifteen minutes in length.

14. The program should include a query box.

15. Each session should present, so far as practicable, only related topics.

16. Provision should be made for a brief recess during each session.

17. Exhibits of school work, representing towns of the county, will be of service to teachers. It is best to eliminate all competitive features from such exhibits. Papers should be arranged in sets so as to include the work of an entire class. All exhibits should be regular class exercises and not specially prepared material.

18. Each program should include at least one question for general discussion.

19. An informal reception, or social half hour, will add much to the value of the convention.

20. There should be at least one paper, or address, representing the non-professional point of view, given by a parent or citizen.

TOPICS FOR PROGRAMS.

The following topics are suggestive merely. In making assignments to speakers a broad or general topic may be treated, in a series of papers, from different viewpoints. Comprehensive treatment of this kind is especially desirable.

School Administration and Management:

The daily school program.

Promotions by subject or by grade.

Ranking systems.

Methods of text-book accounting.

Problems of conveyance.

Means of holding in school pupils who have attained the limit of the legal school age.

Enforcing truancy regulations.

The uses of the plan book.

Teachers' visitation.

How to interest parents in school work.

Business methods in school administration.

A well organized school.

Teachers' reading clubs.

Should the course of study be suggestive or required?

School consolidation.

School architecture.

School libraries.

Heating and ventilation of school rooms.

Proper arrangement of wardrobes.

Enlisting the homes.

Ideals of school discipline.

Essentials of the recitation.

The elements of a good school.

Methods of making reports to the home.

Professional growth.

Professional loyalty.

Education as adjustment.

Educative desk work.

The training of teachers.

The personality of the teacher.

Self government.

Cultivation of good manners.

The power of the habit.

The use and abuse of the text-book.

The teacher's professional reading.

Winning the pupil.

The value of child study.

Blackboard work.

General exercises.

Do we neglect the "three R's" ?

Reading:

Primary methods.

The place of phonics.

Teaching the alphabet.

The care of books.

Intensive reading.

Direction of home reading.

Securing expression.

Cultivation of taste in reading.

Place and value of silent reading.

The teacher and the public library.

Supplementary reading.

Methods for increasing the vocabulary.
 Rhetorical exercises.
 The value of memory gems.
 Teaching the poem.

Language and Grammar:

The place of technical grammar.
 Correction of common errors of speech.
 System in correcting papers.
 The place of rules and definitions.
 Selection of composition material.
 Grading of topics for composition work.
 Picture study.
 Story telling.
 Letter writing.
 The value of reproduction exercises.
 Exercises in punctuation.
 The proper place of analysis and parsing.
 Defects in our language teaching.
 Language and Literature.
 a In primary grades.
 b In grammar grades.
 c In rural schools.
 d In the high school.
 Helps to correct expression.

Spelling:

Causes of defective spelling.
 Systematic drill in spelling.
 The relative advantages of oral and written spelling.
 The uses of the spelling book.
 Selection of words from class exercises.
 Teaching the use of the dictionary.
 Correction of errors in spelling in written papers.
 Spelling reviews.
 Dictation exercises.

Arithmetic:

Number in the primary grades.
 The place of drill.
 How to secure accuracy.

How to obtain neat papers.
 The essentials of arithmetic.
 Non-essential topics in arithmetic.
 The place of algebra in the grades.
 Educational value of arithmetic.
 Object methods.
 The conduct of reviews.
 Mental arithmetic.
 Teaching the fundamental principles.
 How much bookkeeping should be offered in the elementary schools?

Geography, History and Nature Study:

Map study.
 Teaching local geography.
 How to conduct field excursions.
 Collecting geographical material.
 Geography and nature study.
 Map drawing.
 Correlation of geography and history.
 A geographical laboratory.
 Travel study.
 Importance of Commercial Geography.
 The arrangement of topics.
 The library method in history.
 How to teach local history.
 History and literature.
 The use of pictures.
 Study of current events.
 Map molding.
 Bird study.
 Fall Nature Study.
 The value of Nature Study.
 Local geology.
 Temperance instruction.
 School hygiene.

High School:

What the high school stands for.
 The influence of the high school principal.

The place of athletics.
 Social organizations.
 Keeping the high school student.
 The commercial course.
 The study period.
 The direction of home study.
 The high school teachers' meeting.
 The obligations of the high school teacher.
 Requirements for high school admission.
 How to interest students in the college course.
 The comparative importance of English.
 Mathematics.
 The importance of the classics.
 Promotion.
 Keeping the daily rank.
 The laboratory.
 High school elections.
 Home-made apparatus.
 The transition from the elementary school to the high school.

Rural Schools:

Arrangement of the program.
 Drawing and music in rural schools.
 The value of a course of study.
 The opening day.
 School Improvement Leagues.
 Outside school interests.
 Supervision of play time.
 The lunch hour.
 Sending pupils to the high school.
 Peculiar needs of the country school.
 The advantages of the rural school.
 A model country school.
 The rural teachers' meeting.
 How rural teachers may exchange helps.
 Value of school visitation to the rural teacher.
 The rural schoolhouse.
 Teaching agriculture.
 Manual training in country schools.
 The teachers' responsibility for the care of building and grounds.

Rural school waste.
The rural school janitor.
Rural school efficiency.
A comparison of the old and the new.
The saving of time.
School room plans.
The school yard.
Rural supervision.
The rural school library.
Written work in country schools.
How to get the help of the community.

Co-operation:

The public library and the public school.
What may the teacher expect of the home?
The parent's demand of the school.
The citizen and the school.
Supervision of home study.
The education of the street.
What the business man expects of the school.
The public schools and citizenship.
The superintendent and the teacher.
The stimulus of local interest.
Responsibilities.
 a Of the teacher.
 b Of the pupil.
 c Of the parent.
 d Of the citizen.

Topics of Special Interest:

Medical inspection.
Reaching the individual.
Industrial education.
Manual training.
Drawing and music.
Moral training.
Overcoming the disadvantages of the graded system.
The training of defectives.
Departmental teaching.
Public playgrounds.
Supervision of games.

Parents' meetings.
 The schoolhouse as a social center.
 The direction and control of athletics.
 School gardens.
 Social interests of pupils.
 Student organizations.
 The school room beautiful.
 Evening schools.

SUGGESTIVE PROGRAMS.

The following models may suggest forms of program arrangement.

ONE DAY SESSION.

FORENOON—9 O'CLOCK.

Hymn.

Scripture and Prayer,
 Address of Welcome,
 Response,

Music.

Business—Appointing of Committees,
 Address,

Discussion.

Departmental Work.

High School Department.

Geometry.

1. The proper time for beginning it,
2. When should original work be taken up?
3. How should memorizing be avoided?
4. The study of geometric forms and the use of instruments,

Grammar Department.

Is our curriculum crowded?

1. Proper length of recitation,
2. Variety of subjects,
3. What can be gained by method and dispatch?

Primary Department.

Reading.

1. Aim.
2. Method.
3. Expedients.

General discussion.

GENERAL SESSION—AFTERNOON, 2 O'CLOCK.

Music.

Address,

Business.

Address,

Question Box.

EVENING—7.30 O'CLOCK.

Music.

Address,

Singing, America.

SESSION FOR ONE DAY.

9.30 A. M.

Chorus,

Prayer.

Address of Welcome,

Response,

Address, Literary Qualifications of the Teacher,

Recess.

Grammar and High School Department.

(In main room.)

The Use of the Reading Book,

Supplementary Reading,

Longfellow and Whittier Studies,

First Year English in High School,

Modern Languages as Aids to English Study,

General Discussion—High School English,

Opened by

Primary Department.

Reading in the Lower Grades,	.....
Aim of Reading in Primary Grades,	.....
Teaching New Words,	.....
Reading Material,	.....
Language Work Based on Reading,	.....

I.30 AFTERNOON—GENERAL SESSION.

Chorus.

Chemistry,	.....
Nature Studies—Why, What and How,
Drawing in Nature Work,
Birds,

Business.

Address,
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Singing, America.

Adjournment.

FOR FOUR SESSIONS.

FORENOON—9 O'CLOCK.

9.00	Prayer.	
	Music.	
	Address of Welcome,	.....
	Response by the President.	
	Appointment of Committees.	
9.30	English in the Primary Grades,	.....
	Discussion, opened by	.....
10.00	English in the Intermediate Grades,	.....
	Discussion, opened by	.....
10.30	English in the Ungraded Schools,	.....
	Discussion, opened by	.....
11.00	English in the Grammar Grades,	.....
	Discussion, opened by	.....
11.30	General Discussion.	

AFTERNOON—2.00.

2.00	Music.	
	English in the High School,	.....
	Discussion, opened by	.....
2.30	Paper, Object and End of a College Course,	.....

3.00	Paper, History in the Intermediate School,	.....
	Discussion, opened by	.....
3.30	History in the Grammar School,	.....
	Discussion, opened by	.....
4.00	History in the High School and Academy,	.....
	Discussion, opened by	.....
4.30	Question Box.	.....
EVENING—7.30.		
7.30	Music.	.....
	Reading,	.....
	Music.	.....
	Address,	.....
FORENOON—9.00.		
9.30	Music.	.....
	Report of Committees.	.....
10.00	Paper, How to Develop Individual Responsibility in Recitation,	.....
10.30	Better Supervision for Our Schools,	.....
	
11.00	Paper, Drawing in Rural Schools,	.....
11.30	Address,	.....
	Singing, America.	.....
	Adjournment.	.....

FOR FIVE SESSIONS.

FORENOON—9 O'CLOCK.

Devotional Exercises.

Singing.

	Address of Welcome,	.....
	Response,	.....
1.	Discussion—How to Help the Children to Improve Their Vocabularies?	.....
2.	Should We Have Written Examinations in Rural Schools?	.....
	
3.	How Can the Study of History and Geography be Com- bined?	.....

AFTERNOON.

Singing.

1. Do We Need a Course of Study in Our Rural Schools?
 2. Teaching Exercise—Reading,
 3. Teaching Exercise—Grammar,
- General discussion of method.
Question Box.

EVENING.

- | | | |
|----------|-------|-------|
| Music, | | Choir |
| Address, | ..... |  |
| Music, | | Choir |

FORENOON.

Singing.

1. Teaching Exercise in Written Arithmetic,
 2. How to Improve Schoolyards and Buildings?
 3. How Can We Interest the Parents in the Work of the Schools?
- Each paper followed by discussion.

AFTERNOON.

Singing.

Business.

1. How Can We Interest Our Scholars in Reading?
2. What the Community Owes the School,

Committee Reports.

Singing.

Adjournment.

FOR FOUR SESSIONS.

AFTERNOON.

- | | | |
|------|--------------------------|-------|
| 1.00 | Opening Exercises. | |
| | Music. | |
| | Prayer. | |
| | Address of Welcome, | ..... |
| | Response, | ..... |
| 1.30 | Paper, Physical Culture, | ..... |
| | Discussion. | |

2.00	What Preparation Should a Teacher Make for Her Work?	.....
2.15	Drawing in Lower Grades, Discussion.	.....
2.45	The Course of Study in Rural Schools. General Discussion.	
3.15	Recess. Music,	School Children
3.30	Geography in the Rural Schools,	.....
3.45	What Active Part Should the Parents Take in the Rural Schools?	.....
4.15	The Classics as Educators, Question Box.	.....
EVENING.		
7.00	Music, Address,	.....
Music.		
FORENOON.		
9.00	Business.	
9.15	School Discipline,	.....
9.45	Written Work in Rural Schools,	.....
10.15	Recess.	
10.30	How Can the Study of Geography and History be Combined?	.....
General Discussion.		
10.45	Skill in the Use of Text-books,	.....
11.00	Deficiencies in the Work of Common Schools.	.....
AFTERNOON.		
Music.		
1.30	School Hygiene,	.....
2.00	Superintendence of Rural Schools,	.....
2.30	How Much Mental Arithmetic Should be Taught?	.....
Discussion.		
3.00	Map Drawing,	.....
3.30	Our Future Schools,	.....
Singing.		
Adjournment.		

FOR FIVE SESSIONS.

FIRST DAY—9.30 A. M.

Music.

Prayer.

Address of Welcome,

Response,

Music.

Business—Appointing Committees, etc.

Address,

Question for Discussion.

AFTERNOON—2 O'CLOCK.

Music.

What Should be Done for the School:

(a) By the Community?

Discussion opened by

(b) By the School Officials?

Discussion opened by

(c) By the School?

Discussion opened by

Music.

What Should a Teacher's Preparation be for Her Work?

(a) Professional?

Discussion opened by

(b) Current and General?

Discussion opened by

Teaching Exercise with Class,

Discussion of method opened by

Question Box.

Music.

EVENING—7.30 O'CLOCK.

Music.

Address,

Music.

FORENOON—9.00 O'CLOCK.

Music.

Address,

What Does the Teacher Owe :

(a) To the Community?

 • Discussion opened by

(b) To her Pupils?

 Discussion opened by

 Music.

(c) To Herself?

 Discussion opened by

Address,

Question Box.

Music.

AFTERNOON—1.30 O'CLOCK.

Music.

Recitation,

A Grammar Lesson with Class,

 Discussion of method opened by

Reviews,

Music.

Some Difficulties in the Management of Rural Schools,

 Discussion opened by

Paper, The Corner Stone of Education,

Piano Solo,

Address, Relation of the Teacher of Today to the Nation of Tomorrow,

Question Box.

Music.

EVENING—7.30 O'CLOCK.

Music.

Address.

Music.

Singing, America.

FOR FIVE SESSIONS.

FIRST SESSION—9.30 A. M.

Prayer.

Address of Welcome,

Response,

Business.

Secretary's Report.

Appointing Committees.

Paper: Use of Current Events in the Schoolroom,

Discussion opened by

Paper: Responsibility of the Parents to the School,

Discussion opened by

Paper: Reading for Teachers,

Discussion opened by

AFTERNOON SESSION—2 P. M.

Music.

Methods of Teaching Reading in

(a) The Grammar Grades,

(b) The Primary Grades,

(c) The Rural Schools,

Discussion opened by

Teaching Exercise with Class,

Paper: How to Create an Interest and Retain the Pupil,

Question Box.

EVENING SESSION—7.30 P. M.

Music.

Lecture,

Music.

Informal Reception.

SECOND DAY—9 A. M.

Language and Literature in

(a) The Rural Schools,

(b) The Grammar Grades,

(c) The High School,

Discussion opened by

Paper: Music in the Public Schools,

AFTERNOON SESSION—I.30.

Practical Methods of Teaching Geography,

Paper: The Study of Greek,

Business.

Singing, America.

Adjournment.

FOR A RURAL TEACHERS' MEETING.

FORENOON.

Devotional Exercises.

- 9.00 Address of Welcome,
 Response,
- 9.30 Paper: History in Rural Schools,
 Discussion opened by
- 10.00 Paper: Reading in Rural Schools,
 Discussion opened by
- 11.00 Paper: Arithmetic in Rural Schools,

 General Discussion.
- 11.30 Question Box.

AFTERNOON.

- 1.30 Paper: Opportunity for Nature Work in Country
 Schools,
 General Discussion.
- 2.00 Paper: Picture Study,
 Discussion opened by
- 2.30 Paper: Methods for Busy Work in Country Schools,

 Discussion opened by
- 3.00 School Improvement Leagues.
- 3.30 Question Box.

EVENING SESSION.

Meeting of Citizens and Parents.

SUMMER SCHOOLS.

During the summer of 1907, training schools for teachers were held in the following named places: North Windham, Brooks, St. Agatha, Van Buren and East Pittston.

These schools were under charge of competent instructors, were well attended and the interest was continued to the end. The schools at St. Agatha and Van Buren were conducted with especial reference to the peculiar needs of the teachers of the French towns in the north eastern portion of the State. The story of the schools is best told in the brief report of the several instructors in charge.

The schools were devoted to practical work and were highly satisfactory to those who attended as instructors and as pupils.

REPORT OF STATE SUMMER SCHOOL AT NORTH WINDHAM.

A State Summer, at North Windham, was in session during three weeks in July, 1907. This was the first summer school, or school of methods of any kind, ever held in that section of the State.

While it was not as large in point of numbers as some of the other State schools, it was full of interest and enthusiasm and was of inestimable value to the teachers in attendance, most of whom had received little experience and no technical training.

The townspeople manifested their interest by attending many of the sessions and public sentiment was aroused in favor of improving local schools. The regular instructors in charge of the daily work were Mrs. Jennie M. Sweetser, teacher of Mathematics in Edward Little High School, Auburn; Miss Catharine H. Murphy, teacher in Webster Grammar School, Auburn; and Miss Gertrude L. MacDonald, principal of Sanger School,

Dover, Mass. Mrs. Sweetser had the work in Arithmetic and Geography, Miss MacDonald in American History, and Miss Murphy in English Grammar.

Miss Lillian I. Lincoln, of Farmington Normal School, gave daily talks during the first week, covering almost every phase of the teacher's work in the common schools. The special work in nature study was under direction of Miss Harriett Abbott, principal of Norway Grammar School. Special lecturers during the session were Rev. Frederick J. Libby, of Magnolia, Mass., who gave an address on "Nova Scotia," Principal Walter E. Russell, of Gorham Normal School, who spoke on "The Teacher of Tomorrow," and State Superintendent Payson Smith who spoke on "The Obligations of a Community to Its Schools."

Seven candidates took the examination for a State certificate.

Respectfully,

GERTRUDE L. MacDONALD.

The following is a brief report of the State Summer School held at Brooks from July 8th, to July 25th, inclusive.

Miss Cora B. Dillingham, of the Gorham Normal School, was the teacher of History and Grammar and Miss Elizabeth E. Thompson, of Malden, Mass., teacher of Geography and Arithmetic. There were twenty-three sessions of the school. During the first two weeks, the periods were forty-five minutes, with five minutes intermission between each two periods. The last week, the periods were lengthened to fifty-five minutes each.

Regular recitations were conducted and the pupils showed themselves diligent in their work.

In Geography, North America was thoroughly studied. Surface maps, on board and paper, also progressive maps were made by the students. Arithmetic was begun with the writing of numbers and continued to interest, inclusive. Work in History was taken as far as Washington's administration, the pupils being given topics for use in their own schools. Maps were drawn by the students, showing early voyages and discoveries by the different nations, also maps of the important campaigns of the French and Indian and of the Revolutionary wars. Technical Grammar was taken also work in Language for the lower grades.

During the first week of the school, Miss Harriet Abbott, of Fryeburg, had one period each morning and two afternoon periods for Nature, taking up flowers, birds and minerals.

During the second week, Miss Lillian I. Lincoln, of the Farmington Normal School, gave seven talks on Methods and Devices. Two addresses were given by the State Superintendent of Public Schools, Hon. Payson Smith. The first was given Wednesday morning, July 10th, before the students; the second, on the evening of July 25th, in Union Hall; the subject being, "Obligations we owe the school." After the address the audience was invited to the schoolroom to see an exhibition of the written work done by the pupils, during the three weeks of school.

Friday, July 26th, the State examination was given to eleven teachers.

Respectfully submitted,

CORA B. DILLINGHAM.

REPORT OF THE SUMMER SCHOOL AT ST. AGATHA.

The Summer School at St. Agatha opened June 30, in the Convent Notre Dame de la Sagesse.

Wm. L. Powers of Gardiner, Sadie Loing of Auburn and Mrs. Frances Chadbourne of Rumford Falls were the instructors.

Arithmetic, Grammar, Geography, American History, and Drawing were the subjects taught.

The attendance was not large, never exceeding thirty, but those who attended were enthusiastic and eager to learn. All were of French descent, and all, I believe, learned French as their mother tongue. Many had never heard English spoken outside of the schools, for French still remains the language of the home in much of northeastern Maine.

I would suggest that a class in Reading be substituted for Geography, or History, in future summer schools in this district, and that special stress be laid upon the accentuation of English words. This class would give the teachers who had not attended the Training School an opportunity of hearing correct pronunciation and fit them to meet the requirement that all instruction shall be in English.

Respectfully,

WM. L. POWERS.

REPORT OF THE SUMMER SCHOOL AT VAN BUREN.

The Summer School at Van Buren was held in the Convent of the Sisters of Mercy, with the same instructors as at St. Agatha. Forty-five teachers were in attendance. Many of these were graduates of the Training School and most of them were teachers of experience. After a careful review of ten years' work in Maine Summer Schools, I feel justified in saying that, in actual work done, eagerness to learn and true pedagogical spirit, the Summer School at Van Buren has never been surpassed. This was due, in part, to the work done by the efficient Superintendent, Miss Annie Dionne, in working up interest before the school began and by her labor in keeping up the attendance during the entire session. If all the superintendents of the towns in which summer schools are held should be on hand every morning and keep a daily record of attendance, individual teachers would feel a personal responsibility that would insure the success of the school.

A reception was given to the instructors by the attending teachers at the close of the school, which served as a fitting climax to the cordial relations that had existed from the first.

Respectfully,

WM. L. POWERS.

EAST PITTSTON SUMMER SCHOOL.

The Summer School at East Pittston was held in August, with Prin. Wm. L. Powers of Gardiner and Prin. H. R. Williams of South Braintree, Mass., as the regular instructors.

Miss Doland of Fitchburg, Mass., gave special instruction in Methods during the first week and Mr. Hitchings, State Entomologist, who visited the school, was kind enough to deliver a most interesting and helpful lecture.

This was the last of a series of three schools held in East Pittston and the continuous work of the three sessions proved of great value to the teachers who attended each year.

If the young teachers of our State would plan to attend one school every year, for three years, the instructors could so divide their work that they could cover rapidly the entire ground, during the three sessions. "Well begun is half done," and this is

• true in pedagogy; but well begun and "carried through to completion" would give our teachers a view of the entire field and show the proper relations of the parts.

The fact that teachers would come back day after day at East Pittston for special work in the afternoon, after a long forenoon session in the hottest August days, proves conclusively that the local teachers were interested in their professional training. Mr. Williams' afternoon lectures on "Methods and Management" and Mr. Powers' lectures on "Nature Studies" were well attended.

A whole day excursion down the Eastern River to Merry-meeting Bay, on the Kennebec River, served to relieve the tedium of hard work and furnished a delightful outing for many besides the instructors and teachers.

Respectfully submitted,

WM. L. POWERS.

STATE EXAMINATIONS.

The regular annual examination of candidates for State certificates, for the year 1907, was held Friday, August 30, at the following places: Alfred, Athens, Augusta, Belfast, Bethel, Biddeford, Bingham, Bluchill, Brunswick, Calais, Cherryfield, Ellsworth, Guilford, Houlton, Lincoln, Machias, Newport, North Berwick, Old Town, Pembroke, Presque Isle, Warren, Winterport and Yarmouthville. In addition to these places examinations were given at the summer schools to such teachers attending them as elected to take examination.

The number of candidates registering for examination at these places was 224. Of these 201 appeared and took the examination in whole or in part. The number passing satisfactory examinations and to whom certificates were awarded was 169.

The plan of conferring State certificates upon all members of the graduating class of State Normal schools, based upon ranks during their connection with those schools and the estimates of general fitness for teaching furnished by the teachers thereof, was continued, the certificate thus awarded passing into their possession with the regular school diplomas. The number of such certificates was 173.

Of the certificates issued as the result of previous examinations, 241 become invalid January 1, 1908, unless renewed before that date and made good for another period equal to that for which they were originally granted. At the date of this report, 160 of these certificates have been so renewed.

The record of the results of the State examinations for the year, in comparison with those of the year preceding, are as follows:

	1907	1906
Whole number of candidates registering.....	224	240
Whole number taking examination.....	201	197
Whole number of certificates awarded.....	169	164
Number of certificates granted Normal graduates	173	140
Number of certificates reissued.....	60	52
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Total number of certificates granted or reissued for year.....	402	356

In the following table will be found the results of the examinations for the year, given more in detail.

Counties and Normal Schools.	Number registered for examination.	Number taking examination.	Number passed.	Grades of certificates.				Periods for which certificates were granted.			
				Public school.	Grammar or common school.	Common school.	Primary or common school.	Life.	Five years.	Three years.	One year.
Androscoggin.....	5	4	4	-	1	3	-	-	-	-	4
Aroostook.....	31	30	20	1	3	7	9	6	4	3	7
Cumberland.....	19	15	15	2	4	6	3	4	5	2	4
Hancock.....	41	38	34	1	4	14	15	7	3	9	15
Kennebec.....	8	8	5	-	3	-	2	2	1	-	2
Knox.....	13	11	9	-	2	3	4	-	3	1	5
Lincoln.....	3	3	2	-	-	1	1	-	-	-	1
Oxford.....	5	3	3	-	-	2	1	1	1	1	1
Penobscot.....	18	14	12	1	2	3	6	5	3	2	2
Piscataquis.....	19	18	13	-	5	3	5	1	3	1	2
Sagadahoc.....	3	3	2	-	-	1	1	-	-	-	1
Somerset.....	7	7	6	1	1	1	3	2	1	1	2
Waldo.....	12	12	12	1	2	5	4	1	2	1	8
Washington.....	26	24	21	3	4	6	2	3	6	2	10
York.....	17	13	13	1	5	6	1	4	2	5	2
Castine Normal.....	37	37	37	-	21	15	1	3	9	14	11
Farmington Normal.....	47	47	47	-	20	27	-	3	16	17	11
Gorham Normal.....	52	52	52	-	17	26	9	3	10	12	27
Presque Isle Normal.....	17	17	17	1	2	14	-	5	4	5	3
Madawaska Training School.....	20	20	20	-	7	13	-	-	1	3	16
Totals (1907).....	397	376	344	12	103	156	73	50	75	79	140
Totals (1906).....	380	337	314	9	126	142	47	57	73	74	100

These examinations have now been annually held for eleven consecutive years. The records show aggregate results as follows:

Whole number of candidates examined.....	3,771
Whole number of certificates awarded.....	3,281
Number lapsing and not reissued.....	1,633
Number in force Jan. 1, 1908.....	1,648

SOME PROPOSED CHANGES.

The purposes for which the State examination was instituted were clearly announced in an early circular as follows:

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

"To this end the examination is intended to act as a selective agency separating those who are candidates for the teacher's office, by a sharp line of demarcation, into two classes—those who come into possession of and can furnish reliable evidence of fitness in the form of a State certificate and those whose fitness must be made evident by special investigation on the part of those employing them. As conducive to this end, it is intended to serve, also, as an informing, suggestive and inspiring force acting upon all actual or prospective teachers who may acquaint themselves with its purposes, methods and scope, whether they submit themselves to its tests or not.

"Knowing what is required in scholarship and general fitness in order to obtain a certificate, the prospective teacher will know the minimum of qualification without which no person should enter upon the teacher's work; in the sources of information furnished her, she will find suggestions as to means and methods of acquiring fitness for her work and, if she have the essential spirit of the real teacher, she will be inspired thereby to seek such fitness. Candidates taking the examination and failing to pass will learn their lack of fitness and naturally feel to seek fuller preparation. Those passing and failing to get certificates of satisfactory grade, in the list of ranks attained, will find in what subjects they need to become more thoroughly versed and will be inspired to seek re-examination after fuller preparation."

These purposes have been kept constantly in view from the first. To what extent they have been attained is shown, in part, by the statements above. Other facts which can not be put into statistical form, as to the force of these examinations

in arousing the ambition and inspiring the efforts of teachers for better preparation, are known to those who have had special oversight of them and of all the work connected with them from the first. It is safe to say that, in all respects, the purposes above set forth have thus far been attained in satisfactory measure.

It has been for some time felt, however, and increasingly felt, that, in order to obtain still better results in the future, some changes should be made in the number of examinations given yearly, in the preliminary conditions to examination imposed upon candidates and in the rules governing the granting of certificates. After careful study of the whole matter in the light of past experience and future probable conditions, it has been decided to modify the plans and rules which have hitherto obtained, in the following particulars:

1. Instead of one, two examinations will be held each year, one on the last Friday in February and the other on the last Friday in August. The February examination will be, specially, for the benefit of candidates wishing to qualify for the position of district superintendent, but can be taken by any others desiring it. It will be held at the State Capital and possibly at one or more other places, should conditions seem to warrant it. The August examination will be the same as that heretofore given at that time, but will be held at fewer places—not more than sixteen or eighteen each year—which places, as a rule, will be the same for successive years. In addition to these places, examinations will be given at such others as any ten candidates may desire, provided that they agree to take the full examination to be there given.

2. No candidate will be allowed to take the examination, whose Preliminary Examination report shall not be satisfactorily filled and on file within five days before the date of the examination.

3. No certificate will be awarded to any candidate whose rank is less than 40 in more than one subject.

4. No certificate will be renewed and reissued in which the ranks in any subject included in the written examination are less than 40, or in which ranks in more than one are less than 50, or in which the average of all ranks is less than 60.

5. Special individual examinations will not hereafter be given.

It is hoped that these modifications of plan and method may make the securing of the State Certificate more an object of ambition to all teachers, actual and prospective, that the efforts to secure it will be a more potent force inciting them to a broader and fuller preparation for their work and that, in short, they will serve, in securing in larger measure, the purposes for which the State Examination was instituted.

SCHOOLS IN UNORGANIZED TOWNSHIPS.

The general condition of the schools in unorganized townships for the school year ending April 1, 1907, as compared with that of the preceding year, is shown by the facts stated in the following

STATISTICAL SUMMARIES.

	1905-6	1906-7
<i>1. Number, school population, etc., of townships.</i>		
Number of townships reported.....	54	54
Number of children of school age...	710	680
Number of townships in which schools were maintained.....	44	44
Number in which children were schooled in other townships or towns	10	10
Number of different schools maintained	50	51
<i>2. School enrollment and attendance.</i>		
Number of children schooled.....	554	551
Number in home schools.....	502	504
Number schooled elsewhere.....	52	47
Average daily attendance.....	448	444
<i>3. Of teachers.</i>		
Number of different teachers employed	57	63
Number who had previously taught.	48	51
Number who had not taught before.	9	12
Average number of terms previously taught	13	7
Average weekly wages including board	\$7.15	\$7.22

4. *Fiscal.*

Amount paid for wages and board of teachers	\$6,864	\$7,304
Amount paid for transportation of scholars	312	355
Amount paid for tuition.....	276	389
Amount paid for board of children..	510	652
Amount paid for fuel, janitors etc..	416	366
	<hr/>	<hr/>
Total paid for instruction.....	\$8,378	\$9,066
Amount paid agents, service and expenses	762	725
Amount paid for books and supplies	230	559
	<hr/>	<hr/>
Total expenditures for year....	\$9,370	\$10,350
Amount paid by per capita taxes....	863	808
Amount paid from interest on reserved lands	2,596	2,195
Amount paid from State appropriation	5,911	7,347
	<hr/>	<hr/>
	\$9,370	\$10,350

SOME CONDITIONS SHOWN.

I. It will be observed that the number of townships, the children of which have received schooling at the expense of the State, the number in which schools were maintained and the number whose children were schooled in other townships or in towns, are the same as for the preceding year, while there was an increase of but one in the number of schools maintained. These facts indicate that this special system of schools has very nearly, at least, reached its full development. While some small increase in the number of townships and schools may be anticipated as new settlements are, from time to time, opened up, especially along the railway lines which have been and are being pushed through the wilderness sections of the State, such increase cannot be large. By another year the system will probably have reached that condition of permanence in extension and needs, upon which may be based quite

definite estimates of what will be the permanent requirements upon the State for its efficient maintenance in the future.

2. While the number of townships and schools remained practically the same for the two years compared, there appears to have been a decrease of 30 in the number of children to be schooled. The number of children attending school, however, was but 3 less, and the average attendance but 4 less, than in the preceding year. Evidently, that local and home interest in the education of the children in any community, which serves as a force to put and keep the children in school, was not lacking in these townships. And, indeed, from the first this force has been in a larger measure and more increasingly operative here than in the towns. With 81 per cent of all their children in school and 65 per cent in regular daily attendance, the people of these townships cannot be charged with lack of appreciation of what the State is doing for them in educational matters.

3. The one thing which has been considered of special importance in the management of these schools is the character of the teaching force to be placed and kept in charge of them. The constant aim has been to secure for them the best teachers to be had for the wages which could be paid and to keep them in charge for successive terms. Necessarily, as year by year the schools have become less elementary in the character of instruction required and teachers of larger attainments have become needed, it has been more and more difficult to secure and retain in service those of experience and at the same time possessed of the needed scholarship, even at increase in wages paid. Evidences of this difficulty are to be found in the statistics of group 3. To get teachers qualified in attainments to serve the needs of the more advanced pupils, it has been necessary in many cases to make experience secondary to scholarship and, at the same time, to increase the wages to be paid. Hence the larger number of different teachers employed, the smaller average experience of those employed and the larger weekly wages paid.

4. The cost of schooling the children in these townships for the year was \$980 more than for the preceding year. Of this increase in cost, \$440 was due to increase in wages paid teachers and the balance to the net increase in other expenses. The

largest increase in these other expenses is found in charges for books and supplies furnished and this increase is due to the furnishing of sets of school charts to all the permanently established schools. All of these increases seemed necessary to the best interests of the schools and children schooled. They were for the purposes of better and more efficient instruction and seemed fully warranted by obvious needs of the schools.

In the following table will be found in detail the school statistics for every township to the children of which schooling has been furnished as required by law.

School Statistics, Unorganized Townships, for the Year Ending April 1, 1907.

Designation of Townships.	Counties.	Number of children of school age.		Average Attendance.	AMOUNTS EXPENDED FOR						EXPENDED FROM				
		No. attending school.			Wages and board of teachers.	Transportation of children.	Board of children.	Tuition of children.	Fuel, Janitor supplies, etc.	Total.	Per capita taxes.	Interest on Reserved Land.	State appropriation.	Total.	
No. 8, R. 3, W. E. L. S.	Aroostook	23	20	15	\$206 80					\$4 15	\$210 95	\$42 40	\$16 21	\$152 34	\$210 95
No. 8, R. 4, W. E. L. S.	Aroostook	24	13	10	75 00					3 00	73 00	35 20	42 80		78 00
No. 9, R. 4, W. E. L. S.	Aroostook	11	11	10	170 00					10 00	180 00	19 00		160 40	180 00
No. 11, R. 4, W. E. L. S.	Aroostook	3	3	3	139 00					5 00	144 00	2 40	32 62	108 98	144 00
No. 17, R. 4, W. E. L. S.	Aroostook	57	39	30	150 00						150 00	54 80	20 76	74 44	150 00
No. A, R. 5, W. E. L. S.	Aroostook	26	23	13	239 00					15 00	254 00	24 60	150 73	78 67	254 00
No. 1, R. 5, W. E. L. S.	Aroostook	5	5	4	79 00					7 50	86 50	5 60		80 90	86 50
No. 8, R. 5, W. E. L. S.	Aroostook	5	5	4			92 00	23 80			115 80	2 40		113 40	115 80
No. 9, R. 5, W. E. L. S.	Aroostook	3	3	3			50 00	8 10			58 10	1 60	13 21	43 29	58 10
No. 17, R. 5, W. E. L. S.	Aroostook	30	20	13	150 00					5 00	155 00	39 60	81 25	34 15	155 00
No. 15, R. 6, W. E. L. S.	Aroostook	20	16	14	130 00				15 00		145 00	22 80	16 92	105 28	145 00
No. 4, R. 2, B. K. P.	Franklin	27	27	19	150 00					6 00	156 00	39 60	11 62	104 78	156 00
No. 4, R. 3, B. K. P.	Franklin	15	12	10	150 00	40 00				9 00	199 00	14 00		185 00	199 00
No. 1, R. 8, (Skinner)	Franklin	18	18	12	264 00					5 00	269 00		17 17	251 83	269 00
No. 2, R. 8, (Lowelltown)	Franklin	8	6	5	140 00						140 00	12 40		127 60	140 00
No. 3, R. 2, (Jerusalem)	Franklin	10	9	9	122 00	40 05				2 00	164 05	13 60		150 45	164 05
Perkins	Franklin	18	17	13	118 50	30 00					148 50	23 20		125 30	148 50
Washington	Franklin	9	6	5		40 00			268 00		308 00	14 00		294 00	308 00
No. 10	Hancock	6	6	5					155 50		155 50	6 00	149 50		155 00
No. 28	Hancock	4	4	3			125 00	40 00			165 00	4 40	160 60		165 00
No. 32	Hancock	3	3	3	150 00					29 00	179 00	3 60	42 00	133 40	179 00
No. 39	Hancock	6	6	5		2 50	42 00				44 50	2 40	42 10		44 50
Great Duck Island	Hancock	12	9	9	154 00					15 60	169 00	7 60		161 40	169 00
Nebbert's Gore	Lincoln	4	3	3		22 50					22 50			22 60	22 60
Andover N. Surplus	Oxford	6	6	6	125 00					8 00	133 00	5 60	21 30	107 10	133 00
Fryeburg Academy Grant	Oxford	2	2	2			50 00	22 50			102 50	6 40		96 10	102 50
Letter C	Oxford	4	4	4	187 00					19 00	206 00	2 80	22 23	180 97	206 00
Riley	Oxford	4	5	5	75 00						75 00	4 80		70 20	75 00
No. 1, N. D. (Summit)	Penobscot	2	2	2	158 00					10 00	168 00	3 20	42 11	122 69	168 00

No. 1, R. 6 and 2, R. 7.....	Penobscot	14	14	11	226 00	100 00			16 00	342 00	9 60		332 40	342 00
No. 2, R. 6, W. Dist.....	Penobscot	40	29	23	160 00				10 62	170 62	43 20		127 42	170 62
No. 2, R. 6, E. Dist.....	Penobscot	19	5	5	140 00				46 00	186 00	14 00		172 00	186 00
No. A, R. 7.....	Penobscot	8	4	4	100 00					100 00	9 60		90 41	100 00
No. A, R. 8 and 9.....	Penobscot	21	20	16	140 00				15 50	155 50	21 60	53 76	89 14	155 50
Mattamiscontis.....	Penobscot	4	4	3	33 00				1 00	34 00	5 60		28 40	34 00
Day's Academy Grant.....	Piscataquis	7	11	10	376 15				3 60	379 15	25 20	22 56	331 39	379 15
No. 3, R. 5, (Little Squaw Mt).....	Piscataquis	11	4	4			46 40			46 40	5 60	40 80		46 40
No. 2, R. 6 (Squaw Mt).....	Piscataquis	7	5	5	312 00					312 00	14 00	108 28	189 72	312 00
No. 5, R. 9, N. W. P.....	Piscataquis	5	4	3		80 00		28 00		108 00	4 00	22 86	81 14	108 00
No. 6, R. 9, (K. I. Works).....	Piscataquis	15	13	10	281 30				10 50	291 80	41 60	10 54	239 66	291 80
No. 5, R. 13, (Chesuncook).....	Piscataquis	19	19	15	348 55				41 50	390 05	28 00	73 41	288 64	390 05
No. 6, R. 13, (M. P. Carry).....	Piscataquis	2	2	2	180 00				9 00	189 00	2 40		186 60	189 00
No. 3, R. 15, (N. E. Carry).....	Piscataquis	2	3	3	179 00					179 00	5 20	39 48	134 32	179 00
No. 1, R. 1, (Tauton & Raynham).....	Somerset	7	2	2	50 00					50 00	8 40	41 60		50 00
No. 1, R. 1 and No. 1, R. 2, (Rockwood).....	Somerset	23	20	15	135 00					135 00	32 00	103 00		135 00
No. 3, R. 1, (Long Pond).....	Somerset	13	13	12	205 00					205 00	18 00	22 23	144 77	205 00
No. 5, R. 1, (Attean).....	Somerset	6	6	6	120 00					120 00	7 60	112 40		120 00
No. 6, R. 1, (Holeb).....	Somerset	10	9	8	150 00				1 50	151 50	12 80		138 70	151 50
No. 4, R. 3, (Bald Mt.).....	Somerset	7	5	4			45 00			45 00	3 60		41 40	45 00
No. 1, R. 4, (Bowtown).....	Somerset	11	12	10	150 00				4 60	154 00	10 00	26 10	117 90	154 00
No. 1, R. 5, (Moxie Gore).....	Somerset	10	7	6	150 00				6 00	156 00	7 60	29 39	119 01	156 00
Lambert Lake.....	Washington	22	17	16	170 00				20 00	190 00	24 40	118 65	46 35	190 00
No. 10, R. 3, (Forest Station).....	Washington	7	7	6	150 00				19 00	169 00	13 60	155 40		169 00
Kossuth.....	Washington	23	16	12	280 20				9 50	289 70	21 60	159 90	108 20	289 70
No. 31.....	Washington	3	3	3	135 00					135 00	4 00		131 00	135 00
Total.....		680	551	444	7303 50	\$355 15	\$389 00	\$632 30	\$365 77	9065 72	\$807 80	2023 49	6234 43	9065 72

SPECIAL STATISTICS OF ACADEMIES, SEMINARIES AND INSTITUTES

Name.	Location.	Date of incorporation.	Date of establishment.	Number of weeks in session from July 1, 1896, to July 1, 1907.	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	61	51	61	51	32	31	23	17	-	-	44	36
Bluehill-George Stevens Academy.....	Bluehill.....	1891	1898	36	91	83	91	83	59	55	32	23	-	-	60	60
Bridgton Academy.....	Bridgton.....	1808	1808	36	108	89	70	60	8	8	62	62	24	19	70	60
Calais Academy.....	Calais.....	1836	1836	36	133	117	133	133	129	129	4	4	-	-	56	42
Cherryfield Academy.....	Cherryfield.....	1829	1829	36	79	69	79	69	53	47	26	26	-	-	40	34
Coburn Classical Institute.....	Waterville.....	-	1842	35	122	110	122	110	42	38	86	70	-	-	42	37
Corinna Union Academy.....	Corinna.....	1852	1851	36	44	41	44	41	36	33	8	8	-	-	24	22
East Corinth Academy.....	Corinth.....	1846	1844	33	44	38	44	38	32	30	12	11	-	-	36	34
East Maine Conference Seminary.....	Bucksport.....	1860	1848	37	101	78	101	78	32	28	69	60	-	-	19	17
Erskine Academy.....	South China.....	1891	1883	36	45	34	40	33	22	18	18	15	-	-	40	33
Foxcroft Academy.....	Foxcroft.....	1823	1822	36	149	140	149	140	54	53	95	67	-	-	62	53
Freedom Academy.....	Freedom.....	1836	1836	36	85	75	85	75	19	16	66	69	-	-	42	37
Fryeburg Academy.....	Fryeburg.....	1792	1792	37	100	88	100	88	38	34	62	54	-	-	50	43
Gould's Academy.....	Bethel.....	1836	1836	36	107	94	107	94	52	48	55	46	-	-	69	58
Hampden Academy.....	Hampden.....	1803	1803	36	90	85	90	85	63	60	27	24	-	-	54	52
Higgins Classical Institute.....	Charleston.....	1890	1890	36	89	74	80	76	19	18	61	58	5	5	42	40
Lee normal Academy.....	Lee.....	1845	1845	33	65	42	45	32	37	26	8	6	20	9	11	8
Limerick Academy.....	Limerick.....	1809	1808	33	40	30	27	25	19	15	8	9	10	10	20	18
Limington Academy.....	Limington.....	1848	1848	33	45	30	45	30	37	23	8	10	-	-	38	23
Lincoln Academy.....	Newcastle.....	1801	1805	32	123	112	123	112	37	33	86	75	-	-	52	48
Litchfield Academy.....	Litchfield.....	1845	1839	36	37	35	30	30	23	23	7	7	7	7	25	25

Maine Central Institute.....	Pittsfield.....	1866	1866	37	193	161	190	158	59	57	181	101	3	3	60	55
Mattanawcook Academy.....	Lincoln.....	1847	1847	36	52	42	52	42	28	22	24	20	-	-	33	26
Monmouth Academy.....	Monmouth.....	1809	1803	32	51	48	51	48	31	30	20	18	-	-	41	39
Monson Academy.....	Monson.....	1847	1847	32	56	50	56	50	44	40	12	10	-	-	36	34
North Yarmouth Academy.....	Yarmouth.....	1814	1812	37	68	63	67	62	6	5	61	57	1	1	44	41
Oak Grove Seminary.....	Vassalboro.....	1854	1850	36	102	84	98	85	49	43	49	42	4	3	60	52
Parsonsfield Seminary.....	Parsonsfield.....	1833	1833													
Patten Academy.....	Patten.....	1847	1848	36	48	43	48	43	39	39	5	4	-	-	12	11
Ricker Classical Institute.....	Houlton.....	1848	1847	38	217	145	185	125	28	26	157	99	32	20	38	30
Somerset Academy.....	Athens.....	1846	1846	30	35	33	35	33	23	22	12	11	-	-	33	31
Springfield Normal School.....	Springfield.....	1838	1885	30	54	50	24	18	15	12	9	5	30	18	16	11
Thornton Academy.....	Saco.....	1811	1813	37	152	148	152	148	123	122	29	26	-	-	70	68
Traip Academy.....	Kittery.....	1900		36	71	67	71	67	67	63	4	4	-	-	50	43
Washington Academy.....	East Machias.....	1792	1823													
Wilton Academy.....	Wilton.....	1867	1867	36	94	88	94	88	65	62	29	26	-	-	63	63
Wiscasset Academy.....	Wiscasset.....	1808	1808	35	60	48	60	48	48	40	12	11	-	-	55	49
Total.....		-	-	1,232	3,011	3,585	2,849	2,498	1,478	1,352	1,371	1,146	136	95	1,510	1,337

Special Statistics of Academies, etc.—Continued.

Name.	Whole number in college preparatory course.	Average number in college preparatory course.	Whole number in training course for teachers.	Average number in training course for teachers.	Number of pupils in mathematics.	Number of pupils in English.	Number of pupils in history.	Number of pupils in science studies.	Number of pupils in modern languages.	Number of pupils in ancient languages.	Number graduated present year.	Number intending to enter Maine college.	Number intending to enter other colleges.	Number intending to enter technical schools.
Anson Academy	17	15	-	-	50	61	44	36	11	17	13	-	-	-
Bluehill-George Stevens Academy.....	23	23	-	-	91	91	91	68	17	12	16	2	-	3
Bridgton Academy	32	31	-	-	102	102	40	35	51	31	20	4	-	1
Calais Academy.....	75	70	-	-	110	133	64	36	69	80	25	6	2	4
Cherryfield Academy.....	39	35	-	-	65	79	39	38	32	45	11	2	1	1
Coburn Classical Institute	65	52	-	-	99	115	22	48	23	73	27	11	3	1
Corinna Union Academy.....	20	19	-	-	42	43	40	21	21	21	-	2	1	-
East Corinth Academy.....	8	7	-	1	43	44	32	31	5	8	7	-	-	-
East Maine Conference Seminary.....	50	48	-	-	71	-	34	22	27	29	12	3	1	-
Erskine Academy.....	-	-	-	-	31	40	20	35	-	-	7	-	-	5
Foxcroft Academy.....	55	52	-	-	130	149	64	71	37	49	34	5	2	-
Freedon Academy.....	22	19	21	19	75	25	50	38	25	22	18	6	3	-
Fryeburg Academy.....	50	45	-	-	78	100	42	44	43	45	16	8	3	-
Gould's Academy.....	36	36	-	-	104	104	67	74	32	36	12	1	2	-
Hampden Academy.....	36	36	-	-	70	90	56	54	37	40	14	3	2	-
Higgins Classical Institute.....	35	30	-	-	69	89	57	29	21	5	12	4	1	-
Lee Normal Academy.....	22	13	15	7	49	42	33	16	6	17	1	1	-	-
Limerick Academy.....	10	7	-	-	39	40	25	8	7	10	-	-	-	-
Limington Academy.....	7	6	-	-	34	45	22	18	15	17	3	-	-	-
Lincoln Academy.....	53	50	18	14	116	123	39	47	50	45	19	4	4	3
Litchfield Academy.....	12	12	-	-	37	37	15	27	12	12	2	2	-	-

Maine Central Institute	63	60	22	20	151	193	88	126	-	65	27	15	1	3
Mattanawcook Academy	19	16	-	-	41	38	25	43	16	22	6			
Monmouth Academy	10	9	-	-	51	51	30	25	10	10	5	2		
Monson Academy	14	12	-	-	50	52	21	37	36	14	7			
North Yarmouth Academy	23	21	-	-	66	61	43	36	39	23	5	1		
Oak Grove Seminary	38	33	-	-	90	96	35	48	52	39	13	3	1	
Parsonsfield Seminary														
Patten Academy	36	32	-	-	48	48	36	29	22	14	4	3		
Ricker Classical Institute	94	75	25	20	217	217	90	56	70	94	30	12		
Somerset Academy	2	2	-	-	26	35	18	33	11	2	9	1	-	3
Springfield Normal School	5	5	3	3	42	30	12	26	2	6				
Thornton Academy	82	77	-	-	150	150	85	66	68	93	23	5	2	3
Traip Academy	21	21	-	-	71	71	46	17	24	22	12			
Washington Academy														
Wilton Academy	28	25	-	-	84	94	54	70	15	28	9	5		
Wiscasset Academy	5	4	-	-	42	60	24	20	24	6	10	2	-	1
Total	1,107	1,004	105	84	2,634	2,808	1,521	1,428	996	1,052	430	113	30	28

Special Statistic 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.....	3	10	2	\$4,500	\$2,500	-	\$7,000
Bluehill-George Stevens Academy.....	2	-	2	13,500	5,500	\$150	19,150
Bridgton Academy.....	1	11	5	20,500	10,000	6,750	37,250
Calais Academy.....	1	-	5	4,250	6,000	300	10,550
Cherryfield Academy.....	-	8	3	2,000	10,000	888	12,888
Coburn Classical Institute.....	6	7	6	36,175	65,000	3,000	104,175
Corinna Union Academy.....	1	6	2	500	2,500	1,780	4,780
East Corinth Academy.....	1	6	2	5,500	4,000	-	9,500
East Maine Conference Seminary.....	3	5	5	16,200	25,950	11,436	53,586
Erskine Academy.....	-	3	3	7,780	3,000	500	11,280
Foxcroft Academy.....	9	12	7	15,000	15,000	1,000	31,000
Freedom Academy.....	2	2	4	-	3,500	500	4,000
Fryeburg Academy.....	4	1	5	-	10,000	6,700	16,700
Gould's Academy.....	2	7	4	1,000	6,000	4,000	11,000
Hampden Academy.....	3	6	4	10,900	2,000	200	13,000
Higgins Classical Institute.....	-	8	5	39,000	100,000	-	139,000
Lee Normal Academy.....	-	-	4	-	3,000	2,100	5,100
Limerick Academy.....	-	-	2	1,000	3,500	-	4,500
Limington Academy.....	1	2	2	300	3,500	200	4,000
Lincoln Academy.....	-	11	5	12,737	8,000	1,000	21,737
Litchfield Academy.....	-	-	3	350	2,000	700	3,050
Maine Central Institute.....	4	4	9	43,049	43,000	600	86,649

Mattanawcook Academy	2	2	2	2,200	1,000	-	3,200
Monmouth Academy	-	3	3	2,650	2,500	300	5,450
Monson Academy	1	6	2	3,925	3,000	175	7,100
North Yarmouth Academy	2	2	4	9,300	12,500	1,800	23,600
Oak Grove Seminary	3	7	7	7,000	24,750	6,250	38,000
Parsonsfield Seminary	-	-	-	-	-	-	-
Patten Academy	-	1	3	7,200	1,000	300	8,500
Ricker Classical Institute	3	-	7	22,000	80,000	-	102,000
Somerset Academy	2	3	2	3,500	2,500	3,600	9,600
Springfield Normal School	-	-	3	-	1,800	-	1,800
Thornton Academy	4	10	10	136,000	75,000	-	211,000
Traip Academy	1	11	3	21,858	45,114	6,473	73,445
Washington Academy	-	-	-	-	-	-	-
Wilton Academy	-	4	4	-	15,000	650	15,650
Wiscasset Academy	2	5	3	-	2,000	500	2,500
Total	63	175	148	\$487,674	\$600,114	\$61,882	\$1,099,650

Special Statistics of Academies, etc.—Concluded.

Names.	INCOME—CURRENT.								EXPENDITURES—CURRENT.								
	Invested funds.	Town.	State appropriation.	State free high school funds.	Tuition.	Fees.	Gifts.	Other sources.	Total.	Teachers' salaries.	Janitors' services.	Books, appliances, etc.	Repairs.	Other purposes.	Total.	Balance on hand July 1, 1907.	Deficiency.
Anson Academy	\$267	\$500	\$500	-	\$230	-	-	-	\$1,497	\$1,150	\$26	\$43	\$89	\$47	\$1,355	\$142	
Bluehill-George Stevens Academy.	700	500	750	-	250	-	-	-	2,200	1,800	135	50	-	310	2,295	-	\$95
Bridgton Academy	718	-	750	-	2,270	-	-	\$390	4,128	2,950	120	252	116	553	3,991	137	
Calais Academy	254	1,992	500	\$250	230	-	-	-	3,226	2,716	100	346	35	100	3,297	-	71
Cherryfield Academy	120	900	750	250	108	-	-	1,094	3,222	1,590	63	113	12	546	2,343	898	
Coburn Classical Institute	1,578	-	500	-	4,162	-	\$2,256	-	8,490	5,509	420	150	188	2,223	8,490	-	
Corinna Union Academy	57	350	500	250	15	-	-	200	1,372	1,015	22	54	17	242	1,350	22	
East Corinth Academy	160	250	500	250	-	-	-	-	1,160	900	33	50	7	121	1,111	49	
East Maine Conference Seminary ..	703	-	750	-	3,388	-	552	7,533	12,924	4,259	7,770	-	-	848	12,877	47	
Erskine Academy	450	253	500	-	150	-	-	-	1,350	1,190	30	20	60	50	1,350	-	
Foxcroft Academy	87	1,000	750	250	1,850	-	-	60	3,997	3,425	216	-	25	378	4,044	-	47
Freedom Academy	-	500	1,000	-	1,040	-	-	-	2,540	2,000	75	85	115	175	2,450	90	
Fryeburg Academy	301	-	750	-	2,660	-	85	-	3,796	3,550	165	127	72	1,228	5,142	-	1,346
Gould's Academy	113	-	750	-	2,012	-	390	56	3,321	2,650	134	127	18	344	3,273	48	
Hampden Academy	550	500	750	250	216	-	-	-	2,266	1,692	42	250	100	140	2,224	42	
Higgins Classical Institute	1,349	-	500	-	1,376	\$11	500	72	3,808	3,150	250	69	50	791	4,310	-	502
Lee Normal Academy	-	-	1,000	-	543	-	-	55	1,598	1,345	30	19	23	225	1,642	-	44
Limerick Academy	40	500	500	-	-	-	-	-	1,040	917	44	-	64	146	1,171	-	131
Limington Academy	10	388	-	250	-	-	20	278	946	788	-	-	20	138	946	-	
Lincoln Academy	763	-	1,000	-	2,479	-	-	-	4,242	3,360	150	43	268	263	4,084	158	
Litchfield Academy	-	-	500	-	505	-	20	123	1,148	950	23	26	55	33	1,087	61	

Maine Central Institute	812	1,025	1,000	250	2,392	-	-	1,323	6,802	3,850	350	617	571	1,134	6,522	280	
Mattanawcook Academy	132	500	500	250	-	-	-	180	1,562	1,144	41	-	-	89	1,274	288	
Monmouth Academy.....	79	750	500	-	140	-	-	-	1,469	1,175	33	20	5	84	1,317	152	
Monson Academy.....	157	350	500	250	-	-	-	-	1,257	1,020	40	-	90	105	1,255	2	
North Yarmouth Academy.....	403	-	750	-	1,565	-	-	175	2,893	2,288	-	30	130	191	2,639	254	
Oak Grove Seminary.....	360	890	750	-	1,180	-	2,705	9,986	15,781	3,592	1,981	633	1,287	5,617	13,110	2,671	
Parsonsfield Seminary																	
Patten Academy	364	800	500	250	75	-	-	18	2,007	1,292	191	44	69	400	1,996	11	
Ricker Classical Institute	847	-	1,000	-	3,512	1,266	179	2,700	9,504	3,614	506	346	136	4,903	9,499	5	
Somerset Academy	347	300	500	-	117	-	-	-	1,264	933	30	90	4	142	1,199	65	
Springfield Normal	-	450	500	250	154	-	-	-	1,354	1,050	45	-	59	100	1,254	100	
Thornton Academy.....	10,634	2,550	-	250	890	-	-	-	14,354	7,011	700	2,148	437	701	10,997	3,357	
Traip Academy.....	1,233	1,500	-	250	50	-	-	-	3,033	1,771	480	85	101	611	3,048	-	
Washington Academy																	
Wilton Academy.....	-	1,250	750	250	732	-	-	-	2,982	2,387	158	-	-	477	2,982	-	
Wiscasset Academy	-	500	500	250	92	-	-	106	1,448	1,363	-	46	29	-	1,438	10	
Total	\$23,588	\$18,435	\$21,250	\$4,000	\$34,381	\$1,277	\$6,701	\$24,349	\$133,981	\$79,356	\$14,403	\$5,883	\$4,246	\$23,455	\$127,343	\$8,889	\$2,236

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SUPERINTENDENT'S REPORT.

ANALYSIS OF SPECIAL STATISTICS OF ACADEMIES, SEMINARIES AND INSTITUTES FOR THE YEAR ENDING JULY 1, 1907.

SUMMARY.

I. Assets Permanent :	
Amount of endowment	\$437,674
Value of grounds, buildings etc.....	600,114
Value of other property.....	61,862
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Total assets	\$1,099,650
II. Income—Current :	
From invested funds	\$23,588
Received from towns	18,435
Received from State (appropriation).....	61,250
Received from State (high school fund)....	4,000
Received from tuition	34,381
Received from fees	1,277
Received from gifts	6,701
Received from all other sources	91,167
	<hr/>
Total income—current	\$240,799
III. Expenditures—Current :	
For teachers' salaries	\$148,613
For janitors' services	14,403
For books, apparatus etc	5,883
For repairs	4,246
For all other purposes.....	61,016
	<hr/>
Total expenditures—current.....	\$234,161
Balance—total credit balances.....	\$8,889
Deficiency—total balances over expended...	2,251
Net balance unexpended.....	6,638

IV. Number of pupils who studied	
Mathematics	2,967
English	3,163
History	1,561
Science	1,799
Modern languages	1,313
Ancient languages	1,070
V. Teachers, Attendance etc.:	
Number of teachers including president or principal	148
Number of weeks in session between July 1, 1906, and July 1, 1907	1,268
Number of pupils enrolled	3,698
Average number of pupils in attendance....	3,272
Number of pupils pursuing academic studies exclusively	2,849
Average number of pupils pursuing academic studies exclusively	2,498
Whole number of resident pupils pursuing academic studies exclusively	1,478
Average number of resident pupils pursuing academic studies exclusively	1,352
Number non-resident pupils pursuing academic studies exclusively	1,371
Average number non-resident pupils pursuing academic studies exclusively	1,146
Whole number pursuing common school studies	136
Average number pursuing common school studies	95
Whole number in English academic course..	1,510
Average number in English academic course	1,337
Whole number in college preparatory course	1,107
Average number in college preparatory course	1,004
Whole number in training course for teachers	105
Average number in training course for teachers	84
Number graduated present year	546

Number intending to enter Maine colleges.	113
Number intending to enter other colleges...	30
Number intending to enter technical schools	28
Number intending to enter institutions not heretofore mentioned	63
Number who do not intend entering any higher institution of learning	175

SPECIAL FINANCIAL REPORT OF UNIVERSITY OF
MAINE.

JANUARY 10, 1908.

*Honorable Payson Smith, State Superintendent of Public
Schools, Augusta, Maine:*

Dear Sir:—Herewith please find the report of the University of Maine, in accordance with Section 82, Chapter 15, of the Revised Statutes of Maine.

Yours very truly,

GEO. E. FELLOWS.

INCOME OF THE UNIVERSITY OF MAINE FROM JULY 1, 1906, TO JULY 1, 1907.

Cash balance July 1, 1906.....	\$9,348 87
Coburn fund	\$4,000 00
Land grant fund.....	5,915 00
Morrill fund.....	25,000 00
State.....	40,000 00
Student receipts.....	31,758 27
	\$106,673 27

RECEIPTS OF THE UNIVERSITY OF MAINE FROM JULY 1, 1906 TO JULY 1, 1907.

Bills payable	\$15,000 00
Bills receivable	760 00
Carnegie Library.....	40,011 93
Diplomas	166 63
Interest and discount	207 96
Rents.....	1,163 28
Sundry receipts.....	693 96
	\$58,004 46
Total receipts.....	\$174,026 70

EXPENSES OF THE UNIVERSITY OF MAINE FROM JULY 1, 1906, JULY 1, 1907.

CURRENT EXPENSES:

Salaries	\$69,257 09
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DEPARTMENTS:

Agriculture (including Farm, Animal Industry and Horticulture).....	\$4,644 66
Bacteriology & Veterinary Science.....	285 05
Biology.....	617 76
Civil engineering	102 50
Electrical engineering.....	320 00

Mathematics & Astronomy	20	00	
Mechanical engineering.....	201	59	
Military science.....	64	19	
Physical education.....	130	69	
Pharmacy	11	76	
Physics	229	55	\$6,627 75
GENERAL EXPENSES:			
Advertising.....	636	95	
Bills payable	22,500	00	
Care of buildings.....	1,915	20	
Commencement.....	306	38	
Commons	731	25	
Freight & express.....	535	83	
Furniture & fixtures.....	1,548	01	
Grounds.....	1,642	86	
Heating buildings.....	4,223	14	
Incidentals	175	14	
Insurance.....	1,785	51	
Library	2,282	78	
Law library.....	513	16	
Lighting buildings & grounds.....	1,610	30	
Miscellaneous	2,486	07	
Mt. Vernon house.....	369	78	
Oak Hall.....	489	53	
Postage, printing & stationery	794	83	
Power, heat and light.....	310	78	
Prizes	107	50	
Office	594	51	
Reading room.....	107	48	
Repairs	4,901	58	
Scholarships.....	150	00	
Shop.....	348	64	
School inspection	107	51	
Track.....	31	46	
Treasury.....	32	80	
Trustees' expenses.....	100	00	
Water supply.....	2,094	54	\$53,433 52
SUNDRY EXPENSES:			
Carnegie Library.....			\$44,695 49
Cash balance July 1, 1907.....			12 94
			<hr/>
			\$174,026 79
Faculty of Instruction and Investigation.....			83
NUMBER AND LENGTH OF TERMS:			
Regular college course of two semesters of eighteen weeks each.			
College of law, three terms of 11, 10, and 11 weeks respectively.			
Summer term of five weeks.			
Winter courses in Agriculture, eight weeks.			
ATTENDANCE 1907-1906:			
Regular college course, each semester	605		
College of law, each term	97		
Summer term	93		
Winter courses.....	12		

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 1906-7.

COMPARATIVE SUMMARY.

COMPARATIVE SUMMARY.					LARGEST ATTENDANCE.	
School.	Year ending.	Number entering.	Number graduated.	Average attendance per year.	Number.	Term.
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	
Farmington	June 13, 1907....	118	48	158	188	Winter.
Castine	June 11, 1907....	90	37	112	124	Spring.
Gorham.....	June 17, 1907....	112	53	155	178	Winter.
Presque Isle.....	June 5, 1907....	25	17	36	41	Spring.]
Totals.....		345	155	461	531	1907

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 13, 1907.

To the Trustees of the Normal Schools:

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

Number entering	118
Registered in fall term	122
Registered in winter term	188
Registered in spring term	163
Number of different pupils	251
Number graduating	48

The teachers for the year have been Principal, Geo. C. Purington, A. M.; assistants, Wilbert G. Mallett, A. B., Hortense M. Merrill, Kate H. Pattangall, A. M., Katherine E. Abbott, Carolyn A. Stone, Mary A. Bradbury for fall term, Edda C. Locke, winter and spring terms, Louise W. Richards, teacher of music. Training schools: Principal and critic teacher, Lillian I. Lincoln; assistants, Louise W. Richards, seventh, eighth and ninth grades; Bertha M. Ogden, fifth and sixth grades; Maude B. Cole, third and fourth grades; Ida M. Wooster, first and second grades.

Owing to sickness in her family Miss Bradbury, who had been with us for a year and had done excellent work, was obliged to give up her position. We were fortunate in getting Miss Edda C. Locke, a graduate of the school in 1891 and a Model school teacher in 1891-2, to finish the year.

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

CLASS OF 1907.

Emma Louise Atwood, Litchfield	Bessie May Bailey, Durham
Abby Ethel Ballard, Fryeburg	Una Louise Bangs, Farmington
Mary Barton Banks, Augusta	Mildreth Beatrice Brackett, Clinton
Annie Lilla Bradford, Turner	Lena Belle Bragdon, Sanford
Alicia Celestia Carvill, Farmington	Jessie Alice Chapman, Lovell
Edith Maud Clark, Burlington	

Adelaide Geneva Coffin, Harrington.
 Rena Warren Corson, New Sharon
 Grace Emma Dearing, Webster
 Hattie Elmira Doble, Farmington
 Margaret Stanton Drury, South Berwick
 Eva Gertrude Erickson, North Berwick
 Lillian Marion Fernald, Sanford
 Alice Drucilla Gammon, Norway
 Edith Muriel Giffin, Farmington
 Sarah Mertice Gott, Rockland
 Arthur Elisha Hoyt, Ripley
 Dorcas Russell Hoyt, Fort Fairfield
 Eunice Mae Hoyt, Ripley
 Harriet Jane Johnson, Machias
 Lena May Lowell, Chesterville
 Rosa Theo Martin, Mattawamkeag
 Lora Elzena Norris, Wayne
 Zetta May Nudd, Gardiner
 Mayme Hannah Peavey, Canaan
 Helen Jackson Piper, Damariscotta
 Augusta Mildreth Porter, Pembroke
 Corinna Carleton Prescott, Orange, N. J.
 Ermina Field Sawtelle, Oakland
 Abby Luceba Smith, Fryeburg
 Lola Deane Smith, Norway
 Annie Stoehr, Webster
 Adelaide Angeline Swazey, Lincoln
 Florence May Thomas, Rockland
 Florence Mary Tilton, Farmington
 Edith Lowe Tobey, Norridgewock
 Martha Mae Tobey, Fairfield
 Velma Josephine Walker, Farmington
 Elmer Harrison Webber, Mt. Vernon
 Nellie Loretta Webster, Farmington
 Nora Ethel Weymouth, Guilford
 Harriet Jessie Wilder, Pembroke
 Abbie Elizabeth Woodbury, Lovell

Somerset, 5; Washington, 4; York, 4 and one from out of the
 Androscoggin, 4; Aroostook, 1; Franklin, 8; Kennebec, 7;

Knox, 2; Lincoln, 1; Oxford, 6; Penobscot, 4; Piscataquis, 1; Somerset, 5; Washington, 4; York, 4 and one from out of the State.

The average age of the class is 22 years, 7.3 months. Forty-one have had experience in teaching outside of the work they have done in our training school ranging from 9 to 262 weeks, or an average of 70.2 weeks. There are ten who have taught over 100 weeks each. It is a strong class in all respects.

The demand for teachers has steadily increased since last year and from actual records we have been able to supply only one-fourth of the calls we have had. Over half of the graduating class are engaged at salaries averaging 20% larger than last year. If superintendents would take hold of the matter earnestly and advise young teachers to attend the Normal Schools, it would be but a few years before Maine had an adequate teaching force of well trained teachers. There is something wrong when the attendance on the schools is but little more than half what they can care for.

Our chemical laboratory is now completed and fully equipped. It is, we believe, a model in every respect. The appropriation made by the present legislature will enable us to complete the building according to the original plans and give us sufficient room for present needs. We are very glad that at last we can make a beginning in manual training. It is destined, we believe, to make a revolution in the methods of teaching and will be of untold benefit in our industrial development, more because of the liking for industrial work that it will create in the children of our schools than from the actual skill that may be developed in them.

I again renew my recommendation for the establishment of an advanced course. It is the only thing that will increase the attendance of young men upon the Normal Schools outside, of course, of a large increase in salaries paid.

Respectfully submitted,

GEO. C. PURINGTON.

CASTINE, MAINE, JUNE 11, 1907.

To the Trustees of the State Normal Schools:

GENTLEMEN:—I respectfully submit my eighteenth annual report of Eastern State Normal school.

ATTENDANCE.

Number entering the school	90
Number attending the fall term	104
Number attending the winter term	109
Number attending the spring term.....	124
Total enrollment for the year	337

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, fall term; Lillian A. Ridley, winter and spring terms, in the normal school and Mary L. Hastings, critic teacher, Mary B. Bills, Beth M. Jellison and Annie F. Shepherd in the training schools.

At the end of the fall term Miss Mudgett was obliged to leave on account of ill-health and Miss Lillian A. Ridley has taken her work. I recommend the re-election of all the present teachers and that Miss Lillian A. Ridley be given charge of the department of manual training and that another teacher be elected to take Miss Mudgett's place. I hope Miss Jellison's salary will be increased \$100.

MODEL TRAINING SCHOOLS.

These schools continue to improve. The number of pupils is increasing and the teachers have done fine work during the year. Next year two of these schools will occupy the new building where they will have much better accommodations than in the past.

THE YEAR'S WORK.

I am glad to be able to report another very pleasant year in this school. There has been the utmost harmony among the teachers and pupils and the attendance has been somewhat larger than last year. The number entering has been 90, which is 10 greater than last year and 30 more than the year before.

NEEDS OF THE SCHOOL.

I know it is useless to call attention to our needs as the Trustees have not the funds to do more for us than is being done. If \$2,000 more money were annually appropriated to this school we

should not have too much. While I recommend the election of one more teacher we need two and there ought to be some one employed to do the clerical work of the school. The fee paid by the students is not sufficient to pay the necessary incidental expenses of the school, including the supplies, sending of catalogues and other postage, printing, express and freight bills, expenses of graduation, keeping up the general library, reading room and many other similar expenses.

I recommend that diplomas be granted the 37 persons whose names appear below :

Albert F. Barnes, St. George; Myra C. Bailey, Monroe; Jessie A. Burr, Springfield; Katie I. Candage, Surry; Gertrude M. Coggins, Hancock; Elizabeth L. Daigle, Fort Kent; Nellie G. Delano, Verona; Dorothy L. Dresser, Millbridge; Annie R. Elliott, Dyer Brook; Esther L. Emery, Surry; Myrtie M. Frye, Hope; Everett L. Gray, Brooksville; Ruby F. Higgins, Mount Desert; Howard R. Houston, Bucksport; Grace M. Howes, Washington; Cecil E. Hutchings, Penobscot; Jeannette F. Jones, Bangor; Bernice M. Kennedy, Passadunkeag; Marion W. Kneeland, Stockton Springs; Annie L. Little, Bristol; Ethel B. Marshall, St. George; Mabel C. Morey, Orono; Grace E. Murdock, Springfield; Clarence A. Nash, Harrington; Elizabeth E. Nelson, Lowell; Dora I. Owen, Brownville; Georgia B. Pendleton, Islesboro; Charles A. Piper, Eastbrook; Ethel Reynolds, Lamoine; Bertha E. Saunders, Deer Isle; Bessie M. Smith, Danforth; Grace I. Thayer, Orrington; Mabell E. Sweet, Holden; Etta R. Vogell, Castine; Anna E. Wardwell, Castine; Alma B. Wilson, Dennistown; Mildred P. Wilson, Penobscot.

Respectfully,

ALBERT F. RICHARDSON.

GORHAM, MAINE, June 17, 1907.

To the Trustees of the State Normal Schools:

I have the honor to submit the following report of the Western State Normal School for the year ending June 20, 1907.

ENROLLMENT.

Both the number entering and the number attending this year exceed that of any previous year in the history of the school. The average age and preparation of the students is fully equal to

that of any previous year, although there have been a few pupils in the school who were, when they entered, under seventeen years of age and although there are still several who are not graduates of a standard high school. The detailed statement of attendance is as follows:

Number entering	112
Number to be graduated	53
Number attending the first term	138
Number attending the second term	178
Number attending the third term	148

FACULTY.

The teachers for the year have been: Walter E. Russell, A. B., Principal, Herbert Poole, Viola M. White, Katharine Halliday, Gertrude L. Stone, A. M., M. Grace Fickett, A. B., Carol M. Holland, Sara E. Lewis, assistants; Cora B. Dillingham, Supervisor of Grammar grades and Katherine C. Aageson, Supervisor of Primary grades.

CANDIDATES FOR GRADUATION.

Grace Elizabeth Alden, Portland; Marion Ethel Batchelder, Sandford; Elveretta S. Blake, Portland; Mamie Beulah Beal, Auburn; Maud Aurelia Boothby, Cornish; Grace DeForest Bradbury, Hollis; Amanda Hutton Browne, Calais; Bertha Buzzell, Standish; Ethel Bessie Caswell, Portland; Letitia Mary Day, Lisbon; Ethel Isabel Duckworth, Lisbon; Mildred Evelyn Emery, Steep Falls; Lulu Spencer Farrington, Portland; Annie Gertrude Foley, Rumford Falls; Vena May Garvin, Sanford; Helen Greenlaw, Calais; Virginia Gertrude Greenleaf, Auburn; Bessie Caroline Haley, Kittery; Mabelle Idelle Hill, Jackson, N. H.; Ida Maud Hodgkins, Warren; Eva May Howard, Bridgton; Leah A. Hubbard, North Berwick; Lida Golder Ladd, Portland; Adelia Blanche Libby, Westbrook; Esther Emily Libby, Westbrook; Eva Abigail Libby, Augusta; Gertrude Martin, Hiram; Edith Ellis Meserve, Jackson, N. H.; Mary Julia Montgomery, Portland; Mary Ethel Morrill, Westbrook; Ruth M. Morrison, Phippsburg; Mabel Geneva Morse, Portland; Mary Catherine Margaret Murphy, Eastport; Julia Belle Nelson, New Gloucester; Ethel May Nichols, Searsport; Florence Vesta Nichols, Augusta; Morna Louise Nugent, Windham; Dora Sarah Partridge,

Pemaquid Beach; Bertha Irene Parker, Bridgton; Edith Cushman Pendexter, Auburn; Josephine Maud Pratt, Windham; Myra Arvilla Seavey, Wells; Marion Brown Skillings, Portland; Edith Whitney Smith, Gorham; Lucy Mae Sweetsir, New Gloucester; Clara Amanda Taylor, W. Kennebunk; Marjorie May Thurston, Andover; Elizabeth Munroe Tuttle, Freeport; Helen Florence Wakefield, Porter; Tressa Florence Warren, Lyman; Hazel Isabel West, Saco; Adelaide Iola Willard, Kennebunk; Melvina Elizabeth Williams.

PRACTICE SCHOOLS.

We have made the same use of the practice schools in this building that we did last year. They have provided seven weeks each actual teaching for thirty-three pupils. The remaining members of the graduating class have done their practice teaching in the schools of Westbrook. We have used four rooms there, two in the primary and two in the grammar grades. This work has proved very satisfactory. To accommodate the larger class expected next year we shall need seven rooms in addition to our own practise schools. I recommend that the State add fifty dollars to the salary of the teacher of each school outside of Gorham which we may use for practice school work. I also recommend that the eighth and ninth grade school in this building be used for the coming year as an observation school.

MANUAL TRAINING.

As arrangements have already been made by the town and the State to fit up a room in this building for manual training and to establish a school therein, I recommend that Mr. H. L. Berry, the teacher of manual training in Westbrook, be employed to take charge of this course.

ADDITIONAL TEACHER.

Owing to the large increase in the attendance of this school, which necessitates more daily recitations than formerly, the present teaching force is insufficient to do the work. I recommend the employing of an additional teacher with broad enough training to teach in several departments.

I am very respectfully yours,

WALTER E. RUSSELL.

PRESQUE ISLE, MAINE, June 5, 1907.

To the Honorable Board of Normal School Trustees:

GENTLEMEN:—I have the honor to submit herewith my fourth and last annual report of the Aroostook State Normal School.

Number entering fall term.....	12
Number attending fall term	28
Number entering winter term	9
Number attending winter term	41
Number entering spring term	4
Number attending spring term	40
Total attendance for the year.....	109
Average attendance	36
Number graduating	17
Number of different pupils registered in four years...	113
Total registration during four years.....	366
Number graduated in four years	40

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

Helen Lydia Bragg, Bessie Alyne Cox, Laura Jane Crouse, Sadie Mae Duncan, Leo Woodbury Farrar, William Emery Finch, Abbie Sylvester Gould, Hazelle Rosetta Gould, Ida Blanche Jacques, Mary Mabel Kinney, Julia Annie L'Abbe, Claude Elbridge McClaskey, Kate Augusta Nevers, Hannah Alice Phair, Lizzie Agatha Powers, Alice Belle Thomas, Minnie Belle Tibbetts.

The teachers for the year have been Irving O. Bragg, Principal; Leo W. Farrar, Ardelle M. Tozier, Nellie W. Jordan, Mary H. Gussman, assistants; Florence M. Hale principal in the training school; Agnes B. Davis, Elsie G. Merrill, Harriet F. Huson, Helen L. Bragg, (spring term) assistants.

Respectfully submitted,

IRVING O. BRAGG.

FORT KENT, MAINE, June 8, 1907.

To the Trustees of the State Normal Schools:

GENTLEMEN:—The following is a report for the Madawaska Training School for the year ending June 7, 1907.

ATTENDANCE.

Number entering the school	85
Number attending the autumn term	99
Number attending the winter term	111
Number attending the spring term	75
Number of different pupils	116
Number graduating	20

The teachers for the year have been Mary P. Nowland, Principal; May Brown, Emma J. Bresnahan, Modeste E. Guimond.

The number beginning their work in the autumn was smaller than that of last year. This was due largely to the raising of the standard of admission, several for this reason being unable to pass the examination. The reverse is true of the graduating class which numbers twenty, being in point of numbers larger, with one exception, than any preceding class, while in point of scholarship, deportment and general helpfulness it merits the highest praise. During the autumn term fifty-nine pupils were in the boarding-house; during the winter the number was sixty-two.

Despite the long and most inclement winter and the more than usual amount of sickness in the school, the time has passed very profitably and pleasantly.

In the school-building, new seats have taken the place of the old ones and new hardwood floors have been laid.

Another teacher has been promised the school for the coming year. We shall thus be enabled to do more and better work, work which I very much hope may include Manual Training.

If this could be introduced into the school it would, I think, be of greater service to the school and territory than any other branch, except Domestic Science.

Both would be a success, the first because of the natural aptitude of the boys and girls for such work and because of the large number of boys who attend the school—the second because of the self-boarding which is carried on, this affording a larger practice-class for Domestic Science than can be found elsewhere in the State of Maine.

THE GRADUATING CLASS OF 1907.

Albertine E. Audibert, Fort Kent; Sophie M. Boutote, Fort Kent; Felix Beaulieu, St. David; Lucie A. Cyr, Madawaska; Flavie M. Cyr, Madawaska; Edee Cyr, Madawaska; Arthur R. Daigle, Fort Kent; Catherine Daigle, Fort Kent; Anastasie Daigle, Fort Kent; Marie Daigle, Fort Kent; Elizabeth Daigle, Madawaska; Anna Guy, Fort Kent; Francois Herbert, Madawaska; Marie Michaud, Fort Kent; Severin Morneault, Grand Isle; Rose E. Nadeau, Fort Kent; Dina M. Plourd, Fort Kent; Thos. S. Pinkham, Fort Kent; Sophronia and Alice E. Sinclair, Wheelock.

Respectfully submitted,

MARY P. NOWLAND...

FISCAL STATEMENT.

The resources and expenditures for the normal schools and training school, for the fiscal year 1907, 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, 1907.

Annual appropriation for normal schools.....	\$43,000.00
Special appropriation for Farmington Normal School	4,500.00
Special appropriation for Castine Normal School	8,000.00
Special appropriation for Gorham State Normal School	3,250.00
Special appropriation for Aroostook State Normal School	10,000.00
Special appropriation for Madawaska Training School	2,000.00
	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>
Total resources	\$70,750.00

EXPENDITURES, 1907.

For salaries	\$34,174.87
For fuel	5,503.76
For water	342.50
For light	343.89
For books	138.54
For diplomas	196.00
For repairs	3,340.04
For apparatus	960.40
For Farmington (special appropriation).....	4,500.00
For Castine (special appropriation).....	8,000.00
For Gorham (special appropriation).....	3,250.00
For Presque Isle (special appropriation).....	10,000.00
For Fort Kent (special appropriation).....	2,000.00
	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>
Total expenditures	\$70,750.00

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, 1907.

The 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.

It will be noticed that, while the whole number of different scholars attending school, (meaning the number of different names registered at some time during the year) has increased over one thousand, yet the average registered attendance per term and average daily attendance per term have apparently decreased, the former about 1000 and the latter over two thousand. These figures, without explanation, would be misleading and show a comparative decrease in attendance which does not in reality exist.

The reason for this is that, in last year's blanks for statistics of the common schools, only two terms were recognized, viz., the spring term and the fall and winter term taken as one. In these returns the few towns that maintained summer terms were instructed to regard them as simply a continuation of the spring term. The fall and winter terms were also regarded as one continuous term.

In the returns for 1907, four terms are recognized and the comparative small enrollment of 18,638 in summer terms brings

the average enrollment, or average registered attendance, to a much lower comparative figure than it would have been if the spring and summer terms had been considered only as one term.

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.

	1906.	1907.
Whole number of persons in State between ages of 5 and 21	210,288	209,950
Decrease	338	
Whole number of different scholars attending school	130,547	131,671
Increase	1,124	
Average registered attendance per term	115,566	114,564
Decrease	1,002	
Average daily attendance per term....	97,580	94,906
Decrease	2,674	

II. LENGTH OF SCHOOLS.

Average length for year	27w	25w 4d
Decrease	1w 1d	
Aggregate number of weeks for year..	123,492	119,415
Decrease	4,077	

III. TEACHERS.

Number of different teachers employed during year	6,650	6,755
Increase	105	

Number continued in same school during year	2,594	2,535
Decrease		59
Number who had had previous experience	5,642	5,606
Decrease		36
Number who were graduates of normal schools	1,653	1,641
Decrease		12
Number holding State certificates	1,114	1,121
Increase		7
Number who attended teachers' meetings	3,489	3,454
Decrease		35
Number who attended summer schools for teachers	1,034	924
Decrease		110
Number of male teachers in spring terms	361	299
Decrease		62
Number of male teachers in fall and winter terms	464	460
Decrease		4
Number of female teachers in spring terms	4,401	4,421
Increase		20
Number of female teachers in fall and winter terms	4,613	4,698
Increase		85
Average wages of female teachers per month	\$38.99	\$39.98
Increase		\$.99
Averages wages of female teachers per week	\$7.48	\$7.39
Decrease		\$.09
Amount paid or teachers' services and board and janitors' services	\$1,322.629	\$1,433.978
Increase		\$111,349
IV. TEXT-BOOKS, SCHOOL LIBRARIES AND SCHOOL APPLIANCES.		
Amount expended for free text-books.	\$99,436	\$111,099
Increase		\$11,663

Number of schools having libraries...	735	789
Increase	54	
Number of volumes in school libraries	37,095	43,099
Increase	6,004	
Amount expended for new buildings, repairs, insurance and school appli- ances	\$324,732	\$393,353
Increase	\$68,621	
Value of schoolroom and schoolyard improvements not paid for by town.	\$8,499	\$7,274
Decrease	\$1,225	

V. NUMBER AND CHARACTER OF SCHOOLS.

Whole number of schools in State....	4,549	4,602
Increase	53	
Number of graded schools	2,009	2,069
Increase	60	
Number of ungraded schools	2,540	2,533
Decrease	7	
Number of schools located in rural communities	2,677	2,680
Increase	3	
Number of different pupils registered in rural schools	53,307	52,946
Decrease	361	
Number of school located in villages..	1,110	1,131
Increase	21	
Number of different pupils registered in village schools	42,894	43,834
Increase	940	
Number of schools located in cities....	762	791
Increase	29	
Number of different pupils located in city schools	34,346	34,891
Increase	545	
Number of rural schools using a pre- scribed course of study.....	967	928
Decrease	39	
Number of village schools not using a prescribed course of study	146	220
Increase	74	

Number of schools having active School Improvement Leagues.....	597	584
Decrease	13	

VI. NUMBER AND CONDITION OF SCHOOLHOUSES.

Number of schoolhouses in State.....	3,901	3,989
Increase	88	
Number reported in good condition...	3,318	3,299
Decrease	19	
Number supplied with flags	2,187	2,263
Increase	76	
Number built during year	47	52
Increase	5	
Cost of same	\$172,169	\$214,606
Increase	\$42,437	
Estimated value of all school property.	\$5,893,989	\$6,151,746
Increase	\$257,757	

VII. SCHOOL SUPERINTENDENCE.

Number of terms of school not visited as required by law	184	337
Increase	153	
Number of teachers who failed to re- turn registers	13	32
Increase	19	
Amount paid by towns for superin- tendence	\$71,163	\$71,663
Increase	\$500	
Increase	\$257,757	

VIII. RESOURCES AND EXPENDITURES.

Amounts available from town treas- uries	\$1,018,601	\$1,098,707
Increase	\$80,106	
Amounts available from State Treas- ury	\$570,982	\$578,428
Increase	\$7,446	
Amounts derived from local funds....	\$49,161	\$41,477
Decrease	\$7,684	
Total school resources (school fund proper)	\$1,638,744	\$1,718,582
Increase	\$79,838	

Balance unexpended (school fund proper)	\$64,399	\$94,330
Increase	\$29,931	
Amounts expended for new school-houses	\$172,169	214,606
Increase	\$42,437	
Amounts expended for insurance, repairs, apparatus etc	\$152,563	\$178,747
Increase	\$26,184	
Amount expended for free text-books	\$99,436	\$111,099
Increase	\$11,663	
Amounts expended for local superintendence	71,163	\$71,663
Increase	\$500	
Total expenditures for common schools	\$2,040,285	\$2,231,947
Increase	\$191,662	
Amount of common school fund voted by towns	\$934,958	\$1,037,859
Increase	\$102,901	
Amount raised per scholar	\$4.44	\$4.94
Increase	\$0.50	

FREE HIGH SCHOOLS.

COMPARATIVE STATEMENT.

I. NUMBER AND LENGTH.

	1906	1907.
Number of free high schools receiving aid from the State	235	230
Decrease	5	
Number established by towns.....	234	229
Decrease	5	
Number established by precincts.....	I	I
Total number of weeks	6,631	6,458
Decrease	173	
Average number of weeks to each school	28w 1d	29w 4d
Increase	1w 3d	

II. ATTENDANCE.

Number of scholars registered.....	13,256	13,124
Decrease	132	
Average attendance	11,781	11,727
Decrease	54	
Per cent. of average attendance .....	.89	.89
Number of common school teachers who were pupils	438	401
Decrease	37	
Number attending from rural communities	4,713	4,116
Decrease	597	
Number attending from villages.....	4,937	5,016
Increase	79	
Number attending from cities.....	3,606	3,992
Increase	386	

III. SCOPE OF INSTRUCTION.

Number pursuing academic studies exclusively	11,272	11,374
Increase	102	
Number of resident pupils pursuing academic studies exclusively	9,922	10,252
Increase	330	
Number of non-resident pupils pursuing academic studies exclusively....	1,406	1,122
Decrease	284	
Number pursuing common school studies	1,516	1,299
Decrease	217	
Number pursuing English academic course	5,971	5,729
Decrease	242	
Number pursuing college preparatory course	4,024	4,318
Increase	294	
Number pursuing training course for teachers	207	139
Decrease	68	
Number studying higher mathematics. Increase	11,406	11,422
Increase	16	
Number studying English literature, rhetoric etc.	12,290	12,361
Increase	71	
Number studying ancient and modern history	7,349	7,610
Increase	261	
Number studying the natural sciences. Decrease	5,829	5,463
Decrease	366	
Number studying modern languages... Increase	4,019	4,726
Increase	707	
Number studying ancient languages... Increase	5,529	5,678
Increase	149	
Number who were graduated the present year	1,664	1,706
Increase	42	

Number who intend to enter a Maine College	330	397
Increase	67	
Number who intend to enter other col- leges	89	101
Increase	12	
Number who intend to enter technical schools	89	75
Decrease	14	
Number who intend to study in institu- tions not named above	199	268
Increase	69	
Number of rural residents intending to enter college	541	416
Decrease	125	
Number of village residents intending to enter college	696	788
Increase	92	
Number of city residents intending to enter college	439	499
Increase	60	

APPENDIX--I.

COMMON SCHOOL STATISTICS.

Compiled from Annual Returns of School Superintendents and Fiscal Returns of Municipal Officers, for the Year Ending April 1, 1907.

ANDROSCOGGIN COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Auburn	4,570	1,920	-	1,942	1,874	1,865	-	1,806	1,740	.39	2,128	12	-	15	9
Durham	480	187	-	203	201	159	-	173	166	.34	239	9	-	9	10
East Livermore	761	456	-	412	400	392	-	346	329	.46	485	11	-	14	11
Greene	173	99	-	97	78	84	-	81	53	.42	122	9	-	10	10
Leeds	291	189	-	184	173	159	-	155	122	.50	189	9	-	9	8
Lewiston	8,121	2,525	-	2,132	2,216	1,796	-	1,700	1,697	.21	2,597	12	-	15	11
Lisbon	1,197	668	-	656	607	614	-	620	542	.49	704	12	-	11	13
Livermore	271	-	154	161	144	-	136	131	117	.47	189	-	8	9	8
Mechanic Falls	351	291	-	298	274	252	-	234	224	.67	298	12	-	12	12
Minot	218	125	-	126	126	108	-	99	126	.50	135	10	-	9	10
Poland	358	247	-	246	235	217	-	209	207	.58	272	10	-	10	10
Turner	436	259	-	225	226	230	-	190	198	.47	287	10	-	10	8
Wales	120	78	-	72	69	64	-	60	56	.50	92	9	-	9	8
Webster	311	189	-	209	190	186	-	180	160	.54	209	12	-	13	6
Total	17,658	7,233	154	6,963	6,813	6,106	136	5,984	5,748	.25	7,946	10	8	11	9

PUBLIC SCHOOLS.

ANDROSCOGGIN COUNTY—CONTINUED.

TOWNS.	Aggregate number of weeks of all schools.	Number of schoolhouses in town.	Number in good condition.	Number supplied with flags.	Number of schoolhouses built last year.	Cost of same.	Estimated value of all school property in town.	Number of male teachers employed in spring terms.	Number of male teachers employed in fall and winter terms.	Number of female teachers employed in spring terms.	Number of female teachers employed in fall and winter terms.	Number of teachers graduates of normal schools.	Number of teachers holding State certificates.	Number of teachers who attended summer schools.
Auburn	2,268	32	31	30	-	-	\$150,000	3	3	65	65	32	15	15
Durham	290	11	9	7	-	-	4,500	-	3	16	17	15	1	-
East Livermore	730	8	6	6	1	\$6,000	31,200	2	3	19	18	6	-	-
Greene	174	8	7	7	-	-	2,500	-	-	9	9	2	1	-
Leeds	80	10	10	10	-	-	6,000	-	2	9	9	4	1	-
Lewiston	2,642	24	24	19	-	-	300,750	5	5	27	27	57	2	-
Lisbon	959	17	13	11	-	-	50,000	1	1	25	25	5	2	-
Livermore	211	9	3	3	1	971	4,500	-	-	6	12	3	2	-
Mechanic Falls	180	3	3	3	-	-	12,000	-	1	7	7	-	-	-
Minot	193	7	7	7	-	-	4,000	-	-	12	12	-	-	-
Poland	30	16	15	15	-	-	1,200	1	3	14	12	2	1	-
Turner	403	16	10	9	-	-	7,500	-	-	14	19	2	6	-
Wales	156	7	6	6	-	-	2,000	-	-	6	6	-	-	-
Webster	247	8	5	3	-	-	7,500	-	-	8	8	5	-	3
Total	8,563	176	151	122	2	\$6,971	\$563,650	12	21	282	302	135	29	18

APPENDIX.

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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Auburn.....	75	\$79 16	\$9 71	\$2,000	\$21,996	\$11,635	-	\$4 81	.003	\$21,996	\$11,699	-	\$83,695	\$32,976	\$719	
Durham.....	33	37 33	4 70	100	1,100	116	-	2 29	.003	1,378	1,292	-	2,676	2,748	-	
East Livermore.....	2	52 00	9 00	200	2,500	797	-	3 22	.001 9-10	2,317	2,063	\$1,197	5,577	6,040	-	463
Greene.....	-	-	6 75	46	1,000	339	-	5 77	.003 2-10	1,159	484	125	1,768	1,645	123	
Leeds.....	20	27 50	6 33	95	1,096	244	-	3 76	.003 2-10	1,154	800	18	1,972	1,510	162	
Lewiston.....	63	103 33	9 40	1,900	22,000	2,992	-	2 70	.001 5-10	22,000	22,181	229	44,410	36,740	7,670	
Lisbon.....	26	52 00	8 90	400	5,700	2,818	-	4 76	.002 4-10	5,700	3,292	117	9,109	9,162	-	53
Livermore.....	-	-	7 25	90	1,500	600	-	5 53	.003 4-10	1,629	711	90	2,430	2,432	-	2
Mechanic Falls.....	8	-	7 55	100	2,200	550	-	6 26	.002 5-10	2,200	990	-	3,190	3,380	-	190
Minot.....	-	32 00	7 00	75	1,600	354	-	4 58	.002 8-10	1,000	486	155	1,641	1,793	-	152
Poland.....	12	30 00	5 23	175	3,000	1,682	-	3 38	.003 3-10	3,045	836	154	4,035	4,273	-	238
Turner.....	16	-	6 79	200	2,200	726	-	5 04	.002 4-10	2,200	1,217	56	3,473	3,756	-	283
Wales.....	5	-	6 00	36	700	351	-	5 00	.003 3-10	698	312	23	1,033	1,057	-	24
Webster.....	-	-	7 70	80	2,450	1,545	-	7 87	.004 4-10	2,482	918	-	3,400	2,757	643	
Total.....	241	\$51 66	\$7 32	\$5,497	\$68,442	\$25,049	-	\$3 87	.002 2-10	\$68,958	\$47,287	\$2,164	\$118,409	\$110,569	\$9,317	\$1,477

AROOSTOOK COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of Winter terms in weeks.
Amity.....	133	87	-	85	78	64	-	59	59	.45	106	10	-	10	9
Ashland.....	667	407	-	383	293	323	-	299	292	.42	409	10	-	12	8
Bancroft.....	152	105	102	82	-	92	-	63	-	.50	119	9	-	11	9
Benedicta.....	153	84	-	90	-	67	-	76	-	.46	90	-	8	-	7
Blaine.....	372	209	-	182	187	163	-	132	145	.40	258	10	-	9	16
Bridgewater.....	427	238	-	228	237	198	-	180	188	.42	269	9	-	11	11
Caribou.....	1,830	730	405	977	961	687	317	765	780	.34	1,014	10	10	10	10
Castle Hill.....	214	107	-	106	71	67	-	74	74	.35	112	9	10	10	10
Crystal.....	175	87	-	86	75	69	-	66	67	.32	145	8	-	9	9
Dyer Brook.....	94	81	76	71	-	69	59	51	-	.63	82	10	8	12	7
Easton.....	430	287	-	256	257	232	-	240	198	.51	310	10	-	8	8
Fort Fairfield.....	1,400	670	-	669	659	572	-	563	536	.39	858	8	-	8	8
Fort Kent.....	1,275	612	-	578	-	502	-	462	-	.37	646	12	-	12	11
Frenchville.....	615	300	274	164	90	232	211	138	56	.25	310	12	12	10	10
Grand Isle.....	494	318	257	238	-	268	213	198	-	.45	353	12	12	10	10
Haynesville.....	103	16	-	50	-	57	-	47	40	.44	76	10	-	8	9
Hersey.....	66	37	-	-	38	36	-	-	28	.48	49	10	-	10	10
Hodgdon.....	364	232	-	224	204	188	-	175	168	.48	250	9	-	9	10
Houlton.....	1,611	866	-	895	865	705	-	695	700	.43	907	10	-	13	11
Island Falls.....	456	289	-	332	302	229	-	280	260	.56	351	10	12	11	11
Limestone.....	514	283	87	328	296	236	62	256	243	.38	335	10	10	11	8
Linnens.....	261	-	165	141	173	-	134	110	142	.49	179	10	10	6	6
Littleton.....	306	156	-	160	153	144	-	129	113	.41	186	10	-	10	12

APPENDIX.

AROOSTOOK COUNTY—CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Ludlow.....	109	-	81	-	67	-	56	-	41	.44	75	-	15	-	14
Madawaska.....	780	440	300	-	-	326	300	-	-	.40	740	-	12	-	-
Mapleton.....	312	168	-	179	179	135	-	160	163	.48	205	12	-	-	9
Mars Hill.....	489	-	314	277	291	-	260	207	242	.48	328	-	-	9	10
Masardis.....	219	152	-	145	150	131	-	140	145	.63	152	-	-	-	10
Monticello.....	481	219	-	260	297	189	-	205	251	.44	316	12	-	-	12
New Limerick.....	186	111	-	95	103	90	-	78	77	.43	118	10	-	-	10
New Sweden.....	322	-	140	177	-	-	107	120	120	.35	154	-	12	-	14
Oakfield.....	335	71	143	198	193	-	109	141	153	.33	255	-	-	-	9
Orient.....	66	-	38	37	-	52	30	22	-	.39	42	10	9	-	9
Perham.....	222	-	125	114	99	-	97	73	-	.40	135	-	8	-	8
Presque Isle.....	1,611	775	837	812	599	599	97	654	651	.39	807	10	-	-	11
Sherman.....	323	210	176	173	174	-	-	147	145	.48	212	8	-	-	9
Smryna.....	130	71	62	72	52	43	-	57	-	.38	92	10	8	-	9
St. Agatha.....	651	301	205	302	143	247	159	241	114	.29	384	13	-	7	9
Van Buren.....	334	588	498	479	453	-	-	367	371	.47	722	11	12	-	9
Washburn.....	478	56	221	138	263	50	182	119	200	.28	266	10	10	10	16
Westfield.....	142	-	80	80	69	-	67	68	56	.44	96	-	10	-	10
Weston.....	131	74	73	73	65	64	-	65	50	.45	90	-	8	-	8
Woodland.....	388	-	237	196	214	-	185	140	149	.40	287	-	9	-	10

PUBLIC SCHOOLS.

AROOSTOOK COUNTY—CONTINUED.

PLANTATIONS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring term.	Number registered in summer term.	Number registered in fall term.	Number registered in winter term.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Allagash.....	60	-	-	36	-	-	-	24	-	.40	36	-	-	-	24
Cary.....	153	83	-	78	-	54	61	52	-	.32	115	-	-	-	10
Caswell.....	151	94	-	49	-	61	61	30	-	.30	96	9	-	-	10
Chapman.....	185	-	74	-	-	80	-	-	-	.41	94	-	-	-	9
Connor.....	231	136	117	64	-	103	77	50	-	.33	149	12	9	-	10
Cyr.....	206	135	126	77	-	92	80	64	-	.38	143	12	12	7	4
E.....	48	23	22	-	-	18	16	-	-	.35	27	10	-	-	10
Eagle Lake.....	363	195	190	194	195	194	188	189	190	.52	196	12	12	10	8
Garfield.....	36	-	19	17	18	-	14	11	-	.34	24	10	-	-	6
Glenwood.....	46	-	-	37	-	-	-	24	-	.52	37	10	10	10	14
Hamlin.....	217	99	82	62	35	69	56	48	29	.23	136	12	-	-	9
Hammond.....	34	22	-	20	17	19	-	15	12	.45	33	10	-	-	9
Macwahoc.....	50	29	-	25	23	-	-	19	14	.33	31	10	-	-	10
Merrill.....	127	80	74	84	-	35	46	44	-	.32	98	10	10	10	10
Moro.....	83	64	61	50	-	53	51	51	-	.62	65	10	10	10	8
Nashville.....	4	-	1	6	-	3	1	6	-	.38	7	10	10	10	11
New Canada.....	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.	No returns.
Oxbow.....	49	12	20	13	31	10	13	10	26	.28	35	12	10	10	24
Portage Lake.....	151	89	42	88	34	70	25	67	23	.30	112	10	11	12	10
Reed.....	183	104	-	98	93	87	-	76	79	.43	112	10	-	10	10
Silver Ridge.....	56	31	-	30	30	23	-	22	26	.41	42	11	-	8	11

APPENDIX.

AROOSTOOK COUNTY—CONTINUED.

PLANTATIONS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
St. Francis.....	318	183	199	199	-	145	180	175	-	.52	318	10	10	-	10
St. John	186	-	118	-	112	-	68	-	56	.33	121	-	12	-	12
Stockholm.....	239	111	114	110	113	101	110	98	105	.43	145	9	10	10	9
Wade	98	67	-	73	-	59	-	53	-	.57	73	11	-	12	9
Wallagrass	411	164	168	126	-	120	122	90	-	.26	256	12	12	-	12
Westmanland	62	-	26	-	24	-	23	-	15	.29	50	-	12	-	14
Winterville	112	79	67	71	-	18	13	19	-	.14	22	12	12	12	12
Total.....	24,135	11,271	4,831	11,546	9,669	9,145	3,812	9,152	7,752	.30	15,466	10	10	9	10

AROOSTOOK COUNTY—CONTINUED.

TOWNS.	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.
Amity	119	5	4	3	-	-	\$1,500	-	-	4	6	-	5	2
Ashland.....	376	12	10	1	-	\$435	10,800	-	3	12	11	-	5	2
Bancroft.....	116	4	4	3	-	-	800	-	-	4	4	-	1	1
Benedicta.....	84	1	1	1	-	-	1,000	-	-	4	4	-	1	1
Blaine.....	280	6	5	-	-	-	2,600	-	2	4	2	-	-	4
Bridgewater.....	261	9	9	-	-	-	3,200	1	-	7	5	-	3	6
Caribou.....	942	23	21	12	-	-	44,000	-	1	9	11	-	3	6
Castle Hill.....	186	7	7	1	-	-	2,500	2	-	10	29	14	18	3
Crystal.....	128	7	7	4	-	-	2,500	-	-	6	7	-	2	-
Dyer Brook.....	120	4	4	2	-	-	2,400	1	-	6	3	-	2	-
Easton.....	284	10	9	4	1	1,454	14,200	-	-	4	4	-	-	4
Fort Fairfield.....	776	26	21	5	1	1,000	49,600	-	-	11	11	-	7	16
Fort Kent.....	576	18	15	5	1	516	9,000	-	3	29	29	9	4	8
Frenchville.....	360	13	10	10	1	200	2,500	-	3	21	20	14	4	3
Grand Isle.....	197	8	8	3	1	300	1,500	-	-	12	4	-	3	11
Haynesville.....	87	4	3	3	-	-	1,800	1	-	9	10	-	3	4
Hersey.....	41	2	2	1	-	-	800	-	1	3	3	-	2	-
Hodgdon.....	285	10	9	9	-	-	4,100	-	-	3	2	-	4	7
Houlton.....	748	11	10	5	1	27,500	61,000	2	-	10	20	20	20	2
Island Falls.....	218	3	3	3	-	-	10,000	-	-	5	8	-	3	2
Limestone.....	368	9	9	2	-	-	13,000	-	-	11	11	5	4	2
Linneus.....	252	10	10	9	-	-	5,500	-	-	9	10	-	1	2

APPENDIX.

AROOSTOOK COUNTY—CONTINUED.

TOWNS.	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.
Littleton	306	10	10	9	-	-	\$5,300	-	1	9	11	-	-	-
Ludlow	116	5	4	4	-	-	1,000	-	-	4	4	-	-	-
Madawaska	408	17	15	7	-	\$300	4,500	-	-	17	-	2	3	1
Mapleton	64	8	6	4	-	-	6,000	1	-	7	11	1	15	4
Mars Hill	328	11	10	-	-	-	5,500	2	2	11	16	15	9	4
Masardis	34	4	3	3	-	-	5,000	1	2	4	3	-	-	4
Monticello	270	9	9	9	-	-	3,500	1	2	9	7	2	-	4
New Limerick	155	6	6	4	-	-	3,000	-	-	5	5	-	-	4
New Sweden	211	7	7	5	-	-	4,000	-	-	7	7	-	-	-
Oakfield	248	9	-	-	-	-	3,400	-	1	9	15	-	-	2
Orient	48	2	2	3	-	-	550	-	-	2	2	-	-	2
Perham	134	5	5	3	-	-	3,000	-	-	5	5	-	-	-
Presque Isle	104	24	23	17	-	-	52,000	-	2	30	22	26	-	2
Sherman	200	7	5	7	-	-	3,500	-	1	8	9	1	-	3
Smyrna	114	4	4	3	-	-	2,000	-	-	5	5	5	-	-
St. Agatha	415	11	11	4	-	-	2,200	4	3	10	9	4	4	14
Van Buren	591	12	10	5	1	3,342	8,000	-	-	21	20	-	-	7
Washburn	286	12	10	1	-	-	10,000	-	-	13	13	2	-	1
Westfield	112	4	4	2	-	-	1,300	-	2	4	6	-	-	-
Weston	96	5	4	3	-	-	1,800	-	-	4	5	-	-	1
Woodland	278	11	9	1	-	-	4,200	3	7	8	8	4	5	6

AROOSTOOK COUNTY—CONTINUED.

PLANTATIONS.	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.
Allagash.....	56	3	2	2	-	-	\$570	-	-	-	3	-	2	2
Cary.....	90	3	2	-	-	-	1,200	-	-	2	3	1	1	2
Caswell.....	56	1	-	-	-	-	600	-	-	2	3	1	1	2
Chapman.....	97	3	3	-	-	-	1,100	-	-	3	3	1	1	2
Connor.....	132	6	1	1	-	-	550	-	-	3	3	-	-	2
Cyr.....	138	5	3	-	-	-	1,000	-	-	3	4	-	-	2
E.....	40	1	-	-	-	-	700	-	-	2	3	-	-	2
Eagle Lake.....	180	5	1	2	-	-	2,800	-	-	6	6	2	1	2
Garfield.....	34	2	2	-	-	-	900	-	-	1	1	1	-	1
Glenwood.....	63	2	2	2	-	-	500	-	-	3	3	1	-	1
Hamlin.....	129	6	3	-	-	-	1,200	-	-	5	3	-	2	1
Hammond.....	31	1	1	-	-	-	500	-	-	1	1	-	-	1
Macwahoc.....	10	1	1	-	-	-	600	-	-	1	1	-	-	1
Merrill.....	384	2	2	2	-	-	900	2	-	4	3	1	2	2
Moro.....	78	2	3	3	-	-	700	-	-	5	3	1	2	2
Nashville.....	29	2	1	1	1	\$100	475	-	-	2	2	3	3	4
New Canada.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oxbow.....	14	2	2	1	-	-	2,000	-	-	2	2	1	1	1
Portage Lake.....	84	2	2	-	-	-	4,000	2	1	2	2	-	-	1
Reed.....	10	4	3	2	-	-	3,600	2	2	3	3	3	2	4
Silver Ridge.....	10	1	1	1	-	-	500	1	1	1	1	1	1	1
St. Francis.....	30	1	1	-	-	-	500	-	-	1	1	1	1	1
St. Francis.....	120	5	5	3	-	-	1,000	1	1	4	4	1	1	3

AROOSTOOK COUNTY—CONTINUED.

PLANTATIONS.	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 school.
St. John.....	87	3	1	-	-	-	\$500	-	-	3	3	3	1	1
Stockholm.....	81	3	3	-	-	-	3,500	1	1	2	2	1	1	
Wade.....	101	5	5	-	-	-	1,000	-	-	6	6	1	1	
Wallagrass.....	208	6	5	1	1	\$250	2,500	2	1	4	4	2	1	4
Westmanland.....	26	1	1	-	-	-	516	-	-	1	1			
Winterville.....	36	2	1	1	1	250	600	-	-	2	2			
Total.....	13,666	476	399	214	12	\$35,647	\$407,861	41	60	477	486	170	158	146

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Amity.....	3	-	\$7 15	\$30	\$350	\$27	-	\$2 63	.002 8-10	\$172	\$375	\$317	\$884	\$920	-	\$36
Ashland.....	4	\$28 00	7 60	200	2,000	790	-	2 98	.004 1-10	1,983	1,640	337	3,960	3,793	\$167	-
Bancroft.....	4	-	7 12	25	400	146	-	2 62	.007	407	456	77	940	890	50	-
Benedicta.....	1	45 00	7 00	25	307	27	-	2 00	.004 6-10	357	412	50	819	794	25	-
Blaine.....	5	26 00	7 12	75	1,000	237	-	2 68	.004 7-10	1,144	1,037	18	2,199	1,777	422	-
Bridgewater.....	5	-	7 00	100	1,300	357	-	3 04	.063 4-10	1,383	1,115	121	2,619	2,479	140	-
Caribou.....	16	35 32	7 03	425	6,000	2,194	-	3 27	.003 2-10	7,214	5,212	85	12,511	11,305	1,296	-
Castle Hill.....	5	28 00	7 07	50	700	246	-	3 27	.006 4-10	734	600	144	1,478	1,419	59	-
Crystal.....	10	27 20	7 00	60	900	604	-	5 14	.007 5-10	797	445	171	1,413	1,242	171	-
Dyer Brook.....	4	-	8 50	52	600	376	-	6 38	.005 9-10	563	274	243	1,080	1,089	-	9
Easton.....	5	-	8 80	250	2,000	1,028	-	4 65	.004 9-10	2,000	1,159	121	3,280	3,133	147	-
Fort Fairfield.....	25	-	8 05	500	7,000	3,655	-	5 00	.002 4-10	7,538	3,781	104	11,423	11,846	-	423
Fort Kent.....	24	32 00	5 75	100	350	-	-	2 24	.000 7-10	350	3,250	196	3,796	3,521	275	-
Frenchville.....	11	50 00	5 28	40	375	-	-	6 00	.002 8-10	351	1,809	46	2,206	2,181	25	-
Grand Isle.....	-	20 00	5 50	25	250	-	-	50	.002	250	1,327	37	1,614	1,662	-	48
Haynesville.....	3	32 00	7 06	15	300	47	-	2 91	.002 4-10	390	285	110	785	778	7	-
Hersey.....	-	-	6 75	15	200	41	-	3 03	.003	115	185	50	350	350	-	-
Hodgdon.....	5	32 00	8 00	125	1,500	596	-	4 12	.004 9-10	1,709	1,065	57	2,831	2,711	120	-
Houlton.....	-	36 00	9 50	300	6,200	2,451	-	3 84	.002	5,558	4,379	15	9,952	11,517	-	1,565
Island Falls.....	9	-	9 28	75	1,375	5 25	-	3 01	.004	1,307	1,355	169	2,831	2,963	-	132
Limestone.....	6	-	8 90	100	1,650	7 45	-	3 21	.003 8-10	1,711	1,328	180	3,219	3,363	-	144
Linneus.....	8	28 00	7 37	100	1,400	7 33	-	5 36	.005 3-10	1,457	741	254	2,452	2,248	204	-

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance unexpended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Littleton.....	14	\$40 00	\$7 00	\$100	\$1,600	\$835	-	\$5 22	.004 3-10	\$1,607	\$899	-	\$2,506	\$2,408	\$98	
Ludlow.....	-	-	7 25	30	500	185	-	4 58	.004 5-10	583	307	\$50	940	939	1	
Madawaska.....	10	24 00	5 75	50	325	-	-	4 16	.001 6-10	363	2,072	74	2,514	2,415	99	
Mapleton.....	3	24 00	- 50	81	700	18	-	2 21	.002 5-10	713	877	49	1,644	1,506	138	
Mars Hill.....	4	40 75	- 34	100	1,400	454	-	3 86	.003 7-10	1,503	1,405	65	2,973	2,779	194	
Masards.....	5	44 00	8 00	35	800	450	-	3 65	.005 9-10	897	570	60	1,528	1,557	-	\$29
Monticello.....	4	41 00	6 50	90	1,066	-	-	2 21	.002 7-10	1,133	1,303	61	2,497	2,480	17	
New Limerick.....	5	-	- 20	85	800	320	-	4 30	.004 3-10	363	490	46	1,404	1,361	43	
New Sweden.....	-	28 00	- 16	50	700	6	-	2 17	.003 3-10	827	913	237	1,977	1,737	240	
Oakfield.....	-	40 00	- 70	80	688	-	-	2 05	.006 6-10	989	932	448	2,369	2,003	366	
Orient.....	2	28 00	- 39	20	166	-	-	2 51	.002 3-10	241	172	291	704	561	143	
Perham.....	-	40 00	8 21	50	465	1	-	2 09	.002 3-10	503	623	368	1,494	1,352	142	
Presque Isle.....	30	41 00	- 91	550	7,503	4,757	-	4 84	.003 9-10	7,536	4,401	452	12,389	12,239	160	
Sherman.....	-	40 00	8 62	87	1,000	216	-	3 09	.004 3-10	1,000	896	241	2,140	2,165	-	25
Smyrna.....	6	-	8 00	30	600	271	-	4 61	.004 3-10	615	387	30	1,032	1,012	20	
St. Agatha.....	14	18 75	4 70	50	375	-	-	5 76	.003 1-10	639	1,783	7	2,429	2,492	-	63
Van Buren.....	2	40 00	6 77	79	2,000	498	-	2 39	.003 4-10	2,000	2,533	45	4,578	4,391	187	
Washburn.....	8	-	7 54	125	1,000	20	-	2 09	.003 5-10	1,577	1,151	122	2,850	2,937	-	87
Westfield.....	-	44 00	6 85	50	500	293	-	3 52	.003 3-10	436	393	28	857	968	-	111
Weston.....	-	6 65	6 65	30	320	26	-	2 44	.004 9-10	320	310	55	685	721	-	36
Woodland.....	7	36 00	6 27	110	1,050	173	-	2 70	.004 4-10	1,841	1,093	292	3,226	2,148	1,078	

AROOSTOOK COUNTY—CONTINUED.

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 1906.	Not less than 80 centz for each inhabitant.		Amount raised per scholast.	Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1906, to April 1, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Allagash.....	3	\$7 25	\$25	No	return	a.		\$2 09	.008 8-10	\$331	\$370	\$90	\$791	\$755	\$33	
Cary.....	3	1 50	20	3320	-	-		1 94	.005 4-10	979	500	-	1,479	516	963	
Caswell.....	-	1 71	33	294	-	-		2 59	.004 6-10	353	395	51	799	806	-	\$7
Chapman.....	-	1 20	44	350	\$122	-		88	.003	353	614	-	967	956	-	
Connor.....	1	6 50	50	200	-	-		50	.001 8-10	643	940	50	1,633	778	855	11
Cyr.....	-	5 45	24	104	-	-		4 16	.003 1-10	84	127	124	335	317	18	
E.....	2	7 00	20	200	165	-		1 10	.002 8-10	618	935	75	1,628	1,593	35	
Eagle Lake.....	-	6 66	36	400	75	-		4 44	.001 6-10	261	275	-	536	409	127	
Garfield.....	1	9 25	5	160	71	-		3 26	.002 7-10	165	259	24	448	473	-	25
Glenwood.....	-	7 00	20	150	8	-		83	.002	212	617	17	816	792	54	
Hamlin.....	-	5 40	25	182	-	-		4 41	.001 2-10	376	94	52	522	282	240	
Hammond.....	-	7 00	14	150	57	-		2 60	.002 5-10	132	141	158	431	437	-	6
Macwahoc.....	1	8 00	15	130	8	-		2 04	.003	387	349	218	954	816	138	
Merrill.....	4	\$32 00	29	260	22	-		2 10	.003 1-10	161	222	215	598	681	-	83
Moro.....	2	8 44	14	175	1	-		5 55	.000 5-10	375	25	52	452	185	267	
Nashville.....	3	6 15	3	50	24	-		-	.002	100	536	103	739	786	-	47
New Canada.....	-	-	-	100	-	-		3 06	.002 1-10	233	147	224	604	589	15	
Oxbow.....	1	8 28	15	150	28	-		3 31	.003 3-10	628	462	22	1,112	952	-	
Portage Lake.....	-	44 00	80	500	307	-		2 18	.003	684	816	-	1,500	1,664	164	
Reed.....	4	46 00	40	400	81	-										

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Silver Ridge.....	2	\$32 00	\$8 77	\$11	\$161	\$27	-	\$2 87	.004 4-10	\$238	\$262	-	\$500	\$489	\$11	
St. Francis.....	3	28 00	7 50	30	150	-	-	43	.001 6-10	342	880	\$38	1,200	964	236	
St. John.....	1	-	8 33	12	150	-	-	80	.002 6-10	257	625	-	882	763	119	
Stockholm.....	1	54 60	8 25	30	300	147	-	1 25	.002	460	517	82	1,059	757	302	
Wade.....	2	-	6 72	50	400	183	-	4 07	.004 9-10	423	312	73	808	732	75	
Wallagrass.....	4	25 00	6 25	25	100	-	-	24	.001 5-10	162	1,328	52	1,542	1,417	125	
Westmanland.....	-	-	7 54	6	97	17	-	1 56	.000 9-10	110	171	-	281	220	61	
Winterville.....	1	-	5 37	10	100	1	-	89	.001 1-10	125	304	-	429	400	29	
Total.....	305	\$34 85	\$7 35	\$5,256	\$65,745	\$24,692	-	\$2 72	.003 3-10	\$72,884	\$67,963	\$7,666	\$148,513	\$141,680	\$9,873	\$3,040

CUMBERLAND COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Baldwin.....	171	112	-	117	116	94	-	98	82	.53	117	10	-	12	12
Bridgton.....	728	403	-	396	369	351	-	356	318	.46	451	12	-	13	8
Brunswick.....	1,996	714	-	747	721	623	-	626	600	.30	246	10	-	10	10
Cape Elizabeth.....	208	84	-	84	82	76	-	78	71	.36	89	11	-	12	12
Casco.....	170	-	122	113	100	-	100	79	74	.49	126	-	9	9	9
Cumberland.....	359	219	-	218	211	214	-	208	205	.58	231	11	-	12	10
Falmouth.....	448	252	-	243	219	219	-	221	198	.47	263	11	-	12	10
Freeport.....	680	383	-	373	341	314	-	314	256	.43	423	11	-	11	10
Gorham.....	659	374	-	376	368	330	-	332	328	.53	417	11	-	12	12
Gray.....	340	-	165	161	141	-	152	139	130	.46	190	-	9	11	8
Harpwell.....	471	319	-	303	284	269	-	260	217	.52	396	9	-	10	8
Harrison.....	246	-	168	160	139	-	149	141	119	.55	170	-	10	10	9
Naples.....	186	140	-	140	124	122	-	124	116	.64	160	9	-	13	-
New Gloucester.....	330	209	-	202	177	162	-	158	135	.46	248	10	-	10	10
North Yarmouth.....	173	106	-	93	80	86	-	80	73	.45	114	10	-	10	10
Otisfield.....	152	112	-	109	96	94	-	92	79	.56	119	9	-	10	10
Portland.....	15,267	7,488	7,488	7,927	7,927	6,421	6,421	6,593	6,593	.42	9,677	12	12	12	12
Pownal.....	158	97	-	103	87	79	-	83	62	.46	119	10	-	10	10
Raymond.....	215	-	146	135	118	-	126	114	92	.51	160	-	9	10	9

CUMBERLAND COUNTY—CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Scarboro.....	430	504	-	302	269	264	-	265	204	.56	350	12	-	10	∞
Sebago.....	154	94	-	82	82	86	-	79	70	.50	97	10	-	9	∞
South Portland	1,905	1,244	-	1,256	1,214	1,090	-	1,125	1,058	.52	1,316	12	-	14	10
Standish.....	401	241	-	234	204	202	-	195	167	.46	278	11	-	12	12
Westbrook.....	2,714	1,202	-	1,214	1,175	1,109	-	1,104	1,070	.40	1,405	10	-	14	12
Windham.....	474	304	-	306	264	254	-	254	221	.52	333	16	-	10	∞
Yarmouth.....	650	352	-	371	353	352	-	341	323	.51	384	11	-	13	9
Total.....	29,685	14,753	8,089	15,771	31,012	12,797	6,948	13,459	12,921	.38	18,479	10	9	10	9

CUMBERLAND COUNTY—CONTINUED.

TOWNS.	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.
Baldwin.....	170	6	5	5	-	-	\$2,500	1	-	4	5	12	2	
Bridgton.....	492	14	12	10	1	\$1,000	26,000	-	-	16	16	5	5	3
Brunswick.....	678	23	23	18	-	-	80,000	1	2	34	33	4	3	3
Cape Elizabeth.....	140	4	4	3	-	-	4,500	-	-	4	4	6	4	2
Casco.....	127	8	8	7	-	-	1,600	-	-	8	16	2	2	
Cumberland.....	393	9	-	2	1	1,500	5,500	1	-	7	7	-	-	
Falmouth.....	363	12	11	7	-	-	12,000	1	1	11	11	1	1	4
Freeport.....	448	18	14	14	-	-	20,000	2	2	16	15	3	5	2
Gorham.....	607	12	10	8	-	-	19,600	-	-	15	15	11	9	2
Gray.....	261	9	9	9	-	-	4,000	-	-	9	9	2	1	
Harpswell.....	441	16	13	10	2	3,250	12,500	1	5	14	29	9	7	3
Harrison.....	261	9	9	8	-	-	5,000	-	-	9	9	-	-	
Naples.....	22	10	10	10	-	-	5,500	-	3	9	6	2	1	
New Gloucester.....	270	12	12	4	-	-	6,300	1	1	8	8	-	2	1
North Yarmouth.....	120	5	4	4	-	-	4,000	-	-	4	4	1	2	
Otisfield.....	230	10	9	3	-	-	4,000	-	-	8	16	-	-	
Portland.....	1,369	37	37	33	-	-	800,000	11	11	209	217	172	24	28
Pownal.....	30	7	6	5	-	-	3,000	-	1	1	7	-	-	
Raymond.....	173	8	5	1	-	-	5,000	-	1	6	5	-	-	

CUMBERLAND COUNTY—CONTINUED.

TOWNS.	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.
Scarboro	360	11	11	11	-	-	\$32,000	-	1	12	11	6	4	
Sebago.....	216	8	8	2	-	-	2,500	-	-	8	8	3		
South Portland.....	1,296	15	14	2	1	\$20,000	70,500	1	1	34	41	34	22	14
Standish.....	359	13	6	1	-	-	5,000	1	1	9	9	1		
Westbrook.....	1,116	10	10	1	-	-	100,000	5	5	33	34	27	22	5
Windham.....	364	16	14	1	-	-	10,000	1	-	16	16	1	2	
Yarmouth.....	297	8	8	6	-	-	17,000	1	-	1	1	3	3	8
Total	10,603	310	271	236	5	\$25,750	\$1,258,000	29	37	508	554	295	110	74

CUMBERLAND 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Baldwin	3	\$36 00	\$7 20	\$65	\$800	\$143	-	\$4 67	.002 2-10	\$1,040	\$454	\$72	\$1,566	\$1,846	-	\$280
Bridgton	15	00	10 25	400	4,800	506	-	6 59	.003 3-10	5,173	2,022	55	7,250	7,319	-	34
Brunswick	35	28 00	12 25	825	6,100	655	-	3 05	.001 6-10	6,100	5,367	257	11,724	12,659	-	935
Cape Elizabeth	3	-	-	100	1,000	390	-	4 30	.001 1-10	1,321	-	559	1,880	1,357	\$523	-
Casco	2	-	-	60	1,000	374	-	25 25	.003 5-10	943	539	138	1,620	1,622	-	2
Cumberland	2	32 00	26 36	300	1,404	281	-	3 91	.001 4-10	1,573	1,021	110	3,064	2,946	58	-
Falmouth	12	44 00	22 50	306	2,500	1,291	-	5 58	.001 8-10	2,514	1,389	3	3,806	3,814	-	2
Freeport	17	46 18	17 43	425	3,560	1,629	-	5 14	.002 6-10	3,591	1,859	-	5,450	5,430	20	-
Gorham	18	-	9 56	200	4,000	1,968	-	6 07	.002 6-10	4,255	1,866	-	6,245	5,768	537	-
Gray	-	-	6 20	131	1,300	86	-	3 22	.003 3-10	1,348	996	68	2,412	2,310	102	-
Harrison	16	39 34	17 46	185	1,500	1,100	-	5 30	.002 2-10	2,500	1,325	-	3,825	3,841	-	16
Harpwell	5	25 00	10	100	625	625	-	5 69	.003 2-10	1,038	664	159	2,396	1,627	61	-
Naples	5	30 00	12 50	75	1,100	450	-	5 91	.004 2-10	1,573	528	-	1,566	1,627	-	61
New Gloucester	4	28 00	16	75	1,800	870	-	5 45	.001 4-10	4,076	949	258	5,283	2,627	2,660	-
North Yarmouth	4	-	26 32	200	1,000	486	-	5 92	.003 1-10	735	522	186	1,443	1,506	-	3
Otisfield	6	-	6 25	74	1,400	818	-	9 22	.005 7-10	1,400	459	90	1,949	1,921	28	-
Portland	255	155 00	13 56	2,250	189,426	149,310	-	12 40	.003 4-10	189,426	42,185	1,445	233,056	213,896	19,160	-
Pownal	4	28 00	6 22	40	1,000	526	-	6 32	.003 7-10	1,021	390	37	1,448	1,352	96	-

APPENDIX.

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance unexpended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Raymond	-	\$36 00	\$7 33	\$65	\$1,000	\$342	-	\$4 65	.004	\$1,056	\$595	\$147	\$1,798	\$1,932	-	\$134
Scarboro	10	36 00	8 02	110	2,000	508	-	4 65	.001 7-10	2,329	1,222	-	3,551	3,541	-	\$10
Sebago	-	-	5 54	75	800	339	-	5 19	.004 6-10	896	409	15	1,323	1,279	44	-
South Portland	50	66 67	9 51	1,000	19,569	14,539	-	10 27	.006 4-10	19,892	5,190	421	25,503	16,551	8,952	-
Standish	7	31 33	7 79	150	2,900	797	-	4 98	.002 7-10	2,078	1,184	93	3,355	3,397	-	42
Westbrook	19	114 81	10 26	900	11,100	5,274	-	4 09	.002 4-10	11,100	7,542	11	18,659	18,502	157	-
Windham	4	50 00	8 58	190	3,625	2,082	-	7 62	.001 3-10	3,810	1,289	-	5,099	5,089	10	-
Yarmouth	14	60 60	7 38	400	2,700	881	-	4 15	.001 8-10	2,917	1,820	105	4,842	4,592	250	-
Total.....	513	\$49 24	\$8 06	\$8,695	\$268,824	\$188,170	-	\$9 05	.003 2-10	\$274,070	\$82,371	\$3,707	\$360,148	\$328,995	\$32,668	\$1,515

FRANKLIN COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Avon.....	113	58	-	57	25	47	-	46	19	.33	67	10	-	12	8
Carthage.....	50	65	-	76	47	59	-	62	39	.66	65	9	-	9	8
Chesterville.....	190	98	-	93	57	84	-	90	62	.41	101	9	-	9	8
Eustis.....	152	100	-	89	52	89	-	70	48	.45	105	9	-	10	8
Farmington.....	781	498	-	640	487	426	-	467	447	.56	669	10	-	11	10
Freeman.....	79	54	-	55	-	47	-	40	-	.55	71	10	-	12	-
Industry.....	143	98	-	111	79	79	-	80	55	.55	119	10	-	15	-
Jay.....	904	470	-	430	452	427	-	374	340	.42	520	10	-	11	11
Kingfield.....	247	169	-	171	151	162	-	153	143	.61	202	9	-	12	10
Madrid.....	93	69	-	72	71	17	-	18	17	.12	82	9	-	5	10
New Sharon.....	240	161	-	155	112	137	-	130	83	.48	190	9	-	8	8
New Vineyard.....	132	77	-	97	64	64	-	59	51	.43	77	9	-	9	8
Phillips.....	403	-	239	242	196	-	208	199	167	.47	287	-	10	10	13
Rangeley.....	285	-	198	189	154	-	170	163	137	.54	241	10	-	10	7
Salem.....	56	25	-	34	30	18	-	24	18	.53	37	-	-	12	8
Strong.....	198	147	-	136	132	131	-	125	114	.62	154	11	-	11	8
Temple.....	94	55	-	52	-	47	-	37	-	.44	66	-	-	13	-
Weld.....	195	114	-	118	96	96	-	99	23	.37	141	9	-	10	10
Wilton.....	524	283	-	306	265	119	-	119	115	.22	341	10	-	10	10

APPENDIX.

FRANKLIN COUNTY—CONTINUED.

PLANTATIONS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Coplin.....	32	13	-	15	15	11	-	13	13	.39	18	9	-	11	8
Dallas.....	67	45	-	37	-	14	-	16	-	.23	46	7	-	10	-
Lang.....	32	-	26	23	-	-	23	23	20	.65	26	-	12	12	-
Rangley.....	19	17	-	17	-	16	-	15	6	.65	19	10	-	11	10
Sandy River.....	18	12	-	12	12	11	-	10	8	.52	15	10	-	8	8
Total.....	5,077	2,628	463	3,203	2,406	2,101	401	2,432	1,870	.33	3,659	9	11	10	9

FRANKLIN COUNTY—CONTINUED.

TOWNS.	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.
Avon.....	122	5	5	4	-	-	\$1,300	-	-	5	5	-	-	-
Carthage.....	103	6	4	-	-	-	2,500	1	1	3	4	1	-	-
Chesterville.....	189	11	4	5	-	-	2,000	-	-	7	7	1	-	-
Eustis.....	139	5	5	5	1	\$1,076	5,000	1	1	5	5	4	-	-
Farmington.....	490	12	12	2	-	-	68,000	4	4	25	25	13	-	-
Freeman.....	40	7	6	3	-	-	900	-	4	4	4	-	-	-
Industry.....	111	9	8	5	-	-	2,100	-	-	9	9	2	1	-
Jay.....	640	14	10	7	-	-	20,000	3	4	17	16	2	-	-
Kingfield.....	194	3	3	2	-	-	12,500	-	-	6	6	3	1	-
Madrid.....	100	4	4	4	-	-	1,200	-	-	4	4	-	-	-
New Sharon.....	210	9	8	7	1	5,230	8,000	-	-	9	9	3	-	-
New Vineyard.....	139	2	4	3	-	-	2,500	-	-	6	6	-	-	-
Phillips.....	264	9	9	8	-	-	13,812	-	-	10	10	9	1	2
Rangleey.....	227	5	5	5	-	-	13,000	-	-	12	12	6	-	-
Salem.....	32	1	1	1	1	1,200	1,350	-	1	1	3	-	1	-
Strong.....	120	6	1	1	-	-	8,400	-	-	4	4	3	-	-
Temple.....	94	4	1	1	-	-	1,200	-	1	4	4	3	1	1
Weld.....	143	11	8	11	-	-	5,000	2	1	5	6	2	-	1
Wilton.....	410	14	12	3	-	-	25,000	2	3	12	10	7	-	7

APPENDIX.

FRANKLIN COUNTY—CONTINUED.

PLANTATIONS.	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.
Coplin	42	1	1	1	—	—	\$250	—	—	1	2	—	—	—
Dallas	43	—	—	—	—	—	700	—	—	—	—	—	—	—
Lang	4	—	—	—	—	—	2,000	—	—	—	—	—	—	—
Rangeley	5	—	—	—	—	—	1,500	—	—	—	—	—	—	—
Sandy River.....	26	1	1	1	1	\$1,300	1,500	—	—	1	2	1	—	—
Total.....	3,970	152	118	90	4	\$8,806	\$199,712	13	16	151	160	63	16	3

FRANKLIN COUNTY—CONTINUED.

TOWNS.	Number of teachers who 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Avon.....	-	-	\$6 12	\$40	\$500	\$142	-	\$4 42	.003	\$626	\$335	-	\$961	\$954	\$7	
Carthage.....	2	\$37 74	6 13	47	500	233	-	6 25	.003 1-10	510	277	\$16	844	832	-	
Chesterville.....	-	-	7 50	50	1,000	433	-	5 26	.003 6-10	1,030	465	39	1,534	1,591	-	
Eustis.....	-	43 00	8 00	40	700	351	-	4 59	.003 3-10	597	445	185	1,227	1,195	32	
Farmington.....	23	34 00	6 50	20	3,500	870	-	4 48	.901 8-10	4,913	2,185	715	7,813	6,669	1,204	
Freeman.....	-	-	6 50	30	370	52	-	4 67	.003 6-10	426	235	-	661	625	36	
Industry.....	4	-	5 80	36	600	152	-	3 49	.005 4-10	739	382	-	1,121	1,106	15	
Jay.....	-	45 50	7 72	340	4,600	2,394	-	5 08	.002 6-10	4,600	2,127	82	6,809	6,369	410	
Kingfield.....	6	-	7 25	60	1,100	546	-	4 45	.002 1-10	1,307	657	179	2,144	2,080	64	
Madrid.....	-	-	7 00	33	500	239	-	5 37	.005 8-10	500	249	35	784	771	13	
New Sharon.....	-	-	7 01	100	1,200	441	-	5 06	.003	1,200	632	55	1,947	1,846	101	
New Vineyard.....	4	-	6 84	60	645	178	-	4 82	.003 5-10	747	384	9	1,140	1,140	-	
Phillips.....	13	-	8 37	200	1,650	531	-	4 09	.002 7-10	1,956	1,084	145	3,185	2,934	251	
Rangeley.....	7	-	8 75	110	1,600	831	-	5 61	.002 4-10	1,600	745	114	2,459	2,511	-	52
Salem.....	1	33 00	7 12	7	166	10	-	2 96	.002 5-10	304	124	-	428	361	67	
Strong.....	3	-	9 00	67	850	340	-	4 28	.003	709	551	89	1,349	1,526	-	177
Temple.....	2	34 00	6 00	13	386	71	-	4 10	.002 7-10	457	232	2	697	666	31	
Weld.....	2	34 00	6 31	81	1,000	410	-	5 12	.004	1,004	575	-	1,579	1,570	9	
Wilton.....	9	44 00	6 10	175	2,800	1,482	-	5 34	.002 9-10	2,453	1,433	584	4,470	3,841	629	

APPENDIX.

FRANKLIN 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Coplin	-	\$7 00	\$6	\$100	\$4	-	\$3 12	.000 7-10	\$291	\$63	\$69	\$423	\$327	\$96		
Dallas.....	-	7 26	13	117	-	20	1 74	.000 9-10	492	261	-	753	453	300		
Lang.....	-	6 07	48	45	-	24	1 40	.000 5-10	259	222	101	582	397	185		
Rangeley.....	-	9 22	21	75	-	3	3 94	.000 2-10	389	57	554	1,600	697	903		
Sandy River.....	-	7 23	5	100	54	-	5 55	.001	129	60	-	189	243	-		
Total.....	84	\$38 15	\$7 33	\$1,603	\$24,104	\$9,810	\$47	\$4 74	.002 5-10	\$27,868	\$13,858	\$2,973	\$44,699	\$40,774	\$4,353	\$428

PUBLIC SCHOOLS.

HANCOCK COUNTY

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring term.	Number registered in summer term.	Number registered in fall term.	Number registered in winter term.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Amherst.....	96	74	-	69	48	61	-	55	41	.54	69	10	-	10	6
Aurora.....	42	-	31	31	19	-	35	30	17	.65	37	-	-	9	6
Bluehill.....	510	308	-	306	266	263	-	264	227	.49	353	11	9	9	5
Brooklin.....	259	171	-	164	153	150	-	140	117	.52	205	9	-	9	11
Brooksville.....	360	239	-	214	190	174	-	174	170	.48	260	10	-	10	9
Bucksport.....	553	395	-	368	348	338	-	312	286	.56	438	10	-	9	9
Castine.....	234	136	-	124	123	126	-	116	115	.50	140	11	-	11	9
Cranberry Isles.....	97	67	-	71	69	59	-	62	60	.65	92	10	-	10	11
Dedham.....	104	63	-	69	-	55	-	59	-	.54	73	9	-	10	10
Deer Isle.....	764	438	-	401	410	381	-	335	337	.45	451	11	-	11	10
Eastbrook.....	69	61	-	54	-	50	-	44	-	.68	61	10	-	10	-
Eden.....	1,120	761	-	779	720	684	-	675	658	.60	896	10	-	13	9
Ellsworth.....	1,397	-	733	804	802	-	703	760	747	.52	861	-	16	11	11
Franklin.....	352	249	-	260	23	223	-	226	72	.45	271	10	-	10	9
Gouldsboro.....	340	240	-	233	200	212	-	209	173	.58	281	8	-	9	9
Hancock.....	238	159	-	147	101	138	-	122	85	.48	174	8	-	9	8
Isle au Haut.....	62	33	-	32	36	30	-	29	33	.49	37	10	-	10	8
Lamoine.....	148	88	-	90	55	75	-	76	42	.43	96	11	-	11	6
Mariaville.....	60	51	-	39	-	50	-	36	-	.71	54	10	-	9	-
Mt. Desert.....	535	318	-	341	314	266	-	283	263	.50	349	9	-	11	9
Orland.....	338	219	-	206	155	188	-	163	129	.47	220	8	-	8	7
Otis.....	33	13	-	13	16	11	-	9	12	.31	16	10	-	14	10
Penobscot.....	300	206	-	185	184	206	-	185	184	.63	217	9	-	9	8

HANCOCK COUNTY--CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Sedgwick	255	167	-	152	145	131	-	135	125	.51	176	9	-	8	-
Sorrento.....	44	29	-	28	23	25	-	24	19	.51	31	10	-	10	11
Southwest Harbor.....	239	133	-	122	134	112	-	162	118	.45	143	9	-	10	12
Stonington.....	664	436	-	434	419	371	-	362	375	.55	448	10	-	10	10
Sullivan.....	337	207	-	182	194	178	-	157	168	.49	207	10	-	10	6
Surry.....	244	156	-	160	113	138	-	132	93	.50	163	7	-	8	6
Swan's Island.....	226	125	-	133	134	110	-	122	115	.52	145	10	-	10	9
Tremont.....	406	221	-	222	219	185	-	186	196	.46	228	7	-	9	9
Trenton.....	126	62	-	69	-	49	-	53	-	.42	74	10	-	12	-
Verona.....	58	31	-	34	-	2	-	9	-	.11	34	10	-	10	-
Waltham.....	63	36	-	41	-	33	-	34	-	.53	41	12	-	12	-
Winter Harbor.....	177	112	-	103	72	100	-	82	54	.45	119	9	-	8	8
PLANTATIONS.															
Long Island.....	79	56	-	57	56	56	-	57	56	.71	70	8	-	8	14
No. 8.....	9	5	-	-	-	5	-	-	-	.55	6	10	-	-	-
No. 21.....	12	9	-	7	4	3	-	5	4	.33	9	11	-	10	8
No. 33.....	25	17	-	20	16	17	-	15	14	.62	20	10	-	10	6
Total.....	11,005	6,091	770	6,764	5,821	5,261	738	5,862	5,105	.38	7,565	9	9	9	8

HANCOCK COUNTY—CONTINUED.

TOWNS.	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 school.
Amherst	104	4	1	1	-	-	\$800	-	-	4	4	1	-	-
Aurora	44	2	2	-	-	-	500	-	-	2	2	-	-	-
Bluehill	532	15	13	10	-	-	7,000	1	1	12	12	1	10	12
Brooklin	232	2	2	5	-	-	5,000	1	-	2	2	2	5	10
Brooksville	222	2	2	2	-	-	4,000	-	1	1	1	1	1	-
Bucksport.....	415	13	13	10	-	-	18,000	-	1	15	15	1	-	-
Castine	274	4	4	4	-	-	5,000	-	-	5	5	3	3	-
Cranberry Isles.....	30	4	3	3	-	-	4,000	-	-	4	4	4	3	3
Dedham	103	6	5	5	-	-	2,000	-	1	5	5	1	1	-
Deer Isle	512	15	15	15	-	-	20,000	-	2	16	14	4	4	7
Eastbrook.....	80	4	4	2	-	-	450	1	1	3	3	-	1	2
Eden	684	14	13	7	-	-	75,000	2	2	23	23	18	17	19
Ellsworth	791	20	13	13	-	-	10,000	2	2	25	25	2	24	6
Franklin	267	9	6	6	-	-	4,000	1	2	11	10	11	1	-
Gouldsboro	256	9	7	7	-	-	7,500	-	1	17	16	-	4	-
Hancock	183	7	6	6	-	-	6,500	1	1	7	7	1	-	-
Isle au Haut.....	56	2	2	-	-	-	600	-	-	2	2	-	-	-
Lamoine	112	5	5	2	-	-	3,200	-	1	4	3	1	2	-
Mariaville.....	79	5	5	2	-	-	800	-	-	4	4	-	-	1
Mt. Desert.....	435	9	4	4	1	\$3,000	25,000	-	1	15	14	11	3	-
Orland	279	14	12	7	-	-	11,200	1	1	11	11	2	2	6
Otis	34	2	1	1	-	-	800	-	-	1	1	1	2	-
Penobscot.....	260	11	9	10	-	-	3,600	-	-	10	15	4	2	5

APPENDIX.

HANCOCK COUNTY—CONTINUED.

TOWNS.	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 term.	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.
Sedgwick	223	9	2	5	-	-	\$3,500	-	1	9	2	3	7	5
Sorrento	51	3	2	2	-	-	4,400	-	1	2	2	-	-	1
Southwest Harbor	186	4	4	1	1	\$4,433	10,700	1	4	6	5	2	2	2
Stonington	350	5	5	3	1	9,542	30,000	-	-	11	12	3	12	11
Sullivan	234	6	6	3	-	-	5,600	2	2	11	7	3	12	11
Surry	176	7	7	3	-	-	4,000	-	-	6	7	2	12	11
Swan's Island	162	3	3	3	-	-	6,000	-	-	6	7	2	12	11
Tremont	285	9	7	3	-	-	11,000	-	1	14	10	5	15	11
Trenton	88	6	5	3	-	-	3,500	2	2	4	3	3	5	5
Verona	60	4	3	1	-	-	1,200	-	-	3	3	-	1	1
Waltham	48	2	2	1	-	-	1,500	-	-	3	3	1	1	1
Winter Harbor	75	1	1	1	-	-	3,000	-	-	3	3	-	1	1
PLANTATIONS.														
Long Island	46	2	1	1	-	-	1,000	-	-	2	2	1	1	-
No. 8	10	1	1	1	-	-	500	-	-	1	-	-	1	-
No. 21	29	1	1	-	-	-	500	-	-	-	3	-	-	-
No. 33	26	1	1	-	-	-	500	-	-	-	1	-	-	-
Total	8,034	257	232	183	3	\$20,035	\$301,950	14	34	292	297	101	112	98

HANCOCK 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Amherst	-	-	\$4 87	\$23	\$325	\$34	-	3 38	.004	\$334	\$268	\$74	\$676	\$647	\$29	-
Aurora	1	-	6 50	10	140	18	-	3 33	.003	323	121	75	519	498	21	-
Bluehill	13	\$28 33	-	235	2,000	538	-	3 92	.003 3-10	1,890	1,568	175	3,633	3,665	-	\$32
Brooklin	-	29 50	-	75	800	51	-	3 08	.003 9-10	857	755	26	1,632	1,562	76	-
Brooksville	-	40 00	-	75	939	2	-	2 60	.003 4-10	939	1,095	-	2,034	1,930	44	-
Bucksport	-	-	30	3,400	1,529	-	-	6 50	.003 5-10	3,400	1,569	106	5,075	4,861	214	-
Castine	5	-	9 16	80	2,650	1,910	-	11 52	.004 8-10	2,820	639	50	3,509	3,332	177	-
Cranberry Isles	3	45 00	7 50	50	1,000	701	-	10 30	.004 8-10	909	254	-	1,163	1,203	-	40
Dedham	3	-	6 10	32	350	88	-	3 36	.003 4-10	350	309	69	728	794	-	6
Deer Isle	3	36 00	6 00	425	2,400	762	-	3 14	.005 9-10	2,400	2,074	-	4,474	4,413	61	-
Eastbrook	3	28 00	6 50	18	250	52	-	3 62	.004 7-10	250	227	24	501	543	-	42
Eden	33	87 00	10 70	1,350	11,000	7,497	-	3 61	.001 7-10	9,342	3,071	113	12,526	13,300	-	774
Ellsworth	27	36 00	2 30	550	4,500	1,062	-	3 23	.002 2-10	4,526	3,909	-	8,435	8,266	169	-
Franklin	9	35 33	7 86	100	1,300	339	-	3 49	.003 7-10	1,412	1,046	-	2,458	2,417	41	-
Gouldsboro	5	36 00	7 50	90	1,200	193	-	3 52	.003 2-10	962	932	14	1,908	2,109	-	201
Hancock	-	36 00	8 32	67	900	180	-	3 78	.002 9-10	739	741	29	1,559	1,602	-	43
Isle au Haut	-	-	10	10	550	404	-	3 87	.006 7-10	561	151	-	715	714	1	-
Lamoine	5	32 00	7 77	20	580	105	-	3 91	.003 1-10	565	437	7	1,009	993	16	-
Mariaville	-	-	6 00	20	300	126	-	5 00	.005 8-10	300	180	55	635	531	4	-
Mt. Desert	2	40 00	9 42	286	4,000	2,720	-	2 47	.002 1-10	4,406	1,419	-	5,825	5,422	403	-
Orland	2	28 00	7 00	120	1,200	200	-	3 55	.004 3-10	1,200	946	173	2,319	2,134	185	-
Otis	1	-	28	8	225	103	-	6 81	.006 1-10	776	94	33	903	378	525	-

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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance unexpended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Penobscot.....	10	-	\$7 17	\$115	\$1,125	\$200	-	\$3 75	.004 2-10	\$1,154	\$841	\$142	\$2,137	\$2,179	-	\$42
Sedgwick.....	2	\$40 00	7 27	84	900	178	-	3 52	.004 1-10	1,131	726	54	1,911	1,940	-	29
Sorrento.....	2	40 00	9 00	15	450	356	-	10 22	.001 7-10	474	124	-	598	515	\$83	-
Southwest Harbor.....	2	40 00	8 50	85	1,400	-	-	5 85	.003 4-10	1,651	703	118	2,472	2,231	241	-
Stonington.....	12	-	8 59	300	2,100	782	-	3 16	.005 3-10	2,132	1,828	-	3,960	3,376	584	-
Sullivan.....	6	45 00	8 42	100	1,200	373	-	3 56	.003 5-10	1,223	899	-	2,122	2,165	-	43
Surry.....	1	-	7 16	100	800	80	-	3 27	.004 1-10	727	713	96	1,536	1,535	1	-
Swan's Island.....	3	-	9 00	85	845	239	-	3 73	.006 3-10	857	603	-	1,460	1,473	-	13
Tremont.....	10	44 00	7 75	150	1,500	-	\$108	3 69	.005 8-10	1,809	1,112	75	2,996	2,576	420	-
Trenton.....	3	40 00	7 00	37	500	133	-	3 96	.003 7-10	506	357	-	863	822	41	-
Verona.....	1	-	5 33	12	232	45	-	4 00	.003 4-10	239	179	-	418	398	20	-
Waltham.....	2	-	8 50	8	250	96	-	3 96	.003 1-10	221	134	56	411	422	-	11
Winter Harbor.....	3	-	9 84	72	600	143	-	3 39	.001 2-10	600	511	-	1,111	1,090	21	-
PLANTATIONS.																
Long Island.....	-	-	7 55	7	300	161	-	3 78	.001 1-10	1,185	219	-	1,404	434	970	-
No. 8.....	1	-	6 00	5	110	96	-	12 22	.004 5-10	114	30	-	144	129	15	-
No. 21.....	1	-	6 00	-	150	104	-	12 50	.003 8-10	223	33	-	256	196	60	-
No. 33.....	1	-	7 00	5	68	2	-	4 48	.001 2-10	162	72	-	234	205	29	-
Total.....	186	\$39 34	\$7 64	\$5,250	\$52,539	\$21,602	\$108	\$4 77	.002 8-10	\$53,719	\$30,892	\$1,564	\$86,175	\$83,000	\$4,451	\$1,276

KENNEBEC COUNTY

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring term.	Number registered in summer term.	Number registered in fall term.	Number registered in winter term.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Albion.....	233	183	-	195	111	159	-	164	94	.59	209	10	-	-	10
Augusta.....	3,384	1,456	-	1,500	1,420	1,273	-	1,266	1,255	.37	1,611	11	-	-	14
Belgrade.....	266	176	-	182	157	151	-	159	143	.56	213	10	-	-	10
Benton.....	298	165	-	158	151	135	-	126	123	.42	197	10	-	-	10
Chelsea.....	231	-	-	155	-	154	-	152	123	.61	155	10	-	-	10
China.....	320	186	-	187	157	157	-	152	-	.48	196	10	-	-	12
Clinton.....	356	146	-	140	142	136	-	127	126	.38	174	8	-	-	10
Farmingdale.....	301	109	-	119	112	97	-	104	92	.48	148	12	-	-	14
Fayette.....	171	106	-	99	-	92	-	88	-	.52	121	10	-	-	12
Gardiner.....	1,491	816	-	859	814	774	-	789	730	.51	932	12	-	-	14
Hallowell.....	735	475	-	494	474	460	-	440	451	.61	543	12	-	-	14
Litchfield.....	253	148	-	144	119	130	-	131	110	.48	152	10	-	-	10
Manchester.....	146	88	-	82	72	77	-	71	32	.41	96	10	-	-	10
Monmouth.....	313	173	-	164	146	144	-	140	119	.42	187	12	-	-	10
Monmouth.....	232	151	-	147	142	127	-	110	114	.50	151	10	-	-	9
Mt. Vernon.....	559	365	-	344	323	288	-	293	279	.51	387	12	-	-	13
Oakland.....	257	134	-	145	113	106	-	119	83	.39	164	9	-	-	8
Pittston.....	263	167	-	173	174	140	-	154	150	.56	191	12	-	-	14
Randolph.....	200	144	-	150	137	113	-	120	110	.57	155	10	-	-	10
Readfield.....	125	84	-	79	-	69	-	53	-	.52	84	9	-	-	14
Rome.....	230	153	-	160	-	132	-	123	-	.55	182	9	-	-	16
Sidney.....															

APPENDIX.

KENNEBEC COUNTY—CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Vassalboro.....	461	261	-	246	222	225	-	210	-	.47	315	10	-	10	10
Vienna.....	105	72	-	71	52	63	-	62	44	.53	75	9	-	8	9
Waterville.....	3,270	1,217	-	1,379	1,284	1,130	-	1,280	1,180	.36	1,473	11	-	14	11
Wayne.....	144	-	86	81	72	-	77	74	62	.49	95	-	10	10	8
West Gardiner.....	155	107	-	99	80	93	-	92	94	.60	113	10	-	10	8
Windsor.....	175	104	-	94	97	86	-	72	75	.44	112	9	-	9	6
Winslow.....	703	-	252	272	258	-	208	226	213	.30	281	-	10	13	11
Winthrop.....	564	345	-	321	285	301	-	272	236	.47	356	10	-	14	6
Unity Pl.....	15	13	-	14	11	14	-	11	10	.76	13	8	-	8	8
Total.....	15,836	7,544	338	8,253	6,968	6,832	285	7,180	6,048	.32	9,086	10	10	11	9

KENNEBEC COUNTY—CONTINUED.

TOWNS.	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.....	247	9	7	4	-	-	\$4,000	2	2	7	7	6	2	
Augusta.....	1,656	26	20	20	-	-	154,354	4	4	51	51	30	3	8
Belgrade.....	252	11	10	2	-	-	7,000	-	-	9	9	10	2	1
Benton.....	243	2	7	2	-	-	7,000	-	-	2	13	1	2	12
Chelesea.....	250	9	9	2	-	-	4,000	-	1	17	17	-	-	
China.....	220	10	9	10	-	-	5,000	-	-	10	10	-	2	3
Clinton.....	324	14	9	2	-	-	11,000	-	-	11	11	4	1	4
Farmingdale.....	144	3	3	2	-	-	4,100	-	-	5	5	3	2	
Fayette.....	154	2	2	5	-	-	4,389	-	1	7	6	1	1	
Gardiner.....	684	13	11	11	-	-	40,425	1	1	22	22	20	6	3
Hallowell.....	452	9	9	4	-	-	30,000	2	2	13	13	4	7	9
Litchfield.....	226	11	9	2	-	-	4,000	-	2	9	6	-	6	4
Manchester.....	120	7	5	-	-	-	4,000	2	2	2	2	-	1	
Monmouth.....	308	10	10	2	-	-	10,000	-	-	10	10	4	2	1
Mt. Vernon.....	216	10	10	2	1	\$600	4,500	-	-	2	13	1	1	1
Oakland.....	462	8	7	7	-	-	18,000	-	-	11	11	7	4	4
Pittston.....	270	12	10	10	-	-	5,000	1	1	12	12	1	2	12
Randolph.....	144	2	2	2	-	-	4,300	-	-	5	5	1	-	
Readfield.....	240	7	7	6	-	-	2,500	-	-	2	2	3	1	
Rome.....	115	6	6	1	-	-	2,000	-	-	5	5	-	-	
Sidney.....	200	12	10	2	-	-	3,000	-	-	2	10	-	1	

KENNEBEC COUNTY—CONTINUED.

TOWNS.	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 school.
Vassalboro.....	330	12	10	6	-	-	\$7,000	-	2	9	9	-	-	-
Vienna.....	100	4	4	3	-	-	1,000	-	-	4	3	-	-	-
Waterville.....	1,548	7	7	7	-	-	96,000	-	1	4	4	5	-	-
Wayne.....	113	6	4	6	1	\$40,000	3,000	-	-	4	4	14	4	26
West Gardiner.....	168	7	6	6	-	-	3,800	-	-	6	6	2	-	-
Windsor.....	150	8	8	4	-	-	4,000	-	-	6	7	-	-	-
Winslow.....	382	16	14	10	-	-	20,000	-	1	12	12	-	1	-
Winthrop.....	314	7	7	7	-	-	10,000	-	2	10	9	6	-	-
Unity Pl.....	24	1	1	1	-	-	400	-	-	1	1	-	-	-
Total.....	10,068	275	239	189	2	\$40,600	\$473,759	16	22	328	343	123	57	88

PUBLIC SCHOOLS.

KENNEBEC 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Albion	4	\$30 00	\$7 50	\$70	\$1,500	\$788	-	\$6 43	.003 9-10	\$1,367	\$667	\$14	\$2,048	\$2,111	-	\$63
Augusta	50	100 00	10 00	525	9,346	-	-	2 76	.001 2-10	13,136	9,135	2,890	25,161	25,161	-	-
Belgrade	15	-	7 00	100	1,500	654	-	5 63	.003 2-10	1,518	791	-	2,309	2,318	-	9
Benton	14	-	6 74	90	1,000	122	-	3 33	.002	1,223	780	919	2,922	2,745	\$177	-
Chelsea	6	34 00	6 00	55	No re- turns.	-	-	-	-	-	-	-	-	-	-	-
China	10	-	6 66	100	1,350	276	-	4 31	.002 5-10	1,496	832	38	2,366	2,335	31	-
Clinton	2	-	7 35	125	1,800	682	-	5 35	.003	1,800	979	22	2,801	2,879	-	78
Farmingdale	2	-	6 00	58	1,200	522	-	5 97	.002 1-10	1,257	512	-	1,769	1,844	-	75
Fayette	1	28 00	6 50	38	900	452	-	5 26	.003 9-10	998	437	-	1,435	1,393	42	-
Gardiner	30	88 88	10 00	400	7,500	3,099	-	5 02	.002 4-10	7,500	4,009	-	11,509	11,447	62	-
Hallowell	15	77 76	6 27	250	2,800	629	-	3 80	.001 9-10	2,800	1,992	401	5,193	5,193	-	-
Litchfield	9	22 00	6 50	90	1,100	254	-	4 34	.003	1,215	713	13	1,941	1,828	113	-
Manchester	2	34 00	6 00	40	900	486	-	6 16	.003	1,060	434	6	1,500	1,378	122	-
Monmouth	5	-	6 93	100	1,500	511	-	4 78	.002 3-10	1,686	863	2	2,551	2,467	84	-
Mt. Vernon	4	-	6 58	82	1,000	275	-	4 31	.002 9-10	1,235	578	27	1,840	1,794	46	-
Oakland	11	-	6 35	200	2,500	970	-	4 47	.002 5-10	3,993	1,358	-	5,351	5,061	290	-
Pittston	2	24 64	6 15	100	1,200	258	-	4 66	.002 5-10	1,262	747	-	2,009	1,966	43	-
Randolph	5	-	6 20	55	862	-	-	3 27	.002 8-10	548	763	25	1,336	1,896	-	560
Readfield	4	-	6 00	75	900	105	-	4 50	.001 8-10	1,299	816	139	2,254	2,063	191	-
Rome	2	24 00	6 00	40	400	64	-	3 20	.003 8-10	331	326	-	657	718	-	61

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Sidney	2	-	\$6 47	\$104	\$1,500	\$646	-	\$6 52	.003 5-10	\$1,595	\$603	\$92	\$2,290	\$2,188	\$102	
Vassalboro	2	\$53 33	7 98	225	3,500	1,850	-	7 59	.003 3-10	3,092	1,897	239	5,228	4,961	267	
Vienna	-	26 00	6 67	30	500	175	-	4 76	.003 9-10	530	271	-	801	761	40	
Waterville	47	-	10 81	1,500	22,000	14,418	-	6 72	.003 4-10	22,900	8,772	604	31,436	29,853	1,483	
Wayne	4	-	7 75	51	700	134	-	4 85	.002 9-10	724	415	41	1,180	1,153	27	
West Gardiner	4	-	6 80	60	1,000	446	-	6 45	.003 2-10	1,015	470	18	1,503	1,479	24	
Windsor	5	40 00	6 75	55	800	174	-	4 56	.003 2-10	839	492	-	1,331	1,413	-	\$32
Winslow	17	-	7 75	168	3,900	2,078	-	5 54	.001 6-10	5,491	1,981	-	7,472	6,177	1,295	
Winthrop	5	50 00	6 60	200	2,500	830	-	4 43	.001 9-10	2,562	1,568	199	4,329	3,652	677	
Unity Pl.	2	-	5 09	4	125	85	-	8 33	.007 8-10	125	47	7	179	151	28	
Total	275	\$45 18	\$7 44	\$4,990	\$75,513	\$30,993	-	\$4 78	.002 3-10	\$83,697	\$43,248	\$5,756	\$132,701	\$128,485	\$5,144	\$928

KNOX COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Appleton.....	232	188	-	193	197	167	-	175	178	.59	235	8	-	-	8
Camden.....	902	437	-	483	469	353	-	419	410	.43	536	11	-	-	13
Cushing.....	169	97	-	95	96	80	-	79	71	.45	105	8	-	-	8
Friendship.....	205	126	126	118	109	106	106	108	76	.42	146	9	9	9	9
Hope.....	147	114	-	115	119	79	-	76	83	.54	120	10	-	-	11
Hurricane Isle.....	80	60	-	62	67	52	-	55	58	.68	72	11	-	-	11
North Haven.....	147	80	-	62	50	69	-	48	39	.35	82	10	-	-	10
Rockland.....	1,920	1,395	-	1,448	1,349	1,296	-	1,260	1,244	.65	1,587	10	10	14	14
Rockport.....	580	352	-	354	340	315	-	314	303	.53	400	12	-	-	13
South Thomaston.....	402	260	-	270	220	208	-	21	21	.20	286	9	-	-	10
St. George.....	710	349	-	369	351	304	-	332	295	.43	425	10	-	-	10
Thomaston.....	592	426	-	430	408	394	-	390	367	.64	476	11	-	-	10
Union.....	295	175	-	168	169	151	-	138	128	.47	200	9	-	-	9
Vinalhaven.....	787	479	-	467	452	419	-	424	404	.52	481	10	-	-	10
Warren.....	501	251	-	245	224	211	-	215	187	.40	284	10	-	-	10
Washington.....	215	140	-	139	119	121	-	119	96	.52	151	9	-	-	10
Crlehaven Pl.....	14	8	-	8	7	7	-	-	-	.50	8	10	-	-	10
Matincus Isle Pl.....	52	28	-	29	25	24	-	26	20	.45	32	10	-	-	10
Mussel Ridge Pl.....	24	8	-	8	3	6	-	6	2	.18	8	7	-	-	7
Total.....	8,034	4,973	126	5,063	4,767	4,362	106	4,212	3,982	.39	5,634	9	9	10	10

APPENDIX.

KNOX COUNTY—CONTINUED.

TOWNS.	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.
Appleton	275	10	10	10	-	-	\$5,500	-	2	10	8	5	2	
Camden	396	3	3	2	-	-	32,000	2	2	15	15	2	1	10
Cushing	26	6	5	5	-	-	2,000	-	-	6	6	-	-	
Friendship	26	7	5	5	-	-	3,400	1	1	7	5	1	2	1
Hope	162	7	6	2	-	-	1,800	-	-	6	6	4	-	3
Hurricane Isle	66	1	1	1	-	-	300	-	-	2	2	-	-	
North Haven	116	3	3	3	1	\$2,843	6,000	-	-	4	3	3	4	
Rockland	1,080	9	7	9	-	-	88,000	-	-	33	33	5	4	6
Rockport	432	7	6	5	-	-	10,000	2	2	13	13	3	3	7
South Thomaston	301	13	11	-	-	-	4,000	-	-	11	11	1	1	
St. George	450	14	13	8	1	100	9,500	4	2	11	22	10	1	
Thomaston	33	14	13	8	-	-	20,000	12	12	14	14	2	2	
Union	270	13	11	5	-	-	6,000	-	1	11	9	1	3	
Vinalhaven	450	10	10	10	-	-	20,000	-	-	15	15	14	14	
Warren	483	18	18	11	-	-	7,000	1	1	15	16	5	11	6
Washington	189	11	9	5	-	-	2,500	-	2	7	5	2	7	
Criehaven Pl.	20	1	1	1	-	-	500	-	-	1	1	1	1	1
Matinicus Isle Pl.	25	1	1	1	-	-	800	-	1	2	-	-	1	3
Mussel Ridge Pl.	20	-	-	-	-	-	-	-	-	1	-	1	-	
Total	4,820	148	133	91	2	\$2,943	\$219,300	22	32	184	184	60	57	37

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Appleton.....	8	\$24 00	\$5 75	\$64	\$1,000			\$3 73	.004	\$1,051	\$772	\$31	\$1,854	\$1,690	\$164	
Camden.....	17	75 00	8 12	300	3,900	1,640	-	3 32	.001 6-10	3,900	2,572	125	6,597	6,738	-	\$141
Cushing.....	-	-	6 05	55	600	118	-	3 55	.004 6-10	668	445	-	1,113	1,036	77	
Friendship.....	-	52 00	7 00	80	1,000	349	-	4 87	.004 3-10	1,000	653	17	1,670	1,646	24	
Hope.....	6	-	5 50	35	600	121	-	4 06	.002 9-10	600	412	30	1,042	1,027	15	
Hurricane Isle.....	-	-	11 25	12	700	494	-	8 75	.001 2-10	1,156	227	-	1,383	1,020	363	
North Haven.....	-	-	8 41	52	700	259	-	4 76	.002 6-10	1,041	431	-	1,472	1,121	351	
Rockland.....	29	-	10 54	1,400	10,700	4,180	-	5 57	.001 8-10	10,869	5,375	140	16,384	16,247	137	
Rockport.....	15	68 00	7 08	116	3,700	1,849	-	6 37	.002 6-10	4,818	1,580	-	6,398	6,236	162	
South Thomaston.....	-	-	7 36	100	1,500	359	-	3 73	.003 9-10	1,540	1,140	103	2,783	2,291	492	
St. George.....	10	34 46	7 47	135	2,000	235	-	2 81	.004 9-10	2,038	2,072	-	4,110	4,133	-	23
Thomaston.....	15	83 00	8 05	250	3,300	1,150	-	5 56	.002 6-10	3,300	1,729	3	5,032	5,051	-	19
Union.....	11	28 00	6 00	107	1,200	202	-	4 06	.002 3-10	1,298	805	4	2,107	1,960	147	
Vinalhaven.....	15	-	9 20	425	3,000	1,114	-	3 81	.004 2-10	3,000	2,166	-	5,166	5,205	-	39
Warren.....	25	24 00	6 72	200	2,082	427	-	4 15	.002 4-10	2,083	1,372	350	3,815	3,652	163	
Washington.....	-	32 00	6 44	50	817	2	-	3 80	.003	969	683	67	1,719	1,678	41	
Criehaven Pl.....	1	-	7 50	-	129	91	-	9 21	.006 3-10	137	44	-	181	160	21	
Matinicus Isle Pl.....	3	44 00	10 00	10	200	33	-	3 84	.005 1-10	392	152	-	544	309	235	
Mussel Ridge Pl.....	-	-	6 00	-	250	192	-	10 50	.007 1-10	250	80	-	330	180	150	
Total.....	155	\$46 44	\$7 60	\$3,391	\$37,378	\$13,055	-	\$4 65	.002 4-10	\$40,120	\$22,710	\$870	\$63,700	\$61,380	\$2,542	\$222

APPENDIX.

LINCOLN COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Alna.....	103	84	184	92	96	72	72	74	74	.70	101	9			10
Boothbay.....	525	284		268	252	259		239	218	.45	386	10			10
Boothbay Harbor.....	618	401		375	369	360		328	324	.54	432	10			12
Bremen.....	134		70	75	67		59	57	60	.43	78		9		10
Bristol.....	695	399		391	381	345		355	331	.49	446	10			10
Damariscotta.....	151		86		92		72	67	67	.46	98	9			13
Dresden.....	214	122		119	76	101		104	61	.41	144	10			12
Edgecomb.....	141		82	71	68			61	55	.42	93	10	10		10
Jefferson.....	295	175		169	154	139		136	125	.45	186	9			8
Newcastle.....	267	170		165	155	157		137	117	.51	201	9			11
Nobleboro.....	199	104		108	109	84		90	89	.43	119	10			10
Somerville.....	110	65		63	54	58		55	46	.48	78	9			10
Southport.....	141	95		99	85	81		83	67	.54	110	10			10
Waldoboro.....	796	482		469	431	167		17	15	.08	554	10			11
Westport.....	85	63		55	52	54		46	39	.54	71	7			8
Whitefield.....	248	172		149	131	141		127	109	.50	227	8			8
Wiscasset.....	341	120	123	148	153	118	123	140	123	.36	153	10	10		10
Monhegan Pl.....	32	27		30	24	25				.78	30	10	10		10
Total.....	5,095	2,763	545	2,846	2,752	2,161	392	2,049	1,920	.32	3,507	9	9	10	8

LINCOLN COUNTY—CONTINUED.

TOWNS.	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 term.	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.
Alna	123	6	5	4	-	-	\$3,200	-	-	4	4	3	-	1
Boothbay	377	12	12	10	-	-	12,000	-	6	10	10	-	-	3
Boothbay Harbor	429	5	5	3	-	-	10,000	13	1	12	14	5	5	6
Bremen	125	6	5	4	-	-	3,500	-	-	5	5	-	-	-
Bristol	478	15	14	11	-	-	10,500	1	1	15	15	12	1	-
Damariscotta	99	5	5	3	-	-	5,000	-	-	3	3	-	-	-
Dresden	28	6	4	3	-	-	1,500	-	-	6	6	3	3	-
Edgecomb	30	4	4	-	-	-	2,500	-	-	4	4	-	-	-
Jefferson	230	13	12	3	-	-	3,600	-	1	10	9	2	1	3
Newcastle	258	9	8	5	-	-	8,200	1	-	8	10	4	5	-
Nobleboro	270	9	7	5	-	-	6,000	-	-	10	10	7	1	-
Somerville	84	6	3	2	-	-	700	-	2	3	6	-	-	-
Southport	120	4	4	4	-	-	4,000	-	-	4	4	-	-	-
Waldoboro	568	24	22	16	1	\$600	12,000	1	3	24	45	1	1	-
Westport	75	3	3	2	-	-	1,000	-	-	6	6	1	-	-
Whitefield	223	12	11	8	-	-	5,000	-	1	11	10	-	-	-
Wiscasset	140	8	8	8	-	-	7,500	-	-	7	7	-	-	1
Monhegan Pl	75	1	1	1	-	-	600	-	-	1	1	1	2	2
Total	3,732	148	133	86	1	\$600	\$96,800	8	15	141	170	30	28	20

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Alna.....	4	-	\$7 75	\$44	\$500	\$145	-	\$4 85	.003	\$524	\$347	\$30	\$901	\$716	\$185	
Boothbay.....	7	\$50 33	7 45	158	2,400	987	-	4 57	.003 9-10	2,464	1,466	15	3,945	4,006		
Boothbay Harbor.....	11	48 00	8 92	125	3,000	1,459	-	4 85	.003 2-10	4,248	1,740	-	5,988	4,539	1,449	\$61
Bremen.....	5	-	7 00	36	600	74	-	4 47	.004 3-10	610	373	-	983	1,017		34
Bristol.....	16	40 00	9 92	296	3,500	1,442	-	5 03	.003 9-10	3,500	1,683	-	5,183	4,972	411	
Damariscotta.....	4	-	9 16	40	800	259	-	5 29	.001 7-10	969	416	18	1,343	1,219	124	
Dresden.....	6	-	7 00	46	710	4	-	3 31	.002	763	573	-	1,336	1,303	33	
Edgecomb.....	2	-	7 50	60	600	114	-	4 25	.003 2-10	600	459	2	1,061	1,013	48	
Jefferson.....	6	40 00	7 50	100	1,500	576	-	5 08	.003 5-10	1,510	805	4	2,319	2,313	6	
Newcastle.....	9	32 00	7 12	80	1,700	840	-	6 36	.002 4-10	1,716	741	4	2,461	2,370	91	
Nobleboro.....	-	-	6 35	75	1,400	752	-	7 03	.005 7-10	1,533	484	20	2,037	1,976	61	
Somerville.....	2	31 00	7 11	25	345	46	-	3 13	.005 7-10	501	312	-	813	784	29	
Southport.....	-	-	9 00	60	550	128	-	3 90	.001 4-10	550	403	3	956	950	6	
Waldoboro.....	1	-	6 50	250	3,400	884	-	4 27	.003	3,456	2,263	26	5,745	5,745		
Westport.....	-	28 00	6 50	20	300	36	-	3 52	.003 2-10	312	257	-	569	549	20	
Whitefield.....	2	32 00	7 04	75	1,000	75	-	4 03	.002 4-10	1,152	722	56	1,930	1,738	192	
Wiscasset.....	-	-	7 42	90	1,300	282	-	3 81	.002 7-10	1,325	937	38	2,300	2,326		
Monhegan Pl.....	-	-	8 00	12	No re	turns.	-	-	-	-	-	-	-	-	-	26
Total.....	33	\$37 66	\$7 51	\$1,496	\$23,605	\$7,103	-	\$4 63	.003	\$25,673	\$14,181	\$216	\$40,070	\$37,536	\$2,655	\$121

PUBLIC SCHOOLS.

OXFORD COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms,	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Albany	124	86	-	92	-	13	-	10	-	.08	109	9	-	11	10
Andover	202	120	-	107	85	102	-	90	73	.43	140	9	-	10	11
Bethel	438	291	-	294	273	270	-	268	251	.60	305	10	-	11	11
Brownfield	232	134	-	127	106	120	-	109	89	.45	141	10	-	10	10
Buckfield	253	-	170	175	159	-	147	155	135	.57	205	-	10	10	10
Byron	55	36	-	35	-	31	-	32	-	.57	36	10	-	10	10
Canton	290	144	-	143	137	120	-	113	105	.38	178	10	-	10	10
Denmark	132	93	-	93	82	82	-	81	68	.58	103	9	-	9	9
Dixfield	262	142	-	148	93	83	-	48	36	.21	262	11	-	11	11
Fryeburg	304	206	-	184	181	171	-	152	130	.49	216	8	-	9	9
Gilead	45	15	-	18	15	15	-	17	14	.34	19	12	-	11	9
Grafton	24	12	-	-	-	-	11	11	-	.45	12	-	9	12	10
Greenwood	190	122	-	127	118	103	-	107	96	.53	148	10	-	10	9
Hanover	50	30	-	32	33	31	-	25	23	.53	42	9	-	9	11
Hartford	135	-	113	102	27	-	94	85	66	.44	132	-	9	9	9
Hebron	126	86	-	91	80	74	-	78	66	.57	96	9	-	10	9
Hiram	235	121	-	123	126	112	-	112	105	.46	133	8	-	11	9
Lowell	139	-	99	85	83	-	86	67	71	.53	108	-	9	9	10
Mason	23	17	-	13	13	14	-	12	12	.56	17	8	-	12	10
Mexico	607	166	-	397	329	134	-	309	257	.38	538	10	-	10	10
Newry	68	59	-	49	44	50	-	41	32	.63	60	10	-	8	8
Norway	787	437	-	452	433	382	-	415	368	.49	536	9	-	11	8

APPENDIX.

OXFORD COUNTY—CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Oxford.....	327	176	-	164	154	136	-	147	124	.41	182	10	-	9	10
Paris.....	794	484	-	443	414	423	-	391	363	.49	566	10	-	10	10
Peru.....	221	129	-	154	125	101	-	134	102	.50	163	11	-	11	12
Porter.....	229	150	-	138	-	107	-	97	-	.44	160	9	-	13	13
Roxbury.....	96	66	-	68	57	55	-	54	47	.53	68	10	-	12	12
Rumford.....	1,574	1,003	-	1,010	1,004	776	-	834	779	.50	1,349	12	-	12	12
Stoneham.....	84	58	-	48	52	14	-	12	11	.14	58	9	-	9	9
Stow.....	56	39	-	36	37	34	-	32	31	.58	39	9	-	9	9
Summer.....	224	148	-	141	133	131	-	125	110	.54	151	9	-	9	9
Sweden.....	66	54	-	54	51	45	-	46	46	.10	60	10	-	9	9
Upton.....	53	48	-	39	-	45	-	30	-	.70	45	9	-	10	9
Waterford.....	208	151	-	136	176	143	-	132	152	.68	185	9	-	8	8
Woodstock.....	214	127	-	144	130	100	-	117	99	.49	175	9	-	9	8
PLANTATIONS.															
Lincoln.....	16	14	14	16	14	10	10	10	13	.65	16	10	10	-	10
Magalloway.....	No returns.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Milton.....	73	40	40	37	14	-	31	28	11	.32	44	-	10	10	6
Total.....	9,006	5,004	436	5,514	4,841	4,027	379	4,514	3,890	.35	6,797	11	9	9	8

OXFORD COUNTY—CONTINUED.

TOWNS.	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.
Albany.....	117	7	7	5	—	—	\$2,300	—	1	5	6	1	1	
Andover.....	180	5	5	4	—	—	4,000	—	—	6	12	3	—	
Bethel.....	288	12	12	2	—	—	1,400	—	—	11	12	2	2	
Brownfield.....	28	11	9	4	—	—	6,300	1	1	6	2	1	2	
Buckfield.....	338	10	10	6	—	—	5,000	—	2	2	9	2	1	
Byron.....	60	3	3	—	—	—	1,500	—	—	2	3	1	—	
Canton.....	208	2	7	3	—	—	6,000	—	—	7	7	2	4	
Denmark.....	173	9	7	5	—	—	4,000	—	1	6	6	2	2	
Dixfield.....	170	2	2	—	—	—	5,500	—	—	6	6	—	—	
Fryeburg.....	278	13	10	—	—	—	10,000	—	—	10	10	—	—	
Gilead.....	58	3	2	—	—	—	1,600	—	—	2	2	—	—	
Grafton.....	20	1	1	1	—	—	100	—	—	1	1	—	—	
Greenwood.....	29	10	9	5	1	\$529	3,500	—	—	2	10	1	2	
Hanover.....	29	2	2	—	—	—	600	—	—	2	2	—	—	
Hartford.....	179	2	2	4	—	—	5,200	—	—	7	7	—	1	
Hebron.....	196	1	1	6	—	—	2,250	—	—	7	14	—	1	
Hiram.....	196	6	6	—	—	—	4,000	—	—	6	6	—	1	
Lovell.....	140	7	7	3	—	—	2,500	—	—	5	6	—	1	
Mason.....	19	1	1	—	—	—	600	—	1	1	1	—	4	
Mexico.....	314	3	3	3	—	—	8,000	—	—	10	11	—	3	
Newry.....	104	5	5	3	—	—	2,500	—	—	4	4	—	—	
Norway.....	595	17	14	15	—	—	19,770	—	1	20	20	7	5	

APPENDIX.

OXFORD COUNTY—CONTINUED.

TOWNS.	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.
Oxford	249	8	7	7	-	-	\$5,700	-	-	9	6	-	-	-
Paris	644	21	19	13	-	-	28,000	1	1	22	22	-	-	-
Peru	35	8	8	7	-	-	4,000	1	1	4	4	-	-	-
Porter	212	10	7	1	-	-	4,000	4	2	6	6	-	-	-
Roxbury	116	4	4	2	-	-	3,000	1	1	4	4	-	-	-
Rumford	1,029	20	20	14	-	-	55,000	-	1	22	30	20	9	3
Stoneham	72	3	-	1	-	-	500	-	-	2	2	-	-	-
Stow	70	5	4	2	-	-	3,800	-	2	3	4	-	-	-
Sumner	207	9	6	6	1	\$520	4,000	-	2	9	9	-	-	2
Sweden	104	7	7	2	-	-	2,800	-	2	4	4	-	-	-
Upton	60	1	1	1	-	-	800	-	-	3	3	-	-	-
Waterford	22	12	12	2	-	-	3,000	-	-	10	10	-	-	-
Woodstock	187	7	7	4	-	-	5,000	-	-	7	7	2	2	-
PLANTATIONS.														
Lincoln	30	1	1	1	-	-	1,000	1	1	-	1	1	-	-
Magalloway														
Milton	26	1	-	-	-	-	300	-	-	1	1	-	1	1
Total	6,812	272	242	162	2	\$1,049	\$217,420	13	24	255	283	61	44	22

OXFORD 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 1906.	Not less than 80 cents for each inhabitant.		Percentage of valuation assessed for common schools.	Amount available from town treasury from April 1, 1906, to April 1, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.								
Albany	2	\$28 00	\$6 13	\$50	\$650	\$220	-	5 24	1,004	\$315	\$48	\$1,003	\$938	\$65	
Andover	6	-	7 58	59	1,200	618	-	5 94	1,203	517	21	1,741	1,741	-	
Bethel	10	52 00	7 00	125	2,750	1,282	-	6 27	2,405	1,203	240	3,848	3,828	20	
Brownfield	-	34 00	6 50	90	1,430	615	-	6 16	1,404	658	6	2,068	1,955	113	
Buckfield	-	26 00	6 58	75	1,400	489	-	5 53	1,483	819	132	2,434	2,350	84	
Byron	30	-	7 65	30	400	237	-	7 27	400	151	21	572	557	15	
Canton	8	-	7 06	100	1,500	743	-	5 17	1,410	750	76	2,236	2,315	-	79
Denmark	-	20 00	6 42	75	1,000	493	-	7 65	1,187	390	5	1,582	1,457	125	
Dixfield	6	34 00	7 67	104	1,315	473	-	5 01	1,315	722	45	2,082	2,279	-	197
Fryeburg	-	36 66	6 10	125	2,500	1,399	-	8 23	2,530	854	26	3,410	3,594	-	184
Gilead	2	-	6 12	25	272	-	-	6 04	325	102	15	442	443	-	1
Grafton	1	-	7 03	600	100	35	-	4 16	101	44	98	243	251	-	8
Greenwood	4	-	6 00	75	1,300	707	-	6 84	1,252	537	55	1,844	1,851	-	7
Hanover	2	-	6 00	7	250	79	-	5 00	218	138	12	368	357	-	11
Hartford	4	-	6 50	71	900	372	-	4 86	891	545	81	1,517	1,408	-	109
Hebron	7	-	6 12	50	800	405	-	6 34	880	332	247	1,459	1,325	-	134
Hiram	4	-	6 50	71	900	372	-	4 86	891	545	81	1,517	1,408	-	109
Lovell	-	40 00	6 70	50	1,000	446	-	7 19	1,019	360	190	1,569	1,525	-	44
Mason	1	28 00	6 87	10	100	46	-	4 34	102	74	-	176	142	-	34
Mexico	12	-	9 17	376	3,400	2,747	-	5 60	4,379	1,884	-	6,263	5,295	-	968
Newry	4	-	7 50	25	600	371	-	8 82	598	216	92	906	1,043	-	137
Norway	14	26 00	7 60	320	3,850	1,528	-	4 88	3,620	2,019	-	5,639	5,788	-	144

APPENDIX.

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Oxford	\$ 5	-	\$7 43	\$113	\$2,341	4	-	\$7 15	.004 5-10	\$2,370	\$827	\$ 7	\$3,204	\$2,713	\$491	
Paris	30	\$6 00	7 50	300	4,068	1,488	-	5 12	.002 7-10	4,598	2,334	221	7,153	6,900	253	
Peru	12	29 00	6 65	120	1,000	382	-	4 52	.003 9-10	1,000	614	34	1,642	1,639	9	
Porter	-	26 00	6 33	70	850	141	-	3 71	.003 5-10	891	669	114	1,674	1,576	98	
Roxbury	2	32 00	6 50	24	575	385	-	5 98	.005 1-10	592	227	-	819	846	-	\$27
Rumford	23	70 00	10 23	1,330	-	-	-	-	-	-	-	-	-	-	-	-
Stoneham	3	-	6 43	-	300	73	-	3 57	.002 7-10	315	257	-	572	512	60	
Stow	2	27 00	6 06	20	500	284	-	7 92	.003 6-10	516	177	-	693	625	68	
Summer	6	28 00	6 42	35	900	258	-	4 01	.003 2-10	955	655	149	1,759	1,750	9	
Sweden	-	-	5 62	37	400	174	-	6 06	.002 3-10	479	182	72	733	705	28	
Upton	1	-	5 50	11	350	156	-	6 60	.002 9-10	364	171	125	660	654	6	
Waterford	-	-	6 42	100	1,450	716	-	6 97	.004 7-10	1,221	636	22	1,879	1,873	6	
Woodstock	1	-	6 19	59	1,000	347	-	4 67	.003 6-10	1,354	510	18	1,882	1,886	46	
PLANTATIONS.																
Lincoln	-	48 00	8 00	6	48	-	\$10	3 00	.000 3-10	2,608	559	-	3,167	440	2,727	
Magalloway	-	-	-	No re	turns.	-	-	-	-	-	-	-	-	-	-	-
Milton	1	-	8 50	10	275	113	-	3 76	.004 1-10	360	213	-	573	564	9	
Total	181	\$34 48	\$6 89	\$4,817	\$41,774	\$19,286	\$10	\$4 63	.002 7-10	\$46,116	\$21,311	\$2,167	\$69,594	\$64,844	\$5,540	\$790

PENOBSCOT COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Alton	67	52	-	40	41	44	-	34	31	.54	57	8	-	8	10
Argyle.....	71	52	-	52	-	44	-	38	-	.57	58	10	-	14	11
Bangor.....	6,595	3,651	-	3,741	3,131	3,263	-	3,357	2,796	.47	3,826	11	-	14	10
Bradford ..	290	176	-	178	154	147	-	142	130	.46	190	9	-	9	11
Bradley.....	187	119	-	119	108	96	-	100	87	.50	140	10	-	10	10
Brewer.....	1,460	933	-	996	918	803	-	859	789	.55	1,079	10	-	10	10
Burlington..	107	66	-	74	34	17	-	14	9	.12	78	10	-	10	8
Carmel.....	240	152	-	145	155	125	-	127	133	.53	164	8	-	8	6
Carroll.....	162	110	-	95	-	99	69	77	-	.50	122	9	-	9	8
Charleston..	227	-	91	120	116	-	106	101	103	.45	207	-	8	9	9
Chester.....	114	79	-	86	-	61	-	64	-	.54	86	10	-	10	10
Clifton.....	49	35	-	33	-	25	-	22	-	.47	41	10	-	10	10
Corinna.....	308	194	-	188	170	164	-	152	142	.49	235	10	-	11	9
Corinth.....	211	137	-	124	117	125	-	109	107	.53	148	9	-	9	10
Dexter.....	854	529	-	534	525	459	-	481	449	.54	576	10	-	13	8
Dixmont.....	210	127	-	124	130	110	-	100	109	.50	158	8	-	8	8
East Millinocket	153	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eddington.....	148	74	-	70	62	41	-	42	37	.27	83	10	-	10	7
Edinburg.....	10	9	-	9	-	7	-	7	-	.70	10	10	-	10	10
Enfield.....	358	257	-	249	261	192	-	186	179	.51	277	10	-	10	12
Etna.....	150	-	107	90	96	-	82	65	75	.49	120	-	7	8	8
Exeter.....	238	155	-	143	134	139	-	125	112	.52	169	9	-	9	11

APPENDIX.

PENOBSCOT COUNTY—CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Garland	200	-	125	114	111	-	105	100	88	.48	132	-	10	9	8
Glenburn	146	66	-	63	53	55	-	50	45	.34	66	-	-	9	8
Greenbush	138	102	-	81	23	87	-	56	17	.32	102	9	-	10	9
Greenfield	55	33	-	29	12	28	-	23	10	.37	33	10	-	10	9
Hampden	568	366	-	359	341	301	-	299	294	.52	358	10	-	10	10
Hermon	342	232	-	255	235	200	-	221	194	.57	252	9	-	9	9
Holden	167	110	-	107	94	89	-	92	76	.54	129	-	-	9	8
Howland	153	98	-	110	86	81	-	89	74	.53	110	10	-	11	12
Hudson	110	70	-	58	53	55	-	42	45	.43	79	10	-	10	6
Kenduskeag	125	77	-	72	78	69	-	54	58	.48	88	-	-	10	11
Kingman	351	209	-	203	169	171	-	169	147	.46	219	10	-	9	9
Lagrange	159	105	97	-	95	87	82	-	70	.50	114	8	-	9	9
Lee	260	168	-	138	131	140	-	111	114	.46	178	-	-	9	9
Levant	180	95	-	105	102	79	-	84	83	.45	124	-	-	8	6
Lincoln	683	376	-	426	400	340	-	330	-	.32	435	12	-	12	12
Lowell	77	49	-	48	39	39	-	43	-	.53	59	9	-	10	-
Mattawamkeag	161	101	-	101	101	95	-	100	96	.60	101	11	-	11	10
Maxfield	30	12	-	13	-	10	-	10	-	.33	14	10	-	12	-
Medway	159	97	-	97	-	84	-	80	-	.51	97	9	-	12	-
Milford	276	160	-	163	161	135	-	139	137	.49	170	10	-	12	11
Millinocket	928	425	-	416	415	347	-	323	320	.35	537	10	-	14	12
Mt. Chase	110	74	-	66	-	54	-	51	-	.47	77	12	-	12	-

PENOBSCOT COUNTY—CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Newburg	163	107	-	108	102	82	-	94	88	.53	122	8	-	-	8
Newport	445	223	-	254	241	194	-	215	204	.45	297	10	-	-	11
Old Town	1,846	953	-	985	900	846	-	875	830	.46	1,048	10	-	-	12
Orono	1,050	710	-	740	725	663	-	687	668	.64	758	10	-	-	10
Orrington	374	178	-	186	157	157	-	157	129	.39	227	10	-	-	9
Passadumkeag	132	81	-	90	-	67	-	71	-	.52	103	9	-	-	13
Patten	461	356	-	340	347	320	-	312	306	.67	412	11	-	-	10
Plymouth	175	107	-	94	94	88	-	81	80	.46	109	9	-	-	11
Prentiss	186	129	130	116	102	92	102	84	-	.51	136	9	8	6	8
Springfield	149	25	89	77	71	79	69	62	51	.34	101	10	-	9	9
Stetson	118	84	-	84	77	66	-	62	62	.59	94	8	-	-	8
Veazie	125	76	-	72	71	63	-	59	59	.48	82	11	-	-	10
Winn	234	140	-	136	117	124	-	122	108	.46	164	9	-	-	11
Woodville	46	22	-	24	15	7	-	8	7	.16	25	10	-	-	7
PLANTATIONS.															
Drew	85	44	-	39	36	35	-	30	25	.35	49	10	-	-	9
Lakeville	34	-	34	26	18	-	26	20	14	.88	34	-	-	9	11
Grand Falls	24	16	-	16	-	11	-	11	-	.41	16	10	-	-	10
Seboels	25	16	-	19	15	16	-	19	15	.66	19	10	-	-	10
Stacyville	172	112	-	120	91	22	-	24	18	.12	134	10	-	-	10
Webster	51	32	-	-	-	22	-	18	12	.34	32	13	-	-	15
Total	23,472	13,343	796	13,754	11,878	11,427	641	11,687	9,832	.36	15,260	9	8	10	9

APPENDIX.

PENOBSCOT COUNTY—CONTINUED.

TOWNS.	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 term.	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.
Alton.....	78	4	4	-	-	-	\$1,500	-	-	3	6	-	-	-
Argyle.....	96	4	4	2	-	-	1,600	-	-	4	4	-	-	-
Bangor.....	136	31	29	12	1	\$20,296	380,000	3	3	97	99	79	24	14
Bradford.....	280	10	10	2	-	-	4,000	-	-	-	5	-	-	3
Bradley.....	154	3	3	3	-	-	4,000	-	-	5	5	1	3	2
Brewer.....	772	11	11	10	1	15,000	43,000	-	-	25	23	14	2	11
Burlington.....	105	4	4	3	-	-	2,500	2	2	2	2	1	-	-
Carmel.....	156	9	7	6	-	-	3,500	2	3	6	5	3	4	3
Carroll.....	168	7	7	5	-	-	4,200	1	2	5	5	2	-	-
Charleston.....	280	10	6	3	-	-	4,500	-	1	10	19	-	-	-
Chester.....	121	6	5	5	-	-	1,800	-	-	6	6	2	1	1
Clifton.....	40	5	5	-	-	-	1,500	-	-	2	2	-	-	-
Corinna.....	290	13	10	6	-	-	10,000	1	2	8	9	-	7	6
Corinth.....	168	8	6	6	-	-	4,000	-	-	6	6	1	1	1
Dexter.....	547	14	13	2	1	7,372	40,000	-	-	12	19	4	12	15
Dixmont.....	192	12	10	5	-	-	5,000	-	2	8	6	-	1	3
East Millinocket.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eddington.....	81	6	4	3	-	-	5,000	-	-	5	5	3	3	5
Edinburg.....	21	1	1	1	-	-	500	-	-	1	1	1	-	-
Enfield.....	224	4	4	3	-	-	4,600	-	2	5	5	5	3	6
Etna.....	161	7	6	2	-	-	4,885	-	3	7	11	-	2	-
Exeter.....	282	11	10	4	-	-	2,800	-	-	10	10	-	1	-

PENOBSCOT COUNTY—CONTINUED.

TOWNS.	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 school.
Garland.....	189	9	9	8	-	-	\$4,200	-	-	7	7	-	3	4
Glenburn.....	26	5	3	1	1	\$350	700	-	-	4	6	-	4	3
Greenbush.....	106	5	5	5	-	-	3,000	-	-	5	6	-	3	3
Greenfield.....	49	3	-	-	-	-	200	-	-	2	1	-	-	-
Hampden.....	420	14	14	14	-	-	10,000	-	-	14	14	12	11	14
Hermion.....	269	14	8	4	1	536	4,500	-	1	11	11	12	3	4
Holden.....	150	7	6	6	-	-	2,500	-	-	6	11	1	1	4
Howland.....	99	1	-	-	-	-	3,050	1	1	2	3	-	-	-
Hudson.....	78	5	3	-	-	-	1,500	-	-	3	3	-	-	-
Kenduskeag.....	58	1	1	-	-	-	1,500	1	1	1	1	1	2	1
Kingman.....	201	6	2	3	-	-	2,000	1	1	6	6	12	3	3
Lagrange.....	141	5	1	-	-	-	5,000	-	1	6	5	-	-	1
Lee.....	220	8	8	7	-	-	3,000	-	-	8	13	5	3	1
Levant.....	124	8	8	6	1	438	3,438	-	1	5	5	2	2	3
Lincoln.....	470	13	13	13	-	-	19,000	1	1	17	15	5	3	3
Lowell.....	30	4	3	3	-	-	800	-	-	3	3	-	-	-
Mattawamkeag.....	38	4	4	4	-	-	2,000	-	3	-	2	3	3	1
Maxfield.....	44	3	2	-	-	-	600	-	-	2	2	-	-	-
Medway.....	225	6	3	1	-	-	1,000	-	1	6	5	-	-	2
Milford.....	132	2	2	1	-	-	4,000	-	-	4	4	1	2	2
Millnoeket.....	36	1	1	1	-	-	20,000	-	-	12	14	3	2	2
Mt. Chase.....	78	5	-	2	-	-	1,000	-	-	4	4	-	-	-

PENOBSCOT COUNTY—CONTINUED.

TOWNS.	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.
Newburg.....	149	9	9	6	-	-	\$4,000	-	-	2	6	10	1	3
Newport.....	293	7	7	5	-	-	12,000	-	-	-	5	9	5	10
Old Town.....	884	12	12	10	-	-	100,000	-	1	-	29	29	9	6
Orono.....	499	11	11	7	-	-	35,000	-	-	1	21	21	7	6
Orrington.....	319	11	11	11	-	-	6,000	-	-	-	10	11	10	4
Passadumkeag.....	92	4	4	2	-	-	4,000	-	-	-	4	4	4	4
Patten.....	373	8	8	4	-	-	21,200	-	-	-	13	13	3	6
Plymouth.....	195	2	2	3	-	-	4,000	-	-	-	1	1	4	2
Prentiss.....	144	6	6	4	-	-	1,000	-	-	1	7	7	4	2
Springfield.....	145	5	5	2	-	-	2,000	-	1	-	4	4	-	2
Stetson.....	109	7	7	4	-	-	2,500	-	-	1	4	3	-	4
Veazie.....	36	2	2	1	-	-	2,000	-	-	-	3	3	2	1
Winn.....	166	5	5	2	-	-	5,000	-	2	-	5	6	4	1
Woodville.....	75	3	2	-	2	\$1,798	1,800	-	-	-	3	3	1	1
PLANTATIONS.														
Drew.....	129	4	4	3	-	-	1,500	-	-	-	4	5	-	1
Lakeville.....	87	2	2	2	-	-	1,200	-	1	-	3	3	3	2
Grand Falls.....	20	1	1	1	-	-	350	-	-	-	1	1	-	-
Sebois.....	30	1	1	1	-	-	300	-	-	-	1	1	-	-
Stacyville.....	150	5	5	3	-	-	3,000	-	-	-	5	6	-	-
Webster.....	56	2	1	1	-	-	600	-	-	-	2	3	-	-
Total	11,489	422	351	241	8	\$45,790	\$829,323	20	38	509	548	206	160	169

PENOBSCOT 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Alton.....	-	-	\$6 00	\$22	\$400	\$149	-	\$5 96	.005 2-10	\$422	\$227	-	\$649	\$612	\$37	
Argyle.....	-	-	7 00	15	529	273	-	7 45	.000 8-10	538	194	-	747	745	2	
Bangor.....	102	127 78	13 54	2120	41,500	24,020	-	6 29	.002 1-10	41,500	19,907	516	61,923	61,491	432	
Bradford.....	10	-	4 00	75	1,000	237	-	3 44	.003 8-10	1,031	398	119	1,958	1,933	25	
Bradley.....	-	-	8 50	45	800	254	-	4 27	.004 3-10	733	506	128	1,417	1,384	33	
Brewer.....	33	-	8 33	300	5,500	1,632	-	3 76	.002 7-10	5,741	3,879	149	9,769	9,441	328	
Burlington.....	2	33 50	7 18	36	315	-	-	2 94	.002 1-10	315	313	345	973	984	-	11
Carmel.....	4	25 00	6 50	110	800	54	-	3 33	.002 6-10	852	665	64	1,581	1,590	-	9
Carroll.....	-	24 00	6 00	40	500	134	-	3 08	.004 1-10	527	485	71	1,033	1,046	-	37
Charleston.....	-	26 00	6 48	94	1,000	326	-	4 40	.003 2-10	1,220	567	91	1,878	1,879	-	1
Chester.....	7	-	6 15	33	500	210	-	4 38	.006 8-10	442	304	123	869	821	48	
Clifton.....	-	-	6 87	25	310	121	-	6 32	.005	319	141	45	505	439	66	
Corinna.....	4	25 00	6 50	100	1,500	564	-	4 87	.003 3-10	1,667	844	50	2,561	2,484	77	
Corinth.....	-	-	7 00	75	1,250	416	-	5 92	.002 8-10	1,155	636	63	1,854	1,704	150	
Dexter.....	20	-	9 25	600	4,000	1,647	-	4 68	.003 1-10	4,000	2,302	131	6,433	6,427	6	
Dixmont.....	6	31 00	5 85	65	800	126	-	3 80	.003 2-10	800	619	92	1,511	1,499	12	
East Millinocket.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eddington.....	5	-	7 00	50	7 00	170	-	4 72	.004 1-10	702	335	-	1,097	1,115	-	18
Edinburg.....	1	-	6 75	10	100	48	-	10 00	.004 5-10	195	39	51	285	181	104	
Enfield.....	6	40 00	9 00	50	1,200	350	-	3 35	.004 9-10	1,234	1,015	101	2,350	2,280	70	
Etna.....	1	34 00	5 87	62	721	299	-	4 80	.005 4-10	721	519	15	1,255	1,124	131	
Exeter.....	6	-	5 22	65	900	197	-	3 78	.002 9-10	799	636	244	1,679	1,701	-	22

APPENDIX.

PENOBSCOT 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Garland	5	-	5 75	\$100	\$1,000	\$314	-	\$5 00	.003 3-10	\$1,140	\$578	\$92	\$1,810	\$1,605	\$205	
Glenburn	6	-	7 00	43	500	131	-	3 42	.003 7-10	746	330	188	1,264	1,336	-	
Greenbush	9	-	7 84	40	530	61	-	3 83	.006 3-10	565	426	4	995	964	31	\$72
Greenfield	-	-	6 50	10	375	247	-	6 81	.008 5-10	468	130	-	598	576	22	
Hampden	19	-	8 75	300	3,000	1,254	-	5 28	.003 9-10	3,193	1,546	-	4,739	4,415	324	
Hermion	21	24 00	6 92	128	1,100	154	-	3 21	.002 8-10	1,150	921	33	2,164	1,957	147	69
Holden	6	-	6 50	42	700	218	-	4 45	.004 4-10	716	431	31	1,178	1,247	-	
Howland	-	42 00	2 25	45	700	255	-	4 57	.002 5-10	728	445	-	1,173	1,110	63	23
Hudson	-	-	7 00	20	500	156	-	4 54	.004 5-10	500	293	111	904	927	-	
Kenduskeag	3	50 00	9 00	25	600	262	-	4 80	.003 4-10	625	321	79	1,025	990	35	
Kingman	9	52 00	8 50	80	1,000	251	-	2 84	.006 2-10	996	916	68	1,980	2,063	-	83
Lagrange	8	32 00	8 00	60	1,000	541	-	6 28	.004 4-10	1,046	476	-	1,534	1,531	3	
Lee	12	-	7 14	60	641	-	-	2 46	.004 8-10	817	724	160	1,701	1,701	-	18
Levant	6	36 00	7 62	66	650	19	-	3 61	.002 6-10	625	517	85	1,227	1,245	-	
Lincoln	18	60 00	7 13	150	3,500	2,115	-	5 12	.005 8-10	3,600	1,837	200	5,637	5,036	601	
Lowell	-	-	6 90	14	240	-	-	3 11	.003 3-10	240	224	75	539	454	85	59
Mattawamkeag	3	35 00	11 25	45	600	178	-	3 72	.004 2-10	600	398	250	1,248	1,307	-	
Maxfield	12	-	5 75	5	200	108	-	6 66	.006 3-10	231	66	-	297	276	21	
Medway	3	34 00	6 25	40	300	62	-	1 88	.004 9-10	426	437	138	999	938	61	
Milford	3	-	9 25	100	800	130	-	2 89	.001 7-10	809	830	220	1,850	1,708	142	
Millinocket	14	-	10 00	200	1,800	885	-	1 93	.002	3,621	2,260	403	6,384	5,011	1,273	
Mt. Chase	-	-	6 71	40	250	11	-	2 27	.003 6-10	223	287	58	569	795	-	226
Newburg	3	31 00	5 75	60	1,000	413	-	6 13	.003 7-10	935	441	10	1,386	1,302	84	

PUBLIC SCHOOLS.

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Newport.....	13	-	\$9 00	\$166	\$3,800	\$1,574	-	\$6 29	.003 9-10	\$3,012	\$1,065	\$155	\$4,232	\$4,059	\$173	
Old Town.....	29	\$75 00	9 50	9 00	7,500	2,890	-	4 06	.003 6-10	7,500	5,259	74	12,833	12,896	-	\$33
Orono.....	21	-	27	500	4,200	1,594	-	4 00	.003 9-10	4,200	2,846	4	7,050	7,379	-	\$29
Orrington.....	13	-	7 00	160	1,400	387	-	3 74	.003 3-10	1,413	968	69	2,449	2,434	15	
Passadumkeag.....	6	-	75	30	600	273	-	4 54	.006 2-10	592	376	-	968	893	76	
Patten.....	15	-	10 00	150	1,700	762	-	3 62	.002 8-10	1,700	1,247	140	3,087	3,201	-	
Plymouth.....	6	-	6 00	60	800	274	-	4 56	.004 4-10	903	473	8	1,384	1,372	12	114
Prentiss.....	4	28 00	7 00	35	500	98	-	2 62	.005	533	467	119	1,119	1,032	87	
Springfield.....	7	34 00	7 00	28	450	24	-	3 01	.003 8-10	530	437	72	1,039	1,198	-	159
Stetson.....	4	8 00	7 25	60	600	198	-	5 05	.002 8-10	552	348	162	1,062	1,054	8	
Veazie.....	1	-	59	40	600	156	-	4 80	.002 1-10	662	332	-	994	1,129	-	135
Winn.....	9	60 00	22 75	75	850	300	-	3 63	.006 1-10	850	647	50	1,547	1,661	-	114
Woodville.....	4	-	7 06	30	112	-	10	2 43	.001 8-10	189	135	286	610	684	26	
PLANTATIONS.																
Drew.....	-	-	6 43	25	700	604	-	8 23	.005 8-10	727	213	-	940	913	27	
Lakeville.....	2	31 50	6 50	19	76	-	27	2 33	.000 5-10	163	366	57	586	619	-	33
Grand Falls.....	-	-	5 00	10	50	8	-	2 05	.002 7-10	59	125	-	184	141	43	
Seboeis.....	-	-	25	12	150	73	-	6 00	.001 6-10	202	77	75	354	278	76	
Stacyville.....	-	-	7 00	50	400	122	-	2 33	.003 8-10	658	676	12	1,346	1,247	99	
Webster.....	2	-	6 00	4	90	-	9	1 76	.001 7-10	375	199	-	574	371	203	
Total.....	183	\$40 07	\$7 42	8,019	\$108,889	\$48,359	\$52	\$4 63	.002 8-10	\$113,773	\$66,121	\$5,912	\$185,806	\$181,736	\$5,499	\$1,428

APPENDIX.

PISCATAQUIS COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms,	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Abbot	202	129	-	131	95	109	-	100	79	.47	135	9	-	-	13
Atkinson	139	-	-	59	34	-	-	76	-	-	92	-	-	-	8
Blanchard	52	40	5	37	28	25	-	26	21	.46	43	9	-	-	12
Bowerbank	21	14	-	14	12	10	-	12	9	.50	16	10	-	-	11
Brownville	534	368	-	380	382	360	-	364	356	.67	382	10	-	-	14
Dover	428	295	-	276	243	260	-	241	200	.54	364	10	-	-	12
Foxcroft	481	292	-	302	274	280	-	273	210	.51	329	10	-	-	12
Greenville	379	200	-	215	217	-	-	186	187	.43	269	11	-	-	9
Guilford	412	286	-	274	252	264	-	247	222	.59	292	10	-	-	13
Medford	65	43	-	44	-	38	-	36	-	.56	51	10	-	-	11
Milo	664	438	-	443	410	373	-	382	368	.56	460	10	-	-	10
Monson	375	194	111	283	223	163	100	262	196	.48	319	10	9	-	10
Orneville	104	63	-	66	-	49	-	46	-	.45	74	10	-	-	10
Parkman	208	114	-	115	-	97	-	99	-	.47	125	11	-	-	13
Sangerville	304	149	76	220	202	135	58	193	173	.45	243	9	10	-	10
Sebec	174	109	-	103	95	90	-	85	79	.48	122	10	-	10	10
Shirley	-	-	No returns.	-	-	-	-	-	-	-	-	-	-	-	-
Wellington	132	76	-	78	-	61	-	56	-	.44	78	8	-	12	-
Williamsburg	41	35	21	-	22	31	16	-	17	.62	47	9	10	-	10
Willimantic	65	51	-	46	23	42	-	36	13	.46	52	11	-	10	4

PISCATAQUIS COUNTY—CONTINUED.

PLANTATIONS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Barnard	21	19	-	14	12	17	-	12	10	.61	20	8	-	10	10
Elliottsville	16	-	-	-	-	-	-	-	-	.43	-	20	-	20	-
Kingsbury	54	30	-	35	-	27	-	26	-	.49	35	9	-	16	-
Lake View	46	19	-	24	23	18	-	18	21	.41	27	10	-	12	10
Total	4,917	2,971	295	3,192	2,627	2,435	250	2,784	2,218	.39	3,572	10	9	12	9

PISCATAQUIS COUNTY—CONTINUED.

TOWNS.	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.
Abbot.....	120	2	7	6	1	\$2,549	\$3,547	-	-	7	6	-	10	4
Atkinson.....	114	6	5	3	-	-	1,800	-	1	5	2	-	1	1
Blanchard.....	36	1	1	1	-	-	400	-	-	3	3	-	4	4
Bowbank.....	22	1	1	1	-	-	650	-	-	1	1	-	3	3
Brownville.....	462	3	7	2	-	-	8,000	-	-	11	11	5	3	3
Dover.....	360	11	5	5	-	-	16,000	-	1	13	12	4	4	5
Foxcroft.....	320	5	5	5	-	-	10,500	-	-	11	11	5	4	4
Greenville.....	216	3	3	3	-	-	15,000	-	-	13	12	2	3	3
Guilford.....	376	3	7	5	-	-	18,000	-	-	12	12	1	3	12
Medford.....	64	3	3	3	-	-	1,000	-	-	3	3	-	1	1
Milo.....	130	3	3	3	-	14,000	29,600	-	-	12	14	-	4	4
Monson.....	130	9	7	2	1	1,000	9,050	2	2	10	10	2	1	1
Orneville.....	144	4	4	-	-	-	4,000	-	-	10	9	6	1	1
Parkman.....	144	10	6	6	-	-	1,800	-	-	6	6	1	4	4
Sangerville.....	346	8	8	3	-	-	10,000	-	2	11	11	3	4	4
Sebec.....	180	10	7	5	-	-	3,500	-	-	6	6	5	4	4
Shirley.....	70	6	7	1	-	-	1,400	1	1	5	5	4	2	2
Wellington.....	120	2	1	-	-	-	400	-	-	3	3	2	2	1
Williamsburg.....	48	3	3	3	-	-	2,000	-	-	3	4	2	2	1
Willimantic.....	67	3	3	3	-	-	-	-	-	3	4	2	2	1

PISCATAQUIS COUNTY—CONTINUED.

PLANTATIONS.	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 school.
Barnard.....	28	1	1	—	—	—	400	—	—	1	1	—	—	—
Elliottsville.....	40	2	2	—	—	—	800	1	—	2	2	—	—	—
Kingsbury.....	75	3	3	—	—	—	1,500	—	—	3	3	1	—	—
Lake View.....	32	1	1	1	—	—	500	—	—	1	2	3	—	—
Total.....	3,688	127	105	55	3	\$17,547	\$139,847	3	7	139	140	61	49	32

APPENDIX.

PISCATAQUIS 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance unexpended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Abbot.....	10	-	\$8 00	\$100	\$1,400	\$827	-	\$6 93	.008 1-10	\$1,415	\$542	\$100	\$2,057	\$1,840	\$217	
Atkinson.....	2	\$28 00	6 00	50	750	354	-	5 32	.004 8-10	633	392	99	1,130	1,153	-	\$23
Blanchard.....	-	-	9 83	50	373	175	-	7 17	.004 6-10	393	186	41	620	633	-	13
Bowerbank.....	-	-	7 00	-	150	97	-	7 14	.001	162	47	28	237	212	25	
Brownville.....	11	-	8 50	275	2,500	1,244	-	4 68	.004 7-10	2,500	1,455	70	4,025	4,070	-	45
Dover.....	12	36 00	8 94	500	3,000	1,489	-	7 00	.002 9-10	3,000	1,186	168	4,354	4,407	-	53
Foxcroft.....	11	-	9 22	500	2,800	1,497	-	5 82	.003 4-10	2,820	1,284	73	4,187	3,867	320	
Greenville.....	4	-	10 00	200	2,000	1,106	-	5 27	.004	2,741	1,127	199	4,067	3,665	402	
Guilford.....	16	-	8 70	500	2,600	1,365	-	6 31	.003 8-10	2,636	1,170	236	4,042	3,943	99	
Medford.....	1	-	6 66	24	400	174	-	6 15	.004 3-10	472	166	6	644	595	49	
Milo.....	14	-	9 25	250	2,200	1,280	-	3 31	.002 2-10	2,374	1,732	79	4,185	2,942	1,243	
Monson.....	-	40 00	7 83	85	1,200	307	-	3 20	.004 6-10	1,270	1,087	34	2,391	2,426	-	35
Orneville.....	-	-	7 47	34	400	140	-	3 84	.003 6-10	439	287	40	766	811	-	45
Parkman.....	3	-	7 12	60	800	226	-	3 84	.003 4-10	800	556	34	1,390	1,363	27	
Sangerville.....	17	26 00	8 00	133	2,400	1,365	-	7 29	.004 4-10	2,155	915	84	3,154	3,409	-	255
Sebec.....	-	8	7 44	80	1,100	626	-	6 32	.006 2-10	1,112	517	103	1,732	1,701	31	
Shirley.....	-	-	-	-	450	252	-	3 40	.005 1-10	479	202	144	825	797	28	
Wellington.....	-	26 00	5 70	33	450	120	-	6 82	.003 5-10	450	362	-	818	821	-	3
Williamsburg.....	-	-	6 65	-	280	186	-	6 82	.005 4-10	291	113	-	404	360	44	
Willimantic.....	4	-	7 50	20	340	5	-	5 23	.004 1-10	344	205	61	610	564	46	

PISCATAQUIS 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Barnard	1		\$7 00	\$9	\$150	\$72	-	\$7 14	.003 4-10	\$155	\$89	-	\$244	\$210	\$34	
Elliottsville	-	-	6 25	4	175	106	-	10 93	.001 4-10	459	64	-	523	292	231	
Kingsbury	-	-	5 73	13	250	165	-	4 62	.002 6-10	261	155	120	536	423	53	
Lake View	-	-	9 13	12	275	137	-	5 97	.001 7-10	318	206	-	524	423	101	
Total	115	\$31 20	\$7 73	\$3,040	\$26,443	\$25,959	-	\$5 37	.003 6-10	\$27,679	\$14,057	\$1,729	\$43,465	\$40,987	\$2,950	\$472

APPENDIX.

SAGADAHOC COUNTY

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring term.	Number registered in summer term.	Number registered in fall term.	Number registered in winter term.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Arrowsic.....	43	19	-	15	-	14	-	10	-	.27	21	11	-	12	-
Bath.....	3,307	1,831	-	1,906	1,859	1,954	-	1,721	1,584	.53	1,975	11	-	12	11
Bowdoin.....	285	201	-	192	191	165	-	159	155	.54	218	10	-	7	6
Bowdoinham.....	309	209	-	214	195	168	-	173	151	.53	210	10	-	10	12
Georgetown.....	203	104	-	134	-	84	-	104	-	.92	134	12	-	11	-
Perkins.....	5	5	-	11	6	5	-	11	6	.83	11	10	-	10	4
Phippsburg.....	333	227	-	220	-	174	-	168	-	.51	240	12	-	15	-
Richmond.....	492	242	-	245	253	206	-	212	205	.42	278	11	-	11	11
Topsham.....	674	334	-	337	339	329	-	316	320	.47	347	11	-	14	11
West Bath.....	70	42	-	47	-	32	-	37	-	.49	53	-	12	11	9
Woolwich.....	174	107	-	108	79	89	-	89	64	.46	129	9	-	9	6
Total.....	5,909	3,321	-	3,429	2,922	3,220	-	3,000	2,485	.48	3,616	10	12	11	9

SAGADAHOC COUNTY—CONTINUED.

TOWNS.	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 term.	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.
Arrowsic	46	9	2	1	-	-	\$500	-	-	2	4	-	-	-
Bath	1,521	15	15	15	-	-	175,000	4	5	49	45	6	-	-
Bowdoin	293	13	13	-	-	-	3,000	1	-	10	11	1	-	-
Bowdoinham	256	12	8	6	-	-	6,400	4	1	22	9	2	-	1
Georgetown	161	7	7	3	-	-	2,300	-	1	2	6	-	-	3
Perkins	24	1	1	-	-	-	500	-	-	1	1	-	-	1
Phippsburg	297	12	10	9	-	-	3,000	1	1	10	10	3	-	2
Richmond	233	10	10	-	-	-	10,000	1	1	12	12	-	-	3
Topsham	504	12	11	7	-	-	15,000	1	1	16	16	5	-	2
West Bath	32	4	4	4	-	-	2,500	1	1	2	2	2	-	-
Woolwich	192	8	8	8	-	-	5,000	-	-	2	5	-	-	-
Total.....	3,559	96	89	58	-	-	\$223,200	13	11	125	125	20	13	13

APPENDIX.

SAGADAHOC 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Arrowsic.....	-	\$7 00	\$10	\$250	\$106	-	-	\$5 81	.003 8-10	\$293	\$118	-	\$411	\$338	\$73	
Bath.....	54	10 50	1,500	29,350	20,968	-	-	8 87	.003 3-10	29,350	8,661	-	38,011	32,137	5,874	
Bowdoin.....	-	6 50	78	1,100	350	-	-	3 72	.003 5-10	1,174	758	-	1,932	1,875	- 57	
Bowdoinham.....	10	6 50	100	1,200	156	-	-	3 88	.002 1-10	1,200	832	-	2,032	2,387	-	\$355
Georgetown.....	4	7 50	60	800	161	-	-	3 94	.003	886	517	-	1,403	1,396	7	
Perkins.....	1	5 16	5	125	76	-	-	13 82	.003	125	33	-	158	158	-	
Phippsburg.....	6	8 10	75	1,600	597	-	-	4 80	.003 8-10	1,533	918	-	2,451	2,507	-	56
Richmond.....	-	5 58	250	2,500	861	-	-	5 07	.002 5-10	2,500	1,294	-	3,794	3,900	-	106
Topsham.....	16	7 25	200	3,500	1,822	-	-	5 19	.002 8-10	4,202	1,970	\$4	6,076	5,000	1,076	
West Bath.....	5	7 00	30	600	367	-	-	8 57	.003 6-10	611	248	-	859	829	30	
Woolwich.....	5	7 00	65	950	246	-	-	5 45	.002 7-10	958	560	-	1,508	1,443	65	
Total.....	101	\$39 67	\$7 18	\$2,373	\$41,975	\$25,710	-	\$7 10	.003 5-10	\$42,832	\$15,799	\$4	\$58,635	\$51,970	\$7,182	\$517

SOMERSET COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Anson.....	532	313	..	73	27	260	..	70	25	.22	413	10	..	10	10
Athens.....	250	160	..	163	161	145	..	147	144	.52	149	10	..	10	7
Bingham.....	292	201	..	185	190	190	..	180	185	.63	206	12	..	12	8
Cambridge.....	66	49	..	38	40	40	..	37	35	.56	50	..	..	10	8
Canaan.....	247	141	..	140	137	117	..	121	100	.42	185	..	..	10	8
Concord.....	83	42	..	47	39	39	..	-	41	.48	49	..	..	11	8
Cornville.....	189	119	..	113	104	101	..	95	88	.50	126	..	..	8	8
Detroit.....	138	74	..	72	76	62	..	61	65	.45	79	..	..	9	8
Embsden.....	160	115	..	109	103	103	..	82	85	.53	123	..	..	9	9
Fairfield.....	1,202	723	..	689	580	545	..	532	549	.53	641	12	..	12	12
Harmony.....	182	113	..	110	97	97	..	86	96	.45	114	..	..	11	11
Hartland.....	305	195	..	201	204	174	..	180	175	.53	114	..	..	10	10
Madison.....	732	486	..	426	415	381	..	346	338	.57	286	10	..	10	10
Mercer.....	135	89	..	81	65	71	..	66	59	.48	718	11	..	12	12
Moscow.....	152	103	..	107	95	95	..	66	66	.63	89	..	..	8	8
New Portland.....	251	165	..	160	134	146	..	142	108	.63	111	..	..	11	11
Norridgewock.....	457	249	..	262	243	215	..	232	202	.52	170	..	..	8	8
Palmyra.....	238	152	..	144	132	120	..	107	106	.47	296	11	..	11	11
Pittsfield.....	784	461	..	438	419	393	..	378	354	.46	184	..	..	10	10
Ripley.....	106	37	..	37	38	34	..	33	31	.47	530	..	..	11	11
Skowhegan.....	1,447	542	..	595	559	477	..	514	499	.30	44	..	..	8	8
			..	595	559	477	..	514	499	.34	721	..	..	14	11

APPENDIX.

SOMERSET COUNTY—CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Smithfield.....	130	86	-	81	69	75	-	68	51	.49	93	9	-	8	10
Solon.....	298	183	-	183	173	162	-	154	141	.51	211	10	-	10	10
St. Albans.....	291	189	-	191	181	155	-	146	152	.51	206	9	-	8	10
Starks.....	133	111	-	110	95	93	-	83	83	.65	115	9	-	9	9
PLANTATIONS.															
Bigelow.....	24	18	-	16	-	16	-	9	-	.52	18	9	-	11	-
Brighton.....	100	44	-	45	-	38	-	39	-	.38	57	7	-	11	-
Caratunk.....	80	39	-	41	20	35	-	37	17	.36	45	10	-	10	10
Dead River.....	24	20	-	17	-	17	-	15	-	.66	20	10	-	10	-
Dennistown.....	38	30	30	27	27	23	23	20	-	.57	30	10	10	-	10
Flagstaff.....	49	14	-	18	17	12	-	13	14	.27	22	10	-	10	16
Highland.....	22	13	-	13	-	11	-	9	-	.45	14	12	-	11	-
Jackman.....	149	66	44	38	-	50	37	27	-	.25	79	12	8	9	-
Lexington.....	65	43	-	44	-	37	-	32	-	.53	48	8	-	12	-
Mayfield.....	16	13	-	10	-	10	-	9	-	.59	13	10	-	16	-
Moose River.....	75	49	-	44	20	49	-	36	15	.44	58	10	-	10	10
Pleasant Ridge.....	21	-	16	17	-	14	-	14	-	.66	20	10	10	-	10
The Forks.....	60	41	-	44	-	37	-	39	-	.63	45	10	-	14	10
West Forks.....	65	35	-	33	17	-	30	29	15	.37	39	10	-	10	10
Total.....	9,608	5,523	90	5,054	4,253	4,639	90	4,108	3,787	.32	6,567	9	9	10	9

SOMERSET COUNTY—CONTINUED.

TOWNS.	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.
Anson.....	120	9	9	9	-	-	\$7,000	1	2	12	13	1	-	-
Athens.....	175	11	-	4	-	-	4,000	-	-	2	7	-	2	2
Bingham.....	252	2	5	2	-	-	6,500	-	-	2	10	2	5	4
Cambridge.....	78	3	3	1	-	-	1,300	-	1	2	3	1	3	-
Canaan.....	216	12	8	2	-	-	2,500	2	2	7	7	-	3	-
Concord.....	60	3	-	1	-	-	800	-	-	3	3	-	3	-
Cornville.....	221	13	10	1	-	-	5,000	-	1	9	15	-	1	-
Detroit.....	108	3	3	2	-	-	2,000	-	1	4	7	-	-	2
Emden.....	160	7	5	5	-	-	1,800	1	1	7	7	-	-	2
Fairfield.....	782	20	18	10	-	-	45,000	4	4	19	19	4	10	2
Harmony.....	157	2	7	3	-	-	2,500	-	-	2	2	-	-	1
Hartland.....	230	5	5	-	-	-	2,800	-	-	7	8	1	-	2
Madison.....	536	13	11	8	-	-	42,000	-	-	15	16	6	-	2
Mercer.....	144	5	5	4	-	-	500	1	3	5	5	-	-	-
Moscow.....	100	6	-	3	-	-	2,000	-	-	5	4	1	1	2
New Portland.....	215	9	8	2	-	-	4,500	1	1	2	9	-	-	2
Norridgewock.....	429	12	12	4	-	-	7,000	-	-	2	13	3	1	2
Palmyra.....	262	11	11	7	-	-	4,950	-	-	9	14	-	-	5
Pittsfield.....	420	9	9	4	-	-	35,000	-	-	14	14	7	-	4
Ripley.....	91	5	5	3	-	-	1,500	-	-	4	3	-	-	1
Skowhegan.....	666	17	10	-	-	-	50,000	-	-	23	24	14	3	-

APPENDIX.

SOMERSET COUNTY—CONTINUED.

TOWNS.	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.
Smithfield.....	26	6	5	5	-	-	\$2,000	-	1	6	5	3	-	2
Solon.....	270	7	6	6	-	-	9,000	-	-	9	9	-	-	-
St. Albans.....	276	14	12	7	-	-	4,400	-	1	12	11	1	5	3
Starks.....	175	9	4	1	-	-	1,000	1	3	6	9	-	-	-
PLANTATIONS.														
Bigelow.....	20	1	1	-	-	-	650	-	-	1	1	-	-	-
Brighton.....	93	9	5	3	-	-	1,200	-	-	5	5	-	-	-
Caratunk.....	70	2	1	1	-	-	1,700	-	-	3	3	1	1	1
Dead River.....	40	2	2	-	-	-	200	-	-	2	2	-	-	-
Dennistown.....	40	2	2	2	-	-	400	-	-	2	2	-	-	-
Flagstaff.....	72	1	1	1	-	-	2,000	-	-	1	1	-	-	-
Highland.....	23	1	1	1	-	-	500	1	-	-	-	-	1	-
Jackman.....	58	1	1	1	-	-	3,000	2	1	1	1	-	1	-
Lexington.....	29	3	2	2	-	-	700	-	-	3	4	-	-	-
Mayfield.....	26	2	2	1	-	-	350	-	-	2	1	-	-	-
Moose River.....	70	2	2	2	-	-	4,000	2	2	2	1	2	-	-
Pleasant Ridge.....	40	2	-	-	2	\$300	500	2	-	1	2	-	-	1
The Forks.....	72	3	-	3	-	-	700	1	1	2	2	-	-	1
West Forks.....	50	1	1	1	-	-	1,500	-	-	2	1	3	2	4
Total.....	6,866	257	192	119	2	\$300	\$262,450	19	25	241	273	55	52	31

SOMERSET 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Anson.....	-	\$32 00	\$7 50	\$150	\$2,744	\$1,280	-	\$5 15	.003 6-10	\$3,933	\$1,552	-	\$5,485	\$5,450	\$35	
Athens.....	-	-	7 41	168	1,200	33	-	3 00	.002 4-10	1,249	686	85	2,023	1,744	279	
Bingham.....	6	-	7 50	160	1,200	527	-	4 10	.004 1-10	1,226	782	91	2,105	2,100	5	
Cambridge.....	-	32 00	6 50	25	384	73	-	5 51	.002 7-10	358	235	89	682	646	36	
Canaan.....	-	24 00	6 14	90	1,092	310	-	4 08	.003 2-10	1,107	673	19	1,804	1,763	41	
Concord.....	6	-	5 02	72	341	102	-	4 10	.004 1-10	279	235	-	514	449	65	
Cornville.....	-	32 00	6 36	60	1,200	649	-	6 34	.003 7-10	1,200	424	113	1,797	1,999	-	202
Detroit.....	7	24 00	4 75	44	475	53	-	3 44	.003	933	376	175	1,484	1,463	21	
Embden.....	2	40 00	6 15	50	453	-	-	2 83	.001 6-10	594	412	28	1,040	1,103	-	63
Fairfield.....	23	32 00	8 15	600	5,000	1,898	-	4 15	.003	7,656	3,428	25	11,103	9,259	1,844	
Harmony.....	4	-	5 90	40	685	222	-	3 76	.002 9-10	734	489	67	1,290	721	569	
Hartland.....	5	-	7 58	100	1,200	302	-	3 93	.002 4-10	1,200	810	112	2,122	2,319	-	197
Madison.....	16	-	8 50	400	5,500	3,289	-	7 51	.003	5,500	2,144	449	8,093	7,767	326	
Mercer.....	-	34 50	6 41	40	600	206	-	4 44	.003 5-10	729	371	16	1,116	-	-	10
Moscow.....	8	33 00	7 44	120	500	192	-	3 23	.003 9-10	506	433	36	975	955	20	
New Portland.....	2	32 00	6 08	100	1,250	520	-	4 97	.004 6-10	1,291	664	35	1,990	1,848	142	
Norridgewock.....	7	22 00	6 41	100	2,150	954	-	4 70	.003 6-10	2,471	1,184	-	3,655	3,379	276	
Palmyra.....	6	-	6 50	90	1,200	462	-	5 04	.003 4-10	1,275	625	103	2,003	1,991	12	
Pittsfield.....	11	-	10 00	275	4,300	1,987	-	5 48	.002 8-10	4,300	2,152	12	6,464	7,310	-	846
Ripley.....	2	-	6 25	37	500	141	-	4 71	.003 4-10	500	343	32	875	800	75	
Skowhegan.....	24	-	8 97	1,200	7,500	3,356	-	5 18	.002	7,500	4,058	-	11,558	11,558	-	

APPENDIX.

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Smithfield.....	4	\$22 00	\$6 01	\$35	\$700	\$341	-	\$5 32	.004 5-10	\$705	\$382	-	\$1,087	\$996	\$91	
Solon.....	-	-	6 55	75	1,600	803	-	5 36	.004 1-10	1,730	783	90	2,608	2,467	141	
St. Albans.....	1	32 00	6 64	100	1,300	470	-	4 46	.003 1-10	1,330	800	61	2,191	2,160	31	
Starks.....	-	31 77	6 74	48	1,000	491	-	7 51	.004 2-10	1,058	489	-	1,547	1,507	40	
PLANTATIONS.																
Bigelow.....	-	-	7 50	5	60	14	-	2 50	.000 8-10	237	60	-	297	233	64	
Brighton.....	-	-	4 70	20	350	56	-	3 50	.004 8-10	580	299	6	885	935	-	50
Caratunk.....	4	-	6 00	72	200	26	-	2 50	.002	282	353	-	635	498	137	
Dead River.....	-	-	8 75	8	75	2	-	3 12	.000 9-10	164	83	206	453	447	6	
Dennistown.....	1	-	6 75	6	150	73	-	3 94	.001 3-10	159	111	6	276	279	-	3
Flagstaff.....	-	-	9 75	12	100	8	-	2 04	.001 1-10	140	281	10	431	439	-	8
Highland.....	2	40 00	10 00	5	53	-	-	2 40	.000 7-10	66	61	108	235	234	1	
Jackman.....	-	50 00	9 00	15	700	418	-	4 69	.004 5-10	524	322	5	851	723	68	
Lexington.....	-	-	7 10	23	275	90	-	4 23	.003 3-10	275	180	1	456	464	-	8
Mayfield.....	-	-	6 92	5	64	-	7	4 00	.000 6-10	64	32	208	310	191	119	
Moose River.....	-	50 00	8 18	20	200	9	-	2 66	.001 3-10	327	213	239	779	804	-	25
Pleasant Ridge.....	-	28 00	6 87	26	150	59	-	7 14	.002 4-10	227	61	113	401	350	51	
The Forks.....	4	31 50	7 73	72	396	270	-	6 60	.004 4-10	559	230	9	798	569	229	
West Forks.....	4	-	6 25	72	225	97	-	3 46	.002 3-10	434	333	12	779	626	153	
Total.....	159	\$33 11	\$7 10	\$4,540	\$46,502	\$19,813	\$7	\$4 83	.002 8-10	\$53,396	\$27,237	\$2,564	\$83,197	\$79,732	\$4,877	\$1,412

WALDO COUNTY.

TOWNS.	Number of children belonging in town, between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Belfast.....	1,224	708	-	745	713	604	-	640	595	.50	765	11	-	14	10
Belmont.....	70	54	-	56	52	54	-	56	54	.77	72	10	-	10	12
Brooks.....	184	-	146	128	110	-	93	103	85	.50	147	-	10	10	11
Burnham.....	209	-	146	-	134	-	124	-	115	.57	146	-	9	10	11
Frankfort.....	342	209	-	208	214	178	-	178	155	.49	220	10	-	10	10
Freedom.....	99	63	-	54	48	52	-	42	38	.44	64	10	-	10	10
Islesboro.....	293	169	-	183	160	123	-	150	124	.45	192	10	-	10	10
Jackson.....	136	82	-	79	-	78	-	70	-	.54	87	10	-	10	10
Knox.....	123	-	91	85	71	-	76	70	69	.58	100	-	8	-	8
Liberty.....	190	103	-	106	95	90	-	84	82	.45	113	-	-	10	8
Lincolnville.....	312	184	-	202	196	152	-	172	163	.52	235	-	-	8	8
Monroe.....	209	123	-	118	88	96	-	90	79	.42	158	-	-	10	8
Montville.....	236	146	-	154	135	130	-	134	110	.52	153	-	-	8	8
Morrill.....	90	66	-	46	40	54	-	37	34	.46	75	10	-	8	8
Northport.....	108	-	70	61	-	-	55	49	-	.49	79	-	10	11	8
Palermo.....	238	-	129	130	124	-	109	108	93	.43	146	-	8	8	8
Prospect.....	175	105	-	114	92	88	-	95	73	.48	131	-	-	8	8
Searsmont.....	238	156	-	161	140	141	-	140	118	.56	188	-	-	10	8
Searsport.....	382	205	-	211	217	198	-	201	195	.50	217	10	-	9	10
Stockton Springs.....	270	134	-	153	150	115	-	130	131	.46	179	8	-	8	8

WALDO COUNTY—CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Swanville	123	86	-	-	90	65	-	-	70	.54	102	10	-	-	12
Thorndike	154	92	-	88	82	82	-	71	70	.48	96	-	-	-	9
Troy	192	105	-	104	118	82	-	87	161	.47	128	8	-	8	8
Unity	199	103	-	102	82	82	-	83	65	.38	104	10	-	10	10
Waldo	134	91	-	87	76	76	-	66	56	.48	101	7	-	8	10
Winterport	497	258	-	242	278	240	-	231	260	.48	312	10	-	10	10
Total	6,437	3,242	582	3,617	3,505	2,786	457	3,087	2,935	.34	4,310	8	9	8	9

PUBLIC SCHOOLS.

WALDO COUNTY—CONTINUED.

TOWNS.	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.
Belfast.....	846	13	8	10	-	-	\$20,000	3	3	22	26	6	2	1
Belmont.....	116	5	1	-	-	-	1,000	-	-	4	4	4	-	-
Brooks.....	180	6	5	2	-	-	2,000	-	-	5	5	1	3	6
Burnham.....	120	8	7	3	-	-	2,400	-	-	6	6	1	2	1
Frankfort.....	240	6	6	1	-	-	6,500	1	4	11	11	3	1	-
Freedom.....	90	8	5	2	-	-	1,200	-	-	2	4	-	-	-
Islesboro.....	217	7	7	2	-	\$2,500	10,000	3	3	5	8	5	1	-
Jackson.....	100	6	5	3	1	-	1,500	-	-	5	5	1	1	1
Knox.....	160	7	7	2	-	-	2,800	-	1	6	6	1	1	1
Liberty.....	26	9	6	5	-	-	2,600	-	-	1	1	2	2	2
Lincolnville.....	240	14	11	2	-	-	2,000	1	3	9	7	-	-	-
Monroe.....	188	9	9	5	-	-	3,000	-	-	7	14	3	1	4
Montville.....	64	10	2	4	-	-	1,500	2	2	6	12	-	-	1
Morrill.....	62	3	2	1	-	-	2,000	-	-	1	3	-	-	1
Northport.....	21	7	7	2	-	-	1,600	-	-	6	6	2	1	-
Palermo.....	144	10	9	4	-	-	2,500	2	4	4	5	-	-	-
Prospect.....	156	6	4	6	-	-	1,924	-	-	6	11	2	1	1
Searsport.....	216	9	7	1	-	-	3,500	1	1	7	7	1	1	1
Seaside.....	90	6	6	6	-	-	2,200	-	2	7	7	5	1	5
Stockton Springs.....	203	9	7	5	-	-	8,000	-	-	8	6	5	4	1

APPENDIX.

WALDO COUNTY—CONTINUED.

TOWNS.	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.
Swanville	122	6	5	2	-	-	\$2,800	1	2	4	4	-	-	-
Thorndike	123	6	6	4	-	-	3,000	-	-	6	6	-	-	-
Troy	224	11	2	2	-	-	2,000	-	1	2	12	3	1	2
Unity	200	6	5	1	-	-	5,500	-	1	7	-	-	-	1
Waldo	131	7	5	2	-	-	900	-	1	5	5	2	1	-
Winterport	360	12	10	11	-	-	2,000	1	4	10	2	2	2	7
Total	4,637	206	160	95	1	\$2,500	\$99,824	17	38	174	208	55	32	33

WALDO 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Belfast.....	25	\$60 00	\$8 76	\$1,000	\$9,400	\$5,708	-	\$7 67	.003 3-10	\$9,400	\$2,977	\$215	\$12,592	\$10,782	\$1,810	
Belmont.....	1	-	6 00	17	600	312	-	8 57	.005 9-10	615	240	9	864	870	-	\$6
Brooks.....	25	-	8 66	53	550	15	-	9 96	.002	758	520	-	1,285	1,293	-	8
Burham.....	15	-	7 25	35	800	187	-	8 82	.003 4-10	768	545	6	1,319	1,197	122	
Frankfort.....	30	00	7 50	84	1,000	31	-	9 92	.003 3-10	956	1,031	-	1,987	2,119		132
Freedom.....	-	-	5 45	21	323	-	-	8 86	.002 3-10	603	320	-	923	755	168	
Islesboro.....	7	39 00	8 44	174	900	162	-	9 07	.000 9-10	635	813	-	1,448	1,674		226
Jackson.....	3	-	6 50	40	400	49	-	8 94	.002 7-10	364	551	-	915	834	81	
Knox.....	3	25 00	4 25	36	446	-	-	8 62	.002 3-10	600	356	-	956	890	66	
Liberty.....	-	26 00	5 53	53	635	45	-	8 34	.003 1-10	756	564	6	1,326	1,182	144	
Lincolnton.....	-	38 64	6 29	75	1,200	222	-	8 84	.003 8-10	1,200	918	-	2,118	1,961	157	
Monroe.....	6	26 00	6 72	55	1,000	234	-	4 78	.003 5-10	1,000	497	-	1,497	1,569		72
Montville.....	1	25 00	5 00	44	830	44	-	8 51	.002 7-10	965	667	-	1,572	1,436	136	
Morrill.....	1	28 00	6 75	25	386	50	-	4 28	.003 1-10	418	268	-	686	655	31	
Northport.....	1	-	7 50	26	700	261	-	6 48	.002 1-10	742	307	-	1,049	1,061		12
Palermo.....	-	30 00	6 12	60	946	340	-	8 97	.004 4-10	849	589	-	1,438	1,352	86	
Prospect.....	0	31 00	6 78	70	563	45	-	8 21	.003 2-10	653	503	-	1,236	1,165	71	
Searsmont.....	-	49 00	5 75	66	949	190	-	8 98	.002 8-10	949	677	98	1,724	1,724		
Searsport.....	-	32 00	8 00	150	1,100	21	-	8 80	.001 5-10	1,100	1,018	-	2,118	2,630		512
Stockton Springs.....	9	-	6 50	90	1,000	302	-	8 70	.002	1,014	653	-	1,667	1,585	82	

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Swanville	1	\$28 00	\$7 00	\$42	\$550	\$148	-	\$4 46	.003 6-10	\$866	\$340	-	\$1,206	\$1,196	\$10	
Thorndike	-	24 00	5 52	45	430	32	-	2 79	.002	430	415	10	855	789	66	
Troy	10	00	5 34	75	800	187	-	4 16	.002 9-10	818	526	52	1,396	1,399	-	\$3
Unity	5	24 00	5 28	75	1,000	298	-	5 02	.002 9-10	1,000	536	-	1,536	1,447	89	
Waldo	-	24 00	5 00	30	600	226	-	4 47	.004 1-10	600	343	34	977	1,011	-	34
Winterport	14	28 00	5 00	160	1,806	502	-	3 62	.003 1-10	2,271	1,353	-	3,624	3,539	85	
Total	110	\$30 75	\$6 53	\$2,601	\$28,968	\$9,620	-	\$4 50	.002 8-10	\$30,270	\$17,527	\$517	\$43,314	\$46,115	\$3,204	\$1,005

PUBLIC SCHOOLS.

WASHINGTON COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Addison.....	296	184	-	178	154	176	-	155	133	.52	192	10	-	-	6
Alexander.....	128	94	-	47	43	70	-	62	33	.42	85	9	-	11	7
Baileyville.....	155	91	-	105	70	70	-	71	44	.39	123	10	-	10	9
Baring.....	71	43	-	43	46	38	-	40	39	.54	51	11	-	12	12
Beddington.....	14	10	-	-	-	9	-	7	-	.57	10	11	-	10	12
Brookton.....	92	64	-	54	54	48	-	38	42	.46	74	9	-	11	9
Calais.....	2,343	1,383	-	1,503	1,431	1,305	-	1,353	1,176	.54	1,732	10	-	14	12
Centerville.....	34	23	-	23	-	18	-	16	-	.50	24	12	-	12	10
Charlotte.....	77	53	-	47	45	42	-	38	25	.45	61	9	-	10	6
Cherryfield.....	496	383	-	377	355	354	-	340	286	.66	473	11	-	11	11
Columbia.....	174	131	-	124	110	115	-	106	82	.56	135	8	-	8	8
Columbia Falls.....	192	110	-	111	86	96	-	99	70	.46	126	10	-	10	8
Cooper.....	64	49	-	43	-	41	-	34	-	.58	52	10	-	10	10
Crawford.....	30	-	24	34	-	-	24	-	24	.80	24	10	-	10	10
Cutler.....	193	130	-	127	96	110	-	106	19	.40	137	9	-	10	15
Danforth.....	491	254	-	307	220	214	-	224	182	.51	266	10	-	10	12
Deblois.....	22	16	-	16	-	14	-	14	-	.63	16	10	-	10	10
Dennysville.....	168	76	-	76	105	65	-	64	92	.43	112	11	-	12	9
East Machias.....	460	284	-	259	232	255	-	230	204	.49	305	10	-	12	9

APPENDIX.

WASHINGTON COUNTY—CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring term.	Number registered in summer term.	Number registered in fall term.	Number registered in winter term.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Eastport.....	1,812	931	-	952	918	811	-	808	735	.43	1,068	10	-	16	12
Edmunds.....	207	111	-	125	-	92	-	93	-	.44	125	10	-	21	-
Forest City.....	32	25	-	18	19	20	-	14	15	.51	28	11	-	10	4
Harrington.....	275	169	-	157	145	143	-	123	125	.47	178	10	-	9	6
Jonesboro.....	181	131	-	116	78	111	-	74	58	.44	131	10	-	10	10
Jonesport.....	776	458	-	461	422	391	-	401	364	.49	533	9	-	10	-
Lubec.....	1,129	730	-	750	729	591	-	601	609	.53	886	10	-	15	9
Machias.....	563	444	-	446	415	387	-	398	367	.68	459	10	-	12	12
Machiasport.....	415	211	-	205	229	190	-	175	200	.45	240	10	-	8	8
Marion.....	31	13	-	13	-	10	-	11	-	.33	16	12	-	12	-
Marshfield.....	45	27	-	26	-	24	-	26	-	.55	29	10	-	10	-
Meddybemps.....	52	33	-	28	22	26	-	29	19	.47	39	9	-	10	6
Milbridge.....	520	338	-	360	314	299	-	309	281	.57	369	10	-	10	6
Northfield.....	31	-	30	23	16	-	27	19	14	.64	30	-	10	10	7
Pembroke.....	511	351	-	330	276	308	-	293	236	.54	383	12	10	10	8
Perry.....	350	212	-	215	191	170	-	179	150	.47	231	9	-	8	8
Princeton.....	366	239	-	265	249	214	-	232	225	.61	280	10	-	12	10
Robbinston.....	245	133	-	120	123	115	-	106	86	.41	133	8	-	8	10
Roque Bluffs.....	37	27	-	29	-	25	-	24	-	.66	31	10	-	12	-

WASHINGTON COUNTY—CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Steuben.....	227	142	-	151	-	133	-	118	-	.54	162	-	-	-	13
Talmadge.....	31	24	-	24	-	20	-	18	-	.61	24	11	-	12	-
Topsfield.....	91	57	54	50	-	51	49	48	-	.54	61	9	-	9	-
Trescott.....	152	83	-	81	-	87	-	81	-	.42	93	10	10	11	-
Vanceboro.....	184	126	-	126	102	115	-	117	98	.59	134	11	11	13	10
Waite.....	42	27	-	26	-	27	-	26	-	.63	29	11	11	11	-
Wesley.....	76	53	-	52	14	45	-	44	11	.44	60	10	10	9	8
Whiting.....	136	96	-	89	-	80	-	76	-	.57	101	11	11	12	-
Whitneyville.....	83	46	46	49	42	40	40	42	38	.36	49	9	-	9	9
PLANTATIONS.															
Codyville.....	23	21	-	21	-	19	-	19	-	.82	21	12	-	12	-
Grand Lake Stream.....	98	73	-	-	64	65	-	-	54	.69	75	10	-	-	12
No. 14.....	31	25	-	22	-	17	-	16	-	.53	28	10	-	10	-
No. 21.....	43	26	-	19	19	20	-	18	10	.37	27	11	-	15	10
Total.....	14,205	8,767	154	8,779	7,867	7,676	140	7,545	6,146	.37	10,157	10	10	11	9

APPENDIX.

WASHINGTON COUNTY—CONTINUED.

TOWNS.	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.
Addison	273	11	9		1	\$635	\$7,200	1	1	10	10	3	3	2
Alexander.....	37	4	3	-	-	-	1,200	-	1	4	3	-	1	3
Baileyville.....	128	7	5	-	1	3,000	4,375	-	-	7	2	2	1	3
Baring.....	70	1	1	1	-	-	5,000	1	1	1	1	1	1	1
Beddington.....	23	2	2	1	-	-	2,200	-	-	1	1	1	1	1
Brookton.....	59	2	2	1	-	-	2,000	1	1	1	1	1	1	1
Calais.....	1,008	13	13	13	-	-	35,000	3	3	34	34	9	29	17
Centerville.....	24	1	1	1	-	-	350	-	-	1	1	1	1	1
Charlotte.....	74	5	3	3	-	-	1,000	-	-	3	3	1	1	3
Cherryfield.....	363	10	8	4	-	-	15,800	-	-	12	13	3	6	3
Columbia.....	120	5	5	4	-	-	3,000	2	2	4	4	1	1	1
Columbia Falls.....	84	4	4	4	-	-	5,000	-	-	2	2	1	1	1
Cooper.....	60	4	4	1	-	-	1,000	1	3	2	2	2	2	2
Crawford.....	48	2	2	2	-	-	500	-	-	2	2	2	2	2
Cutler.....	162	6	5	2	-	-	3,000	-	-	6	6	2	6	2
Danforth.....	224	7	7	6	-	-	2,500	3	2	4	5	2	2	2
Deblois.....	20	1	1	1	-	-	450	-	-	1	1	1	1	1
Dennysville.....	74	3	3	2	-	-	2,400	1	2	1	1	1	1	1
East Machias.....	310	8	7	6	-	-	5,200	1	1	9	9	-	4	4

WASHINGTON COUNTY—CONTINUED.

TOWNS.	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 school.
Eastport.....	897	7	7	7	-	-	\$36,500	1	1	25	25	12	12	10
Edmunds.....	31	5	5	5	-	-	2,000	-	-	5	5	-	-	-
Forest City.....	25	1	1	1	-	-	400	-	-	1	1	-	1	1
Harrington.....	200	8	8	6	-	-	3,000	-	-	8	8	2	-	-
Jonesboro.....	130	6	5	1	-	-	3,500	-	1	5	4	-	1	1
Jonesport.....	435	12	12	4	1	\$783	18,000	-	2	16	14	5	5	3
Lubec.....	714	14	11	12	1	650	28,150	-	-	22	23	14	17	10
Machias.....	408	9	9	6	-	-	11,500	-	-	13	13	3	3	2
Machiasport.....	248	7	6	3	-	-	4,500	2	2	7	7	3	-	-
Marion.....	24	1	1	1	-	-	500	-	-	1	1	-	-	1
Marshfield.....	40	2	2	2	-	-	500	-	-	2	2	1	-	-
Meddybemps.....	25	1	1	1	-	-	3,000	-	1	1	1	-	1	1
Milbridge.....	354	10	10	8	-	-	8,000	6	6	9	10	4	1	1
Northfield.....	27	1	1	1	-	-	400	-	-	1	2	-	-	1
Pembroke.....	397	12	12	-	-	-	12,000	4	4	9	9	1	5	7
Perry.....	225	9	9	7	-	-	4,000	-	1	9	9	1	3	4
Princeton.....	192	6	4	-	-	-	7,000	2	2	5	6	1	5	5
Robbinston.....	156	6	6	3	-	-	3,500	1	1	5	5	2	1	1
Roque Bluffs.....	44	2	2	-	-	-	700	1	-	1	2	-	-	-

WASHINGTON COUNTY—CONTINUED.

TOWNS.	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.
Steuben.....	48	12	12	5	-	-	\$4,700	-	4	-	11	-	-	-
Palmage.....	23	1	1	1	-	-	500	-	-	1	1	-	-	-
Topsfield.....	24	3	3	3	-	-	1,200	-	-	2	2	-	-	-
Trescott.....	105	5	5	5	-	-	3,000	1	1	5	5	2	-	-
Vanceboro.....	184	3	3	-	-	-	5,000	-	-	4	4	2	1	-
Waite.....	44	2	2	1	-	-	600	-	-	2	2	-	-	-
Wesley.....	86	4	4	4	-	-	2,500	1	2	3	3	-	-	-
Whiting.....	115	5	4	4	-	-	1,800	-	-	5	5	-	1	-
Whitneyville.....	54	1	1	1	-	-	1,800	1	1	1	1	3	3	1
PLANTATIONS.														
Codyville.....	24	1	1	1	-	-	175	-	-	1	1	1	-	-
Grand Lake Stream.....	32	2	1	1	-	-	1,000	-	-	3	2	2	2	-
No. 14.....	40	2	2	2	-	-	500	-	-	2	2	-	-	-
No. 21.....	36	1	-	-	-	-	500	-	-	1	1	-	-	-
Total.....	8,808	257	238	168	4	\$5,068	\$267,600	35	47	280	293	84	118	73

WASHINGTON 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907
						Excess above amount required by law.	Less than the amount required by law.									
Addison	2	\$32 00	\$6 50	\$100	\$1,300	\$453	-	\$4 39	.006 6-10	\$1,308	\$824	-	\$2,132	\$2,104	-	\$28
Alexander	5	30 00	5 75	25	266	-	-	2 07	.004 5-10	267	373	\$83	723	751	-	328
Baileysville	-	-	6 66	50	900	728	-	5 80	.002 7-10	965	359	12	1,336	982	354	36
Baring	2	25 00	6 00	25	220	35	-	3 09	.002 7-10	220	215	99	534	570	-	-
Beddington	-	-	2 00	3	70	1	-	5 00	.002 2-10	160	36	82	278	203	75	-
Brookton	-	45 40	7 50	15	250	22	-	2 71	.003 9-10	424	260	102	786	635	151	-
Calais	37	100 00	8 25	300	6,169	45	-	2 63	.002 3-10	6,363	6,565	-	12,928	13,438	-	510
Centerville	-	-	8 00	5	80	7	-	2 35	.001 4-10	168	83	33	284	256	28	-
Charlotte	-	-	5 66	23	300	48	-	3 89	.003 7-10	303	213	42	564	550	14	-
Cherryfield	-	-	7 33	175	1,545	58	-	3 11	.003 3-10	1,184	1,411	99	2,694	3,147	-	463
Columbia	-	28 00	6 74	29	613	200	-	3 52	.005 7-10	613	470	73	1,156	1,031	125	-
Columbia Falls	2	40 00	9 17	53	460	5	-	2 39	.003 3-10	575	523	30	1,123	1,125	3	-
Cooper	-	29 00	5 25	13	235	69	-	3 66	.004 3-10	235	169	99	503	497	6	-
Crawford	-	-	5 80	10	160	70	-	5 33	.004 2-10	160	91	34	285	297	-	12
Cutler	-	-	6 58	35	500	48	-	2 52	.005 5-10	837	525	56	1,418	1,141	277	-
Danforth	4	37 50	2 00	75	1,000	127	-	2 49	.004 1-10	1,000	1,067	216	2,283	2,417	-	134
Deblois	-	-	4 00	6	75	17	-	3 40	.003 4-10	75	58	27	160	132	28	-
Dennysville	3	53 00	9 00	35	385	-	-	2 29	.002 5-10	485	495	69	1,049	944	105	-
East Machias	7	40 00	7 13	100	1,500	283	-	3 26	.003 5-10	1,500	1,239	-	2,739	2,767	-	28

APPENDIX.

WASHINGTON 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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Eastport.....	31	\$77 24	% 72	\$550	\$8,300	\$4,051	-	\$4 58	.005	\$5,428	\$5,248	\$75	\$13,751	\$13,738	\$13	-
Edmunds.....	-	-	70	35	393	-	-	1 89	.004 2-10	482	592	80	1,154	1,135	19	-
Forest City.....	2	-	25	6	125	4	-	3 90	.001	150	94	-	244	182	62	-
Harrington.....	4	-	25	977	550	65	-	3 55	.004 1-10	977	774	-	1,751	1,772	-	-
Jonesboro.....	1	26 00	10	23	1,800	101	-	3 03	.005 1-10	1,098	-	24	1,122	1,195	-	73
Jonesport.....	12	25 00	10	146	3,200	796	-	3 03	.003 6-10	1,776	2,351	71	4,198	4,286	-	88
Lubec.....	22	-	00	500	1,800	226	-	3 23	.003 6-10	3,233	3,289	89	6,611	6,734	-	123
Machias.....	14	-	00	100	1,800	134	-	3 18	.002 1-10	1,800	1,560	24	3,384	3,615	-	231
Machiasport.....	-	48 00	00	75	1,200	226	-	3 58	.006 5-10	1,168	1,175	-	2,343	2,330	13	-
Marion.....	-	-	00	10	125	49	-	4 03	.003 3-10	163	75	13	254	287	48	-
Marshfield.....	-	-	82	10	125	2	-	2 40	.003	181	133	-	314	366	-	52
Meddybemps.....	2	53 50	00	4	125	-	-	2 40	.004 2-10	131	150	-	281	287	6	-
Milbridge.....	11	47 20	00	100	1,900	363	-	3 65	.004 3-10	1,979	1,476	-	3,455	3,420	35	-
Northfield.....	1	-	00	10	100	-	-	3 22	.502 3-10	164	82	29	275	264	11	-
Pembroke.....	6	30 00	00	75	1,321	-	-	3 22	.003 8-10	1,368	1,364	3	2,735	3,004	-	269
Perry.....	4	32 00	00	46	760	-	\$236	4 17	.004 1-10	760	827	84	1,771	1,819	-	48
Princeton.....	-	43 80	00	100	1,200	325	-	3 27	.004 6-10	968	874	120	1,962	2,193	-	231
Robbinston.....	2	34 25	72	5	700	25	-	3 55	.004 7-10	748	672	101	1,521	1,367	154	-
Roque Bluffs.....	2	20 00	41	6	200	66	-	5 40	.006 4-10	200	113	-	313	294	19	-

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, 1906, to April 1, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Steuben.....	4	\$28 00	\$6 00	50	\$1,150	\$429	-	\$5 06	.006 4-10	\$1,176	\$628	-	\$1,804	\$1,711	\$93	
Talmage.....	-	-	7 00	7	80	6	-	2 58	.001 3-10	78	89	\$78	245	232	13	
Topsfield.....	3	40 00	8 00	36	300	74	-	3 29	.008 1-10	322	276	120	718	860		142
Trescott.....	-	-	6 67	25	372	2	-	2 44	.006 2-10	380	393	-	773	762		
Vanceboro.....	3	-	9 50	50	910	470	-	4 94	.005 6-10	910	475	56	1,441	1,551	111	110
Walte.....	-	-	7 42	16	200	92	-	4 76	.008	225	100	115	440	373	67	
Wesley.....	-	40 00	6 00	12	400	242	-	5 26	.008 6-10	400	205	78	683	660	23	
Whiting.....	-	-	6 50	30	320	1	-	2 35	.003 1-10	496	392	60	948	862	86	
Whitneyville.....	1	46 75	9 68	20	400	1	-	4 81	.007 2-10	400	241	3	644	616	28	
PLANTATIONS.																
Codyville.....	-	-	7 00	11	60	6	-	2 60	.000 8-10	139	118	-	257	166	97	
Grand Lake Stream.....	-	-	6 50	8	250	73	-	3 55	.002 3-10	375	369	-	744	411	333	
No. 14.....	2	-	6 75	16	65	3	-	2 09	.001 1-10	109	82	206	397	385	12	
No. 21.....	-	-	7 14	8	100	31	-	2 32	.001 8-10	138	183	-	321	297	24	
Total.....	189	\$40 44	\$7 15	\$3,266	\$45,596	\$9,901	\$236	\$3 20	.003 7-10	\$47,664	\$39,579	\$2,591	\$89,834	\$90,074	\$2,355	\$2,505

YORK COUNTY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Acton.....	155	84	-	85	-	66	-	70	-	.43	108	10	-	9	-
Alfred.....	202	136	-	147	-	137	-	131	118	.60	175	12	-	12	6
Berwick.....	569	302	-	294	293	276	-	269	250	.46	314	10	-	12	10
Biddeford.....	5,951	1,038	-	1,159	1,103	956	-	1,063	1,006	.17	1,507	12	-	12	12
Buxton.....	453	-	284	286	270	-	241	237	203	.50	326	-	10	10	-
Cornish.....	255	185	-	188	167	164	-	162	141	.60	197	11	-	11	11
Dayton.....	90	44	-	49	-	39	-	40	-	.43	50	10	-	14	-
Elliot.....	366	239	-	211	181	199	-	172	142	.46	248	12	-	15	9
Hollis.....	263	182	-	163	151	160	-	144	126	.54	229	10	-	10	8
Kennebunk.....	760	527	-	552	486	448	-	471	405	.58	643	12	-	14	10
Kennebunkport.....	590	387	-	392	367	337	-	351	327	.57	403	10	-	12	10
Kittery.....	719	417	-	409	377	360	-	378	322	.41	506	12	-	13	9
Lebanon.....	298	230	-	233	220	199	-	198	173	.63	269	9	-	8	9
Limerick.....	214	162	-	157	151	141	-	136	125	.62	162	10	-	12	9
Limington.....	252	136	-	130	108	114	-	112	108	.44	153	9	-	9	8
Lyman.....	175	97	-	90	71	77	-	70	58	.39	104	10	-	10	6
Newfield.....	114	63	-	59	46	52	-	44	38	.58	70	9	-	9	8
North Berwick.....	487	293	-	294	257	252	-	250	207	.48	459	-	10	10	10
Old Orchard.....	243	107	-	110	95	92	-	91	79	.35	129	10	10	14	12
Parsonsfield.....	203	130	-	118	107	106	-	104	89	.49	145	9	-	9	8

PUBLIC SCHOOLS.

YORK COUNTY—CONTINUED.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Saco.....	1,925	858	-	867	862	754	-	763	699	.38	1,037	11	-	14	12
Sanford.....	2,898	819	-	939	891	691	-	806	779	.26	1,058	12	-	14	10
Shapleigh.....	180	-	139	120	112	-	119	105	93	.58	142	8	-	8	6
South Berwick.....	935	-	546	548	495	-	477	490	418	.49	623	-	11	14	8
Waterboro.....	255	173	-	185	-	148	-	162	-	.60	188	12	-	12	-
Wells.....	661	355	-	387	301	316	-	297	287	.45	387	11	-	12	9
York.....	658	400	-	409	406	354	-	360	348	.53	418	12	-	14	10
Total.....	19,871	7,364	969	8,581	7,654	6,421	1,837	7,476	6,540	.26	10,050	10	10	11	9

APPENDIX.

YORK COUNTY—CONTINUED.

TOWNS.	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 term.	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.
Acton.....	159	2	9	1	-	-	\$3,550	1	-	2	2	3	-	-
Alfred.....	89	6	5	-	-	-	8,000	2	1	5	6	1	1	-
Berwick.....	379	13	11	4	-	-	12,000	1	1	12	12	1	1	2
Biddeford.....	1332	22	20	10	-	-	170,000	7	7	39	39	2	2	2
Buxton.....	334	14	14	12	-	-	10,600	-	-	12	12	2	2	2
Cornish.....	33	6	6	1	-	-	7,000	1	1	7	7	2	2	2
Dayton.....	102	4	4	4	-	-	2,000	-	-	4	4	3	3	3
Eliot.....	334	2	9	7	-	-	5,000	-	-	6	9	3	3	2
Hollis.....	262	10	9	4	-	-	3,500	-	-	10	9	1	1	3
Kennebunk.....	432	8	8	7	-	-	50,000	2	2	15	16	3	3	5
Kennebunkport.....	480	12	9	9	-	-	13,000	2	2	15	15	1	1	2
Kittery.....	408	7	7	7	-	-	30,000	-	2	13	13	3	3	5
Lebanon.....	308	16	16	5	1	\$1,000	8,000	-	-	14	12	2	2	3
Limerick.....	217	7	4	2	-	-	5,000	-	-	9	9	-	1	9
Limington.....	208	9	9	4	-	-	4,500	-	4	6	12	-	7	2
Lyman.....	218	10	9	9	-	-	6,000	-	-	4	5	4	2	4
Newfield.....	97	4	4	3	-	-	5,000	-	-	4	4	-	1	1
North Berwick.....	348	15	7	1	-	-	25,000	-	1	12	12	11	11	3
Old Orchard.....	36	2	2	1	-	-	7,000	1	-	2	-	3	1	1
Parsonsfield.....	262	12	8	5	-	-	7,400	-	1	10	9	1	1	3

PUBLIC SCHOOLS.

YORK COUNTY—CONTINUED.

TOWNS.	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.
Saco.....	962	13	12	12	-	-	\$65,000	2	2	27	27	7	2	15
Sanford.....	960	15	14	5	-	-	75,000	1	1	27	27	21	23	5
Shapleigh.....	154	7	7	7	-	-	6,500	2	5	5	2	3	1	
South Berwick.....	538	14	12	11	-	-	10,000	1	1	16	15	3	4	
Waterboro.....	250	13	12	6	-	-	5,000	2	2	10	10	2	3	
Wells.....	536	15	8	5	-	-	12,000	1	1	16	16	4	6	4
York.....	612	14	14	12	-	-	15,000	1	1	18	19	25	3	
Total.....	10,100	410	246	154	1	\$1,000	\$571,050	24	33	335	332	122	86	67

APPENDIX.

YORK COUNTY—CONTINUED.

PUBLIC SCHOOLS.

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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance unexpended April 1, 1907.
						Excess above amount required by law.	Less than the amount required by law.									
Acton.....	-	\$30 00	\$7 34	\$50	\$900	\$278	-	\$5 80	.003 8-10	\$1,401	\$440	\$30	\$1,871	\$1,362	\$509	
Alfred.....	-	26 00	7 91	60	1,400	650	-	6 93	.004 2-10	1,401	573	-	1,974	1,335	39	
Berwick.....	13	78 00	8 00	130	3,000	1,176	-	5 27	.003 3-10	3,267	1,590	18	4,875	4,823	47	
Biddeford.....	46	100 00	8 80	1,750	12,916	-	-	2 17	.001 6-10	12,916	16,684	50	29,650	29,650		
Buxton.....	7	-	7 68	145	2,000	530	-	4 41	.002 5-10	3,166	1,198	-	4,364	3,436	928	
Cornish.....	5	-	7 28	75	1,400	613	-	5 49	.003 2-10	1,437	730	119	2,286	2,223	63	
Dayton.....	2	-	7 25	20	600	222	-	6 66	.002 7-10	550	255	-	805	810	-	\$5
Eliot.....	-	-	9 00	125	2,150	984	-	5 87	.003 8-10	2,311	1,013	-	3,324	3,092	232	
Hollis.....	5	-	6 42	73	1,250	231	-	4 75	.002 9-10	1,592	802	65	2,459	2,261	198	
Kennebunk.....	16	61 11	8 50	250	4,500	1,915	-	5 92	.001 9-10	4,500	2,119	-	6,619	6,662	-	43
Kennebunkport.....	13	36 00	7 96	160	2,800	1,102	-	4 74	.001 8-10	2,903	1,640	-	4,543	4,322	-	379
Kittery.....	13	-	9 23	140	4,200	1,902	-	5 84	.004 8-10	4,234	1,964	-	6,198	6,067	-	111
Lebanon.....	10	-	7 25	105	1,800	732	-	6 04	.004 5-10	1,921	863	-	2,784	2,521	-	37
Limerick.....	9	-	6 89	75	1,000	301	-	4 67	.002 2-10	994	603	13	1,610	1,535	-	75
Limington.....	4	26 00	6 41	95	1,000	199	-	3 96	.003	1,000	683	12	1,695	1,576	-	119
Lyman.....	6	-	6 62	54	1,200	650	-	6 85	.003 4-10	1,064	506	-	1,570	1,746	-	176
Newfield.....	1	-	7 50	30	700	159	-	6 14	.003 1-10	724	318	-	1,042	969	-	
North Berwick.....	-	55 00	8 50	114	3,000	1,602	-	6 16	.004	3,000	1,325	9	4,334	4,561	-	227
Old Orchard.....	3	48 00	9 00	35	800	29	-	3 29	.000 7-10	1,140	622	3	1,765	1,594	-	
Parsonsfield.....	3	26 00	6 55	86	1,400	495	-	6 59	.003 1-10	1,289	591	150	2,040	2,016	-	24
Saco.....	29	90 00	11 35	1,000	11,000	6,102	-	5 71	.002 7-10	11,000	4,891	177	16,068	16,351	-	288

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 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
	33	\$50 00	\$10 91	\$1,000	\$9,000	\$4,138	-	\$3 10	.002 6-10	\$10,831	\$7,406	138	\$18,377	\$13,106	\$5,271		
Sanford.....	-	32 00	7 00	50	877	-	-	3 76	.002 7-10	740	512	152	1,404	1,417	-	\$13	
Shapleigh.....	16	45 00	2 25	250	3,200	650	-	3 42	.002 5-10	5,241	2,576	105	7,922	6,911	1,011		
South Berwick.....	-	26 00	6 50	75	1,169	234	-	4 58	.003 1-10	1,169	705	6	1,530	1,842	38		
Waterboro.....	10	40 00	2 00	300	2,700	1,084	-	4 08	.002 8-10	3,488	1,770	-	5,258	5,305	-	47	
Wells.....	30	40 00	2 75	582	5,500	3,366	-	3 35	.002 2-10	6,699	1,906	-	8,605	7,418	1,187		
York.....																	
Total.....	274	\$17 59	\$8 06	\$6,829	\$81,262	\$29,357	-	\$4 09	.002 4-10	\$89,988	\$54,287	\$1,047	\$145,322	\$136,376	\$10,156	\$1,210	

SUMMARY.

TOWNS.	Number of children belonging in town between the ages of 5 and 21 years.	Number registered in spring terms.	Number registered in summer terms.	Number registered in fall terms.	Number registered in winter terms.	Average number in spring terms.	Average number in summer terms.	Average number in fall terms.	Average number in winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring terms in weeks.	Average length of summer terms in weeks.	Average length of fall terms in weeks.	Average length of winter terms in weeks.
Androscoggin	17,658	7,233	154	6,963	6,813	6,106	136	5,984	5,748	.25	7,946	10		11	9
Aroostook	24,135	11,271	4,831	11,546	9,669	9,145	3,812	9,152	7,752	.30	15,466	10	10	9	10
Cumberland	29,685	14,753	8,089	15,771	31,012	32,797	6,942	13,439	12,921	.38	18,479	10	9	10	9
Franklin	5,077	2,628	463	3,203	2,406	2,101	401	2,432	1,870	.33	3,659	9	11	10	9
Hancock	11,005	6,091	770	6,794	5,821	5,261	733	5,862	5,105	.38	7,563	9	9	9	8
Kennebec	15,836	7,544	338	8,253	6,968	6,832	285	7,180	6,048	.32	9,086	10	10	11	9
Knox	8,034	4,973	126	5,063	4,767	4,362	106	4,212	3,982	.39	5,634	9	8	10	10
Lincoln	5,085	2,763	545	2,846	2,752	2,161	392	2,049	1,926	.32	3,507	9	9	10	8
Oxford	9,006	5,004	436	5,514	4,841	4,027	379	4,514	3,890	.35	6,797	11	9	9	8
Penobscot	23,472	13,343	796	13,754	11,878	11,427	641	11,687	9,832	.36	15,260	9	8	10	9
Piscataquis	4,917	2,971	295	3,192	2,627	2,435	250	2,784	2,218	.39	3,572	10	9	12	9
Sagadahoc	5,909	3,321	-	3,423	2,922	3,220	-	3,000	2,485	.48	3,616	10	12	11	9
Somerset	9,608	5,523	90	5,054	4,253	4,639	90	4,108	3,787	.32	6,567	9	9	10	9
Waldo	6,437	3,243	582	3,617	3,505	2,786	457	3,087	2,933	.34	4,310	8	8	8	9
Washington	14,205	8,767	154	8,779	7,367	7,676	140	7,545	6,146	.37	10,157	10	10	11	9
York	19,871	7,364	969	8,581	7,654	6,421	837	7,476	6,540	.26	10,050	10	10	11	9
Total	209,950	106,791	18,638	112,329	115,255	91,396	15,612	94,531	83,179	*.33	131,671	9	9	10	8

* This means that 33 per cent of the entire number of persons between 5 and 21 years of age attended school every day during the four terms; 45 per cent attended every day during the term having the highest average attendance and 63 per cent were enrolled in the public schools.

SUMMARY—CONTINUED.

TOWNS.	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 school.
Androscoggin	8,563	176	151	122	2	\$6,971	\$583,650	12	21	282	302	135	29	18
Aroostook	13,666	476	399	214	12	35,647	407,861	41	60	477	486	170	152	146
Cumberland	10,603	310	271	236	5	25,750	1,258,000	29	37	508	554	295	110	74
Franklin	3,970	152	118	90	4	8,806	199,712	13	16	151	160	63	16	3
Hancock	8,034	257	232	183	3	20,035	301,950	14	34	292	297	101	112	98
Kennebec	10,068	275	239	189	2	40,600	473,759	16	22	328	343	123	57	88
Knox	4,820	148	133	91	2	2,943	219,300	22	32	184	184	60	57	57
Lincoln	3,732	148	133	86	1	600	96,800	2	15	141	170	30	22	20
Oxford	6,812	272	242	162	2	1,049	217,420	13	24	255	283	61	44	22
Penobscot	11,489	422	351	241	2	45,790	829,323	20	38	509	548	206	160	169
Piscataquis	3,688	127	105	55	3	17,547	139,847	3	7	139	140	61	49	32
Sagadahoc	3,559	96	89	58	-	-	223,200	13	11	125	125	20	13	13
Somerset	6,866	257	192	119	2	300	262,450	19	25	241	273	55	52	31
Waldo	4,637	206	160	85	1	2,500	99,824	17	38	174	203	55	32	33
Washington	8,808	257	238	168	4	5,068	267,600	35	47	280	293	84	118	73
York	10,100	410	246	154	1	1,000	571,060	24	33	335	332	122	86	67
Total	119,415	3,989	3,299	2,263	52	\$214,606	\$6,151,746	299	460	4,421	4,698	1,641	1,121	924

APPENDIX.

SUMMARY—CONCLUDED.

TOWNS.	Number of teachers who have attended teachers' meetings.		Average wages of male teachers per month, excluding board.		Average wages of female teachers per week, excluding board.		Amount paid for school superintendence.		Amount of money voted in 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, 1907.	Amount available from State treasury from April 1, 1906, to April 1, 1907.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1906, to April 1, 1907.	Balance unexpended April 1, 1907.	Balance over-expended April 1, 1907.
	Male	Female	Male	Female	Male	Female	Excess above amount required by law.	Less than the amount required by law.													
Androscoggin	241	\$51 66	\$7 32	\$5,497	\$68,442	\$25,049			\$3 87	.002 2-10	\$68,958	\$47,287	\$2,164	\$118,409	\$110,569	\$9,317	\$1,477				
Aroostook	305	34 85	7 35	5,256	65,745	24,692			2 72	.003 3-10	72,884	67,063	7,666	148,513	141,680	9,873	3,040				
Cumberland	513	45 24	5 06	5,695	268,824	188,170			9 05	.003 2-10	274,070	82,371	3,707	360,148	328,995	32,668	1,515				
Franklin	84	32 15	7 33	1,603	24,104	9,810			4 74	.002 5-10	27,568	13,858	1,973	44,699	40,774	4,353	428				
Hancock	186	39 34	7 63	5,259	52,539	21,602			4 77	.002 8-10	53,719	30,892	1,564	86,175	83,004	4,451	1,276				
Kennebec	275	45 18	7 44	4,990	75,813	30,993			4 78	.002 3-10	83,697	43,248	5,756	122,701	128,485	5,144	238				
Knox	155	46 44	7 60	3,391	37,378	13,055			4 65	.002 4-10	40,120	22,710	370	63,790	61,380	2,542	232				
Lincoln	83	37 66	7 51	1,496	23,605	9,103			4 63	.003	25,673	14,181	216	40,070	37,536	2,655	121				
Oxford	181	34 48	6 89	4,817	41,774	19,286		10	4 63	.002 7-10	46,116	21,311	2,167	69,594	64,844	5,540	790				
Penobscot	423	40 07	7 42	8,019	108,889	48,359		62	4 63	.002 5-10	113,773	66,121	5,912	185,806	181,736	5,499	1,428				
Piscataquis	115	31 20	7 73	3,040	26,443	25,959			5 37	.003 6-10	27,679	14,057	1,729	43,465	40,987	2,950	472				
Sagadahoc	101	39 67	7 18	2,373	41,975	25,710			7 10	.008 5-10	42,832	15,799	4	58,635	51,970	7,182	517				
Somerset	159	33 11	7 10	4,540	46,502	19,813		7	4 83	.002 8-10	53,396	27,237	2,564	83,197	79,732	4,877	1,412				
Waldo	110	30 76	6 53	2,601	28,968	9,620			4 50	.002 8-10	30,270	17,627	517	48,314	46,115	3,204	1,005				
Washington	189	40 44	7 15	3,266	45,596	9,901		236	3 20	.003 7-10	47,664	39,579	2,591	89,634	90,074	2,355	2,595				
York	274	47 59	8 06	6,829	81,262	29,357			4 09	.002 4-10	89,988	54,287	1,047	145,322	136,376	10,156	1,210				
Total	3,454	\$39 98	\$7 39	\$71,663	\$1,037,858	\$509,479		\$460	\$4 94	.002 8-10	\$1,098,707	\$578,428	\$41,477	\$1,718,582	\$1,624,252	\$112,766	\$18,436				

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, 1907.	Number schools located in village.	Number different pupils registered in village schools for year ending April 1, 1907.	Number schools located in city.	Number different pupils registered in city schools for year ending April 1, 1907.	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 13 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	268	174	94	23	115	2,211	52	1,693	101	4,042	1,028	1,079	16	14	11	11	3,436	20	10	245	\$3,911
Aroostook	70	534	148	386	31	433	10,876	161	4,590	-	-	767	897	37	16	42	24	317	317	227	752	6,450
Cumberland ..	26	528	338	190	44	181	3,891	65	2,324	282	12,264	2,632	2,590	57	45	67	67	1,687	186	114	357	7,271
Franklin	24	150	41	109	53	99	1,661	51	1,997	-	-	287	251	8	8	3	41	41	10	146	2,120	
Hancock	39	299	122	177	34	190	3,680	16	678	-	-	914	989	14	12	23	9	9	9	10	135	2,776
Kennebec	30	330	175	155	70	160	2,773	63	2,207	107	4,109	914	1,002	15	15	15	923	45	49	711	11,167	
Knox	19	180	59	91	25	96	1,849	27	2,158	-	1,527	1,208	1,286	15	10	15	35	35	158	2,714		
Lincoln	18	147	42	105	21	106	2,151	41	1,356	-	-	750	774	12	12	17	32	2	2	154	2,663	
Oxford	37	277	100	177	69	190	3,339	87	3,458	-	-	323	330	11	7	16	59	4	3	520	8,477	
Penobscot	63	519	269	250	84	288	5,292	116	4,702	116	5,276	1,444	1,572	39	31	42	1,436	155	72	650	9,093	
Piscataquis ..	23	143	78	65	25	81	1,310	62	2,202	-	-	618	618	3	3	7	6	1	2	242	3,468	
Sagadahoc	11	121	52	69	15	64	1,106	18	505	39	1,915	593	616	4	13	1	3	15	5	2	100	1,349
Somerset	39	267	73	128	41	178	2,434	89	3,433	-	-	699	786	3	1	11	10	516	43	39	526	9,724
Waldo	26	194	69	125	43	140	2,573	39	1,153	15	544	418	536	14	8	12	8	30	10	464	5,874	
Washington ..	51	309	132	177	31	179	3,861	92	3,854	38	2,242	1,394	1,607	14	22	12	121	167	142	161	1,951	
York	27	336	161	175	42	180	3,309	107	4,487	49	2,254	1,215	1,321	26	17	21	11	1,848	780	370	7,680	
Total	517	4,602	2,069	2,533	662	2,680	52,946	1,131	43,834	791	34,891	14,925	16,106	281	233	337	223	10,385	1,817	1,358	5,691	\$88,628

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 schoolyard improvements not paid for by town.	Number of schools having S. I. L. M. leagues.	Number different teachers employed.	Number continued in same school for the year.	Number having had previous experience.	Number not having had previous experience.	Per cent. of experienced teachers to whole number.	Number who failed to return register.	Number schools not visited by superintendent twice each term.	Amount expended for teachers' wages and board and janitors' services, school year 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	60	3	57	3,045	\$160	8	388	163	314	74	.80	-	21	\$97,892	\$7,796	\$27,143	\$6,304	\$3,911	\$794
Aroostook	157	10	71	1,733	865	17	775	257	631	144	.81	-	60	122,001	9,620	41,631	11,312	8,450	865
Cumberland	58	11	88	10,691	441	32	704	359	622	82	.88	-	7	310,306	19,536	103,494	17,047	7,271	444
Franklin	15	7	7	90	207	11	261	51	205	56	.78	1	27	33,750	3,117	13,746	3,180	2,120	755
Hancock	60	15	65	2,602	666	81	449	133	366	85	.81	-	26	71,280	7,633	26,472	7,326	2,775	1,366
Kennebec	87	17	94	5,655	761	76	464	218	399	65	.86	1	12	102,234	9,884	16,773	5,808	11,167	948
Knox	43	11	22	1,605	349	17	276	110	239	37	.86	-	15	52,927	5,545	9,085	5,093	2,714	69
Lincoln	29	2	25	925	77	14	216	72	159	57	.73	2	8	31,921	2,377	3,628	2,178	2,663	303
Oxford	67	8	54	1,988	365	70	437	118	331	106	.75	14	36	62,817	6,456	9,282	7,740	8,477	1,100
Penobscot	114	30	95	3,923	1,064	98	762	267	638	124	.83	3	39	174,559	16,055	70,207	13,198	9,033	776
Piscataquis	35	12	36	1,917	479	32	232	64	200	22	.90	-	16	34,440	2,500	23,033	3,169	3,468	436
Sagadahoc	-	4	19	1,700	127	6	173	88	144	29	.83	-	3	46,716	3,809	5,226	3,940	1,349	54
Somerset	39	34	33	1,104	656	30	416	117	341	74	.82	4	17	60,583	6,107	9,307	4,710	9,724	1,537
Waldo	38	22	26	707	338	45	301	99	245	56	.81	-	14	36,732	3,317	5,993	3,937	5,874	431
Washington	55	7	29	2,183	163	35	460	166	373	87	.81	-	29	78,635	7,237	12,655	7,170	1,951	404
York	71	15	68	3,231	556	12	452	223	399	53	.88	6	7	117,185	11,642	15,678	8,987	7,680	313
Total.....	928	220	789	43,099	\$7,274	584	6,755	2,535	5,606	1,149	.83	32	337	\$1,433,978	\$122,631	\$393,353	\$111,099	\$88,628	\$10,595

COMPARATIVE STATEMENT—I.

Items.	1907.	*1906.	Increase.	Decrease.
Whole number of scholars between five and twenty-one.....	209,950	210,288		338
Number registered in spring terms...	106,791			
Average attendance in spring terms..	91,396			
Number registered in summer terms..	18,638			
Average attendance in summer terms	15,612			
Number registered in fall terms.....	112,329			
Average attendance in fall terms.....	94,531			
Number registered in winter terms....	115,255			
Average attendance in winter terms..	83,179			
Per cent of average attendance of whole number of persons of school age.....	33			
Whole number of different scholars registered during the year.....	131,671	130,547	1,124	
Number of schoolhouses in State.....	3,989	3,901	88	
Number reported in good condition..	3,299	3,318		19
Number having flags.....	2,263	2,187	76	
Number of schoolhouses built during the year.....	52	47	5	
Cost of same.....	\$214,606	\$172,169	\$42,437	
Estimated value of all school property in State.....	6,151,746	5,898,989	257,757	
Number of male teachers employed in spring terms.....	299	361		62
Number of male teachers employed in winter terms.....	460	464		4
Number of female teachers employed in spring terms.....	4,421	4,401	20	
Number of female teachers employed in winter term.....	4,698	4,613	85	
Number of teachers graduates of normal schools.....	1,641	1,653		12
Average wages of male teachers per month.....	\$39.99	\$38.99		.01
Average wages of female teachers per week.....	7.39	7.48		.09
Amount of school money raised by towns.....	1,087,859	934,958	\$102,901	
Excess above amount required by law	509,479	389,332	120,147	
Average amount per scholar.....	4.94	4.44	.50	
Average per cent of valuation assessed by towns for common schools	.002 8-10	.002 8-10		
Amount available from town treasuries for school year.....	\$1,098,707	\$1,018,601	\$80,106	
Amount available from State treasury	578,428	570,982	7,446	
Amount derived from local funds.....	41,477	49,161		\$7,684
Total school resources, school fund proper.....	1,718,582	1,638,744	79,838	
Amount expended for common schools, meaning amount to be taken from school fund proper.....	1,624,252	1,574,345	49,907	
Total amount expended for common schools.....	2,231,947	2,040,285	191,662	
Net balance of school fund proper unexpended.....	94,330	64,399	29,931	
Amount paid by towns for school superintendence.....	71,663	71,163	500	

*This statement in last year's report (1906) did not give averages for four terms.

Note.—The 33 per cent of average attendance in this statement means that 33 per cent of all persons between 5 and 21 years of age attended school every day for the four terms.

Note.—The returns show that 45 per cent of all persons of school age attended school every day during the term having the largest average attendance and 63 per cent of the entire number between 5 and 21 were enrolled in the public schools.

COMPARATIVE STATEMENT—II.

Items.	1907.	*1897.
Whole number of scholars between five and twenty-one.....	209,950	210,341
Number registered in spring terms.....	106,791	
Average attendance in spring terms.....	91,396	
Number registered in summer terms.....	18,638	
Average attendance in summer terms.....	15,612	
Number registered in fall terms.....	112,329	
Average attendance in fall terms.....	94,531	
Number registered in winter terms.....	115,255	
Average attendance in winter terms.....	83,179	
Per cent of average attendance to whole number.....	.33	
Whole number of different scholars registered for the year.....	131,671	132,139
Number of schoolhouses in State.....	3,989	4,162
Number reported in good condition.....	3,299	2,980
Number supplied with flags.....	2,263	1,428
Number built during the year.....	52	99
Cost of same.....	\$214,606	\$171,694
Estimated value of all school property.....	6,151,746	4,081,951
Number of male teachers employed in spring terms.....	299	405
Number of male teachers employed in fall and winter terms..	460	921
Number of female teachers employed in spring terms.....	4,421	4,226
Number of female teachers employed in fall and winter terms	4,698	3,719
Number of teachers graduates of normal schools.....	1,641	903
Wages of male teachers per month.....	\$39.98	\$40.64
Wages of female teachers per week.....	7.39	6.47
Amount of school fund proper raised by towns.....	1,037,859	744,667
Excess above amount required by law.....	509,479	232,460
Average amount per scholar.....	4.94	3.54
Average percentage of valuation.....	.002 8-10	
Amount of common school fund received from State.....	578,428	513,384
Amount of common school fund received from local funds....	41,477	51,375
Amount paid for superintendence.....	71,663	56,270

* The statement for 1897 did not give averages for four terms.

FREE HIGH SCHOOL STATISTICS.

Returns for the Year Ending July 1, 1907.

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.	No. pursuing common school studies.	Average No. pursuing common school studies.	No. pursuing English academic course.	Average No. pursuing English academic course.	No. in college preparatory course.	Average No. in college preparatory course.
*Abbot.....	\$187	\$187	\$93	10	24	20	16	-	-	-	24	20	20	-	-	-	-	20	18	4	4	
*Addison.....	112	200	55	3	22	13	13	8	-	-	22	16	16	-	-	-	18	16	6	5	16	14
Albion.....	560	750	250	30	25	23	14	11	-	-	25	23	23	-	-	-	-	25	23	5	5	
Alfred.....	532	250	250	29	30	28	13	17	1	1	30	26	21	8	-	-	-	21	16	9	9	
Andover.....	382	400	189	30	30	25	12	18	6	6	10	8	8	-	-	-	10	10	8	-	-	
Anson.....	830	1,000	250	33	63	52	27	36	5	4	54	36	37	18	18	18	20	37	37	17	17	
Ashland.....	645	400	250	36	50	40	21	23	2	3	-	-	-	-	-	-	-	50	40	-	-	
*Athens.....	150	150	75	15	24	22	8	16	-	-	24	23	23	-	-	-	-	22	21	2	2	
Auburn.....	10,005	11,000	250	38	382	335	185	197	25	40	382	335	366	-	-	-	-	320	118	254	217	
Augusta.....	5,350	7,000	250	38	203	185	81	122	15	16	203	187	187	-	-	-	16	100	103	103	103	
Bangor.....	14,995	14,000	250	36	534	520	213	321	32	54	534	520	512	498	22	22	-	35	33	85	84	
Baring.....	200	100	100	34	14	12	9	5	-	-	12	11	11	-	-	2	-	11	14	14	-	
Bath.....	6,281	4,000	250	38	253	237	107	146	19	30	253	244	233	224	20	20	-	85	83	103	105	
Belfast.....	2,500	2,250	250	35	108	99	43	65	5	19	108	99	99	91	9	8	-	72	63	36	36	
Belgrade.....	826	500	250	36	42	39	20	22	-	-	42	42	42	42	-	-	-	-	-	16	16	
*Berwick.....	680	600	125	14	61	55	26	35	-	-	61	61	61	61	-	-	-	47	36	19	19	
Biddeford.....	5,500	4,750	250	36	165	153	75	90	15	21	165	165	154	154	11	11	-	82	88	11	11	
Bingham.....	485	350	217	35	23	17	9	14	-	5	23	15	18	13	5	-	-	23	17	2	2	
*Blaine.....	160	150	80	10	33	26	17	16	-	-	33	26	33	26	-	-	33	33	26	-	-	
Bluehill.....	500	250	238	38	87	79	35	52	8	8	87	79	79	60	53	-	26	55	50	32	29	
Boothbay.....	500	500	250	33	56	41	26	30	2	2	36	36	36	36	-	20	20	36	36	-	-	

APPENDIX.

Returns for the Year Ending July 1, 1907—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.
Boothbay Harbor.....	\$1,213	\$800	\$250	33	27	24	12	16	-	-	27	27	25	25	2	-	-	-	10	10	17	17
Bowdoinham.....	935	600	250	35	42	39	22	20	-	3	42	38	32	30	10	-	-	16	9	31	27	
Bradford.....	435	200	200	30	35	30	16	19	-	-	-	-	-	-	-	-	-	16	5	4	4	
Brewer.....	2,150	2,600	250	36	116	105	49	67	3	12	116	116	95	95	21	30	28	5	29	27	27	
Bridgton.....	1,865	1,775	250	36	85	80	29	56	4	4	85	80	80	76	4	-	-	5	29	27	27	
Bridgewater.....	600	350	250	36	33	22	21	12	1	1	33	33	30	20	3	-	-	5	51	31	30	
Brighton.....	100	100	50	10	20	20	12	8	-	-	2	2	2	2	-	-	-	9	9	6	6	
Bristol.....	435	400	218	29	39	18	14	25	-	-	39	39	39	39	-	-	20	20	-	-	-	
Brooks.....	600	350	250	33	19	16	7	12	-	-	18	17	17	12	6	-	-	10	10	8	8	
Brooklin.....	401	200	200	33	12	11	3	9	-	-	12	12	12	12	1	5	-	10	41	12	11	
*Brownville.....	455	455	125	14	47	45	16	31	-	2	47	47	41	41	1	-	-	41	41	6	6	
Brownfield.....	540	250	250	30	24	17	15	9	-	-	21	21	20	20	6	-	-	15	15	6	6	
Brunswick.....	3,200	3,600	250	36	85	81	32	53	3	6	85	82	82	82	1	-	-	41	41	6	6	
Buckfield.....	669	400	250	34	20	18	7	13	1	1	20	20	20	17	3	-	-	10	8	10	7	
Buxton.....	1,306	950	250	37	35	34	19	16	3	3	35	35	34	34	1	-	-	27	26	6	6	
Calais.....	972	700	250	36	31	28	7	24	2	2	31	31	30	27	1	-	-	24	24	7	7	
*Canaan.....	3,169	2,500	250	36	162	154	67	95	11	20	162	151	147	141	15	10	-	21	12	84	81	
Camden.....	2,616	2,000	250	36	104	94	48	56	4	12	104	94	92	82	12	-	-	44	38	60	56	
Canaan.....	440	250	220	31	22	16	10	12	-	-	2	2	2	2	-	-	-	10	10	7	7	
Canton.....	600	250	250	30	20	16	7	13	-	-	10	10	7	7	3	-	20	18	15	15	15	
*Cape Elizabeth.....	330	200	165	16	32	27	15	17	4	-	32	32	32	27	-	-	20	10	7	7	7	
Caratunk.....	150	75	75	29	8	7	4	4	-	-	8	8	8	8	-	-	-	32	27	7	7	
Carthage.....	107	100	54	10	18	16	9	9	-	-	18	17	17	17	-	-	-	8	8	8	8	
*Caribou.....	840	650	125	14	139	124	36	103	4	22	139	139	117	117	22	-	17	17	2	2	1	1
Carmel.....	150	75	72	10	38	26	23	15	-	-	-	-	-	-	22	-	38	70	69	69	69	
Castine.....	No returns.																					

Cherryfield.....	1,540	900	250	30	76	72	29	47	4	7	76	70	64	60	12	10	-	-	69	60	7	5
Chester.....	199	100	98	18	25	20	19	9	-	-	4	4	4	4	-	24	-	15	-	-	-	-
China (village precinct).....	250	250	125	20	20	14	8	12	-	-	20	14	18	13	-	1	-	-	13	12	7	6
China (13-14-17).....	250	250	125	30	30	25	18	12	4	6	28	24	28	24	2	-	-	-	28	24	4	4
*Clinton.....	293	100	146	15	34	26	14	20	4	5	8	8	8	8	-	-	-	19	8	8	6	
Columbia Falls.....	450	250	225	30	23	19	11	12	-	-	-	-	-	-	-	-	-	20	19	6	4	
Corinna.....	1,100	350	250	36	35	30	17	18	-	-	35	30	21	18	14	12	-	13	10	8	4	
Corinth.....	500	500	250	33	40	39	24	16	4	3	39	39	32	32	7	7	-	-	-	30	28	
Cornish.....	735	500	250	36	31	28	13	18	3	7	31	28	25	24	6	4	-	-	-	32	32	
Cumberland.....	1,841	750	250	36	68	60	29	39	4	7	68	60	56	50	12	10	-	-	-	19	17	
Danforth.....	985	650	250	33	42	33	12	30	3	5	42	33	32	25	10	8	-	-	-	40	32	
Deer Isle.....	862	650	250	30	32	30	9	23	2	4	32	30	32	30	-	-	-	-	-	22	17	
Denmark.....	No re	turns.																		13	12	
*Dennysville.....	180	125	79	12	40	34	14	26	-	-	15	15	13	13	2	2	25	25	15	15	5	5
Dexter.....	2,100	1,500	250	36	94	89	39	55	8	8	89	89	79	79	10	10	-	-	-	47	40	
Dixfield.....	510	250	250	34	18	17	9	9	2	5	18	16	18	16	-	-	-	-	-	16	14	
Dixmont.....	106	150	53	10	25	20	12	13	-	-	13	13	13	13	-	-	-	-	-	-	-	
Dover.....	1,250	1,250	250	56	63	58	27	36	7	3	63	58	63	58	-	-	-	-	-	40	35	
East Livermore.....	2,480	1,450	250	36	83	79	29	54	4	15	83	83	57	57	26	26	-	-	-	33	33	
East Machias.....	750	500	250	36	42	41	11	31	1	6	42	36	42	36	-	-	-	-	-	31	31	
Easton.....	1,015	500	250	34	34	26	20	14	-	-	28	27	26	25	2	2	-	-	-	18	16	
Eastport.....	2,990	2,500	250	38	89	85	31	58	2	9	84	80	80	78	4	2	-	-	-	30	28	
Eden.....	3,488	3,200	250	34	126	119	66	60	11	7	126	119	120	113	6	6	-	-	-	62	59	
Eddington.....	369	150	150	30	24	21	10	14	-	-	8	7	8	7	-	-	-	-	-	16	14	
Elliot.....	720	550	250	36	48	41	25	23	5	3	48	48	48	48	-	-	-	-	-	32	32	
Ellsworth.....	2,026	2,500	250	36	94	87	40	54	7	5	94	87	84	79	10	8	-	-	-	26	26	
Enfield.....	250	225	112	20	60	48	27	33	-	-	10	9	10	9	-	-	-	-	-	26	26	
Etna.....	No re	turns.																		10	9	
Eustis.....	468	300	225	29	27	15	12	15	-	-	-	-	-	-	-	-	-	-	-	19	19	
Exeter.....	450	250	225	30	23	20	8	15	-	2	-	-	-	-	-	-	-	-	-	48	44	
Fairfield.....	2,641	2,000	250	36	70	65	29	41	4	12	70	65	49	46	21	19	-	-	-	2	1	
Farmingdale.....	301	100	100	36	8	7	3	5	-	-	8	7	8	7	8	7	-	-	-	34	32	
Farmington.....	2,379	1,500	250	36	140	134	57	83	7	14	140	134	126	120	14	14	-	-	-	19	19	
Flagstaff.....	473	250	220	32	19	19	7	12	-	-	19	19	19	19	-	-	-	-	-	34	32	
Fort Fairfield.....	2,835	1,500	250	36	110	95	50	60	8	9	110	110	108	108	2	2	-	-	-	19	19	
Foxcroft.....	1,250	1,250	250	36	62	57	26	36	3	12	62	57	62	57	-	-	-	-	-	58	58	
*Frankfort.....	180	125	70	10	23	20	11	12	-	-	11	10	11	10	-	-	-	-	-	44	40	
Franklin.....	500	350	250	30	26	24	9	17	-	-	-	-	-	-	-	-	-	-	-	6	4	
Freedom.....	500	250	250	36	21	15	9	12	1	1	-	-	-	-	-	-	-	-	-	6	4	
Freeport.....	1,828	1,000	250	34	65	62	28	37	2	3	65	62	63	61	2	3	-	-	-	13	7	
Gardiner.....	4,210	4,074	250	36	118	115	54	64	13	9	118	115	82	80	36	35	-	-	-	-	-	
*Garland.....	210	250	105	15	23	22	11	12	-	-	-	-	-	-	-	-	-	-	-	66	64	
Gorham.....	1,950	1,650	250	38	106	100	47	59	8	10	106	100	94	88	12	12	-	-	-	14	12	
Gray.....	500	500	250	36	67	60	35	32	2	5	36	36	36	36	-	-	-	-	-	76	72	
Greenville.....	1,108	800	250	34	38	35	16	22	2	5	38	35	38	35	-	-	-	-	-	46	46	
Guilford.....	1,650	1,200	250	36	55	53	26	29	3	6	55	53	49	47	6	6	-	-	-	25	22	
Hallowell.....	2,000	2,100	250	36	82	78	40	42	8	7	36	36	36	36	-	-	-	-	-	25	23	
																				43	43	

Returns for the Year Ending July 1, 1907—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.	
Hampden.....	\$1,692	\$500	\$250	36	96	89	42	56	7	7	98	98	74	74	24	24	-	29	68	68	30	30	
Hancock.....	142	125	71	12	29	27	13	16	-	-	-	-	-	-	-	-	22	10	32	15	21	7	
Harrington.....	150	500	75	10	32	25	21	11	-	-	-	-	-	-	-	-	32	10	32	15	21	7	
Hartford.....	324	200	162	27	17	13	5	12	-	-	15	13	15	13	-	-	-	10	32	15	13	7	
Hartland.....	700	500	250	30	27	22	17	10	-	-	27	27	22	22	5	5	-	10	20	20	7	7	
*Hebron.....	350	300	175	38	19	13	9	10	-	-	19	11	19	11	-	-	-	14	12	5	5	5	
Hollis.....	546	250	250	34	19	17	11	8	-	-	6	4	6	4	-	-	13	11	18	15	-	-	
Houlton.....	2,750	2,400	250	36	110	93	54	56	7	5	100	95	99	94	1	1	5	3	31	23	20	18	
Island Falls.....	1,040	750	250	34	51	41	28	23	3	3	51	41	43	35	8	8	-	6	31	23	20	18	
Jackson.....	450	225	225	30	23	22	6	17	-	-	18	15	18	15	-	-	5	3	18	15	-	-	
Jonesboro.....	144	75	70	12	41	30	21	20	-	-	5	5	-	-	-	41	30	-	-	-	-	-	
Jonesport.....	1,051	1,080	250	34	55	45	21	34	-	3	55	55	54	54	1	1	-	1	41	40	14	13	
Kennebunk.....	1,828	1,500	250	36	92	86	46	46	10	12	92	90	83	82	9	8	-	1	52	49	40	37	
Kennebunkport.....	1,200	1,900	250	36	32	27	14	18	-	-	32	27	31	26	-	-	-	-	42	40	25	24	
*Kingfield.....	234	400	117	14	16	14	10	6	-	-	16	14	16	14	-	-	-	-	-	-	3	3	
Kittery.....	1,500	1,500	250	36	65	48	25	40	2	10	65	65	65	65	-	-	-	-	42	40	20	20	
Lamoine.....	187	140	93	11	21	19	15	6	-	-	-	-	-	-	-	21	19	-	-	-	-	-	
Levant.....	No re	turns.																					
Lewiston.....	7,800	9,000	250	38	283	248	139	144	21	19	283	237	278	232	5	5	-	14	129	108	156	129	
Lexington.....	100	50	50	10	14	11	6	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Liberty.....	375	200	182	30	32	23	11	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Limerick.....	600	500	250	33	46	37	18	28	-	-	46	37	38	29	8	8	-	-	46	37	-	-	
Limestone.....	1,174	800	250	35	25	23	12	13	-	-	25	23	25	23	-	-	-	-	5	3	20	20	
Limington.....	500	500	250	33	37	34	19	18	1	2	36	31	30	25	6	6	-	-	28	23	9	9	

Lincoln	\$750	\$750	\$250	36	24	19	8	16	-	3	24	24	24	24	-	-	-	-	12	10	12	10
Lisbon	2,664	2,250	250	36	97	80	40	57	-	6	11	80	77	63	60	17	17	3	11	11	65	62
Litchfield	338	175	169	30	32	22	22	10	-	2	-	32	32	26	26	6	6	-	13	13	9	9
Livermore	122	150	61	10	16	14	11	5	-	-	-	16	14	16	14	-	-	-	10	7	6	5
Lubec	1,150	900	250	38	40	34	17	23	-	2	2	38	36	36	34	2	2	-	14	12	22	18
Machias	1,700	1,400	250	34	51	47	18	33	-	2	6	51	51	40	40	11	11	-	35	35	16	16
Madawaska	200	100	100	16	57	44	25	32	-	-	-	-	-	-	-	-	-	57	44	-	-	
Madison	1,889	1,300	250	36	94	88	38	56	-	2	15	94	89	80	76	14	13	-	50	43	61	54
Mars Hill	No re	turns.																				
Mattawankeag	517	250	250	35	9	8	3	6	-	1	9	9	9	8	8	1	1	-	4	4	5	5
Mechanic Falls	1,128	850	250	36	42	35	16	26	-	2	3	39	37	21	20	18	17	-	14	14	24	23
Mexico	No re	turns.																				
*Milbridge	395	450	125	32	42	37	19	23	-	5	2	42	37	40	35	2	2	42	37	37	9	9
Millinocket	1,432	1,200	250	36	48	31	21	27	-	-	-	18	16	18	16	-	2	18	16	42	27	23
*Milo	444	300	125	12	81	73	27	54	-	-	-	81	81	76	76	5	5	-	50	50	31	31
Monmouth	750	500	250	32	31	30	15	16	-	-	-	31	30	31	30	-	-	-	27	26	4	4
Monroe	680	425	250	34	37	34	17	20	-	1	2	26	26	26	26	26	10	10	10	26	11	11
Monson	1,020	600	250	32	56	50	23	33	-	1	6	56	50	44	40	12	10	-	36	36	34	14
Morrill	No re	turns.																				
Mount Desert	1,400	1,500	250	33	35	32	13	22	-	5	4	35	32	34	31	1	1	-	-	-	33	30
Mount Vernon	453	200	200	39	46	38	20	26	-	-	4	33	33	30	30	3	3	-	27	27	8	8
New Gloucester	1,044	800	250	36	48	46	19	29	-	2	1	18	18	16	16	2	2	30	30	30	18	18
Newport	1,260	900	250	36	26	23	15	11	-	2	1	13	12	11	11	1	1	-	13	10	2	2
New Portland	675	250	250	36	31	28	14	17	-	3	2	12	10	10	9	2	1	-	13	11	19	18
New Sharon	No re	turns.																				
New Vineyard	390	150	150	30	28	26	18	10	-	-	-	28	26	28	26	-	-	8	7	20	18	-
Norridgewock	675	600	250	27	36	30	11	25	-	1	7	36	30	31	25	5	5	-	6	6	30	25
North Berwick	1,232	900	250	36	52	46	25	27	-	2	5	52	48	48	48	4	4	-	38	38	14	14
North Haven	525	300	250	30	42	37	18	24	-	-	5	23	21	23	21	-	-	19	16	37	33	5
Norway	2,205	1,950	250	32	107	99	42	65	-	4	10	96	96	90	90	6	6	-	55	55	41	41
Oakland	1,432	1,200	250	36	36	35	14	22	-	1	3	36	35	36	35	1	1	-	11	11	25	24
Old Orchard	612	400	250	36	16	13	7	9	-	-	-	16	16	15	15	1	1	-	6	6	10	10
Old Town	3,375	3,050	250	36	118	110	54	64	-	8	10	118	110	86	79	32	31	-	54	50	64	60
Orono	2,100	1,850	250	36	76	66	23	53	-	4	1	76	66	66	66	-	-	-	37	37	35	39
Oxford	1,045	650	250	34	35	32	16	19	-	3	7	35	35	32	32	3	3	-	32	32	3	3
Palermo	No re	turns.																				
Paris	1,811	1,750	250	35	85	76	44	41	-	7	5	85	73	79	68	6	5	-	38	35	47	36
Parsonsfield	2,535	400	250	37	57	51	29	28	-	6	6	57	51	31	27	26	24	-	41	36	15	15
*Passadumkeag	165	80	82	11	35	29	14	21	-	-	-	-	-	-	-	-	-	30	30	-	-	
Patten	1,276	200	250	36	46	35	18	28	-	3	1	46	46	41	41	5	5	-	18	18	27	27
*Pembroke	210	275	105	12	43	40	13	30	-	10	1	42	40	42	40	-	-	-	27	25	15	15
Peru	400	225	200	36	48	16	30	18	-	-	-	16	13	16	13	-	-	-	13	13	3	3
Phillips	1,363	1,000	250	32	58	52	28	30	-	3	2	58	58	53	53	5	5	-	23	23	12	12
Pittsfield	1,275	900	250	37	194	167	99	95	-	14	13	184	156	60	54	124	101	-	80	70	78	71
Plymouth	600	353	250	36	19	15	7	12	-	-	-	19	19	19	19	-	-	-	13	13	6	6
Poland	No re	turns.																				
Porter	506	350	228	34	43	35	22	21	-	3	-	16	16	14	14	2	2	37	17	25	20	-

Returns for the Year Ending July 1, 1907—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.
Portland.....	\$30,050	\$30,050	\$250	37	879	838	383	496	69	48	879	879	857	857	22	22	-	-	62	57	44	43
Presque Isle.....	2,600	2,500	250	36	105	97	36	69	-	3	105	101	83	79	-	22	-	-	4	4	3	3
Princeton.....	562	300	250	30	37	34	12	25	-	4	37	35	35	28	-	7	-	-	13	12	3	2
Randolph.....	472	250	236	36	16	15	10	6	1	-	16	15	16	15	-	-	-	-	7	6	12	11
Rangleley.....	965	965	250	33	19	17	9	10	1	1	19	17	19	17	-	-	-	-	13	12	6	6
Readfield.....	600	600	250	58	39	36	17	22	-	4	36	36	36	36	-	-	3	3	16	16	20	20
*Richmond.....	285	333	125	11	43	41	20	23	-	-	-	-	-	-	-	-	-	-	25	25	1	1
Ripley.....	No returns.																					
Rockland.....	4,252	4,000	250	36	256	240	94	162	18	32	256	240	240	225	16	15	-	-	163	150	98	90
Rockport.....	1,080	800	250	36	31	31	10	21	2	4	-	-	-	-	-	-	31	31	4	4	27	27
Rumford.....	No returns.																					
Saco.....	2,525	3,000	250	37	122	119	49	73	5	10	122	119	122	119	-	-	-	-	43	40	44	41
Sanford.....	4,100	4,000	250	36	80	78	32	48	-	-	80	75	75	73	5	2	-	-	50	49	15	14
Sangerville.....	941	900	250	32	32	30	11	21	3	3	19	19	19	19	-	-	20	20	12	12	20	20
Searsport.....	810	800	250	29	49	39	16	33	5	8	19	19	19	19	-	-	20	20	-	-	-	-
Sedgwick.....	No returns.																					
Shapleigh.....	543	267	250	30	13	8	6	7	-	-	11	7	9	6	2	1	2	2	8	6	3	3
Skowhegan.....	3,450	2,800	250	36	129	121	55	74	10	8	129	121	107	99	22	22	-	-	72	71	57	50
Solon.....	560	500	250	30	28	22	16	12	3	2	22	20	18	16	4	4	-	-	13	12	5	5
South Berwick.....	3,300	700	250	38	75	73	36	39	10	6	75	75	47	47	28	28	-	-	29	29	46	46
South Portland.....	2,929	3,518	250	36	130	123	54	76	10	10	130	121	129	120	1	1	-	-	80	78	50	48
South Thomaston.....	402	250	201	30	26	21	6	20	-	-	-	-	-	-	-	-	17	17	6	6	-	-
Springfield.....	1,068	450	250	30	44	42	18	26	-	-	44	44	24	24	20	20	48	39	44	44	-	-
St. Agatha.....	400	200	200	24	28	25	10	18	4	-	-	-	-	-	-	-	28	25	-	-	5	4
St. Albans.....	230	115	115	10	52	43	32	20	-	-	4	3	4	3	-	-	-	-	-	-	-	-

Returns for the Year Ending July 1, 1907—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.....	-	-	24	8	4	10	10	4	-	-	-	-	-	-	17	7	-	-	-	-	1
*Addison.....	-	-	17	22	3	-	5	6	-	-	-	-	-	-	22	-	-	-	2	-	-
Albion.....	-	-	25	25	2	2	1	-	-	-	-	-	-	-	11	14	-	-	-	-	1
Alfred.....	-	-	30	30	15	3	14	17	3	-	1	-	1	1	10	26	-	-	-	1	1
Andover.....	-	-	30	30	30	25	-	-	6	-	-	-	4	6	16	14	-	-	-	-	1
Anson.....	-	-	40	54	36	25	13	17	13	2	-	1	4	6	26	37	-	8	-	9	13
Ashland.....	-	-	50	50	25	50	12	15	5	-	-	-	4	1	23	27	-	-	-	-	2
*Athens.....	-	-	22	22	9	16	7	2	-	-	-	-	-	-	7	17	-	-	1	-	4
Auburn.....	-	-	382	382	302	137	162	254	65	30	8	-	-	27	25	3	354	-	-	-	4
Augusta.....	-	-	163	203	192	60	106	103	31	9	3	3	5	11	5	11	187	-	3	30	-
Bangor.....	29	27	450	534	300	150	200	250	86	14	6	7	4	55	19	11	564	1	3	27	-
Baring.....	-	-	14	14	14	14	1	-	-	-	-	-	-	-	-	14	-	-	-	-	-
Bath.....	-	-	212	207	47	87	90	122	49	6	3	1	7	32	20	-	233	6	-	-	102
Belfast.....	-	-	72	108	108	34	60	41	24	4	1	-	-	19	14	-	94	2	-	3	3
Belgrade.....	26	26	42	42	11	42	18	16	-	-	-	-	-	-	10	32	-	3	-	-	-
*Berwick.....	-	-	36	61	36	20	20	19	-	-	-	-	-	-	31	30	-	3	6	-	-
Biddeford.....	-	-	165	165	92	77	57	70	36	1	-	1	2	32	-	-	165	-	-	-	-
Bingham.....	-	-	20	23	14	19	3	2	5	-	-	-	4	1	4	19	-	-	2	-	4
*Blaine.....	-	-	33	33	25	14	-	-	-	-	-	-	-	-	4	29	-	-	-	-	3
Bluehill.....	-	-	87	87	53	87	17	23	16	2	3	1	1	9	62	25	-	27	5	-	4
Boothbay.....	-	-	36	20	29	36	-	-	4	-	-	-	-	4	36	20	-	-	-	-	1
Boothbay Harbor.....	-	-	27	27	7	11	7	16	-	-	-	-	-	2	2	25	-	-	-	-	-
Bowdoinham.....	-	-	42	42	42	13	6	31	5	3	-	1	1	-	32	10	-	10	6	-	2
Bradford.....	-	-	30	35	30	-	-	-	-	-	-	-	-	35	-	-	-	-	-	-	10
Brewer.....	-	-	103	116	58	48	69	42	15	2	-	-	3	10	26	5	85	5	2	20	-
Bridgton.....	-	-	85	85	60	24	32	33	7	2	-	-	-	5	30	55	-	6	12	-	-

Returns for the Year Ending July 1, 1907—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.	
Elliot	-	-	42	48	48	23	-	16	2	-	-	-	-	2	6	48	-	-	-	-	-	-
Ellsworth	-	-	94	94	28	45	21	78	12	-	1	-	1	-	10	23	-	-	-	-	-	2
Enfield	-	-	60	60	60	60	-	10	-	-	-	-	-	-	-	15	71	-	1	1	15	
Etna	No	re	27	27	8	8	-	2	-	-	-	-	-	-	-	9	-	-	-	-	-	-
Eustis	-	-	23	23	17	8	-	6	2	-	-	-	-	-	-	23	-	-	-	-	-	4
Exeter	-	-	52	70	33	40	50	35	16	-	2	-	1	-	13	21	49	-	3	12	4	
Fairfield	-	-	5	3	1	2	6	-	6	-	-	-	-	-	-	2	8	-	8	72	4	
Farmingdale	-	-	140	140	56	106	56	21	5	-	5	-	2	-	9	35	105	-	14	8	-	
Farmington	-	-	19	19	-	-	-	4	4	-	-	-	-	-	4	19	-	-	-	-	-	
Flagstaff	-	-	110	110	35	55	52	17	8	-	-	-	6	-	3	49	61	-	-	-	3	
Fort Fairfield	-	-	54	62	32	41	21	20	15	-	5	-	2	-	6	9	53	-	2	9	1	
Foxcroft	-	-	22	22	11	11	11	11	-	-	-	-	-	-	-	8	15	-	-	-	-	
*Frankfort	-	-	13	19	24	24	7	11	-	-	-	-	-	-	-	14	12	-	-	-	1	
Franklin	-	2	17	21	12	7	5	6	2	-	-	-	-	1	1	15	6	-	6	-	3	
Freedom	-	-	65	65	28	20	30	43	5	-	1	-	2	-	2	37	28	-	2	12	1	
Frecport	-	-	82	138	36	27	26	59	22	-	10	-	1	-	10	12	27	79	1	2	1	
Gardiner	-	-	23	15	12	23	9	-	-	-	-	-	-	-	13	10	-	-	-	-	-	
*Garland	-	-	106	106	55	76	18	68	18	-	3	-	1	-	9	47	58	1	-	-	1	
Gorham	-	-	53	59	50	10	26	13	7	-	3	-	1	-	2	30	37	-	10	4	-	
Gray	-	-	36	36	7	14	15	13	7	-	1	-	-	3	3	6	32	-	1	5	-	
Greenville	-	-	35	55	29	23	31	30	2	-	2	-	2	-	5	9	46	-	2	10	-	
Guilford	-	-	82	82	61	21	36	15	8	-	1	-	3	-	8	6	14	-	2	12	1	
Hallowell	-	-	91	96	29	46	36	35	14	-	5	-	-	-	9	98	-	-	-	-	6	
Hampden	-	-	29	17	-	20	-	-	-	-	-	-	-	-	29	29	-	10	-	-	-	

Returns for the Year Ending July 1, 1907—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.
New Portland.....	-	-	31	16	16	14	-	13	5	-	-	-	4	1	19	12	-	-	-	-	2
New Sharon.....	No	re	turns	20	20	20	-	-	-	-	-	-	-	-	5	23	-	2	-	-	-
New Vineyard.....	-	-	6	20	20	20	-	-	-	-	-	-	-	-	5	23	-	-	-	-	-
Norridgewock.....	-	-	36	36	16	12	24	30	7	4	-	-	2	2	12	24	-	-	4	-	5
North Berwick.....	-	-	46	32	31	17	33	14	6	-	-	-	-	4	7	45	-	-	-	-	-
North Haven.....	-	-	42	42	23	37	7	6	5	1	-	-	4	4	20	22	-	1	-	-	2
Norway.....	-	-	80	96	47	67	28	24	14	2	1	-	3	6	31	20	-	-	-	-	-
Oakland.....	-	-	33	36	16	18	12	24	4	1	-	-	-	2	9	27	-	4	12	-	-
Old Orchard.....	-	-	16	16	2	3	3	10	80	-	-	-	-	-	-	-	-	-	-	-	-
Old Town.....	-	-	97	118	45	24	52	80	18	6	2	-	2	8	7	22	89	-	3	3	1
Orono.....	-	-	74	76	41	22	32	39	5	4	-	-	-	1	6	78	-	-	4	-	1
Oxford.....	-	-	35	35	11	24	3	6	10	1	-	-	-	3	9	26	-	-	-	-	1
Palermo.....	No	re	turns	58	60	39	38	47	12	2	-	-	3	7	31	54	-	-	-	-	8
Paris.....	-	-	47	50	29	15	26	15	12	6	1	-	-	2	47	10	-	-	3	-	6
Parsonsfield.....	-	-	35	29	-	-	-	4	4	-	-	-	-	-	18	17	-	-	-	-	-
*Passadumkeag.....	-	-	46	46	44	30	27	14	1	3	-	-	-	2	16	30	-	2	1	-	2
Patten.....	-	-	37	42	10	8	20	15	10	-	-	-	2	2	27	16	-	4	3	-	4
*Pembroke.....	-	-	13	13	16	13	-	3	3	-	-	-	-	13	35	-	-	-	1	-	-
Peru.....	-	-	56	58	28	26	18	30	5	-	-	-	-	5	23	35	-	1	10	-	2
Phillips.....	22	20	185	192	102	126	71	58	27	12	2	4	5	4	131	60	3	43	34	-	42
Pittsfield.....	-	-	19	19	9	-	6	6	-	-	-	-	-	-	14	5	-	3	1	-	3
Plymouth.....	No	re	turns	40	34	20	25	18	3	-	-	-	3	-	12	31	-	-	-	-	-
Poland.....	-	-	631	867	653	286	496	534	117	29	10	-	4	60	28	8	843	-	-	-	-
Porter.....	-	-	105	105	77	25	68	55	9	2	-	-	3	4	60	45	-	13	10	-	7
Portland.....	-	-	35	31	16	12	9	30	4	-	-	-	1	3	8	29	-	-	-	-	2
Presque Isle.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Princeton.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Randolph.....	-	-	13	16	4	3	2	3	1	1	-	-	-	-	16	-	-	1	-
Rangley.....	-	-	13	14	4	3	13	19	2	-	-	-	-	2	8	-	-	2	-
Readfield.....	-	-	34	34	12	6	3	17	5	-	-	2	-	3	22	-	-	17	-
*Richmond.....	-	-	23	7	14	20	15	14	-	-	-	-	-	-	20	-	-	23	-
Ripley.....	No	re	turns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Rockland.....	-	-	250	256	168	106	147	98	50	9	6	-	-	5	30	26	-	230	19
Rockport.....	-	-	31	25	7	4	24	27	6	3	-	-	-	1	2	-	-	3	2
Rumford.....	No	re	turns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Saco.....	-	-	101	122	67	52	50	73	15	3	2	1	-	2	7	-	-	122	44
Sanford.....	-	-	63	75	69	18	12	26	-	-	-	-	-	-	20	60	-	5	10
Saugerville.....	-	-	32	32	19	30	28	25	6	3	-	-	2	1	2	30	-	-	8
Searsport.....	-	-	44	44	14	28	18	14	13	2	-	1	-	8	2	10	39	-	2
Sedgwick.....	No	re	turns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Shapleigh.....	-	-	11	11	5	1	-	3	-	-	-	-	-	-	13	-	-	-	3
Skowhegan.....	-	-	39	129	55	52	32	57	18	9	-	-	-	3	6	32	97	20	30
Solon.....	-	-	22	22	4	16	11	9	5	2	-	-	-	2	1	14	14	3	3
South Berwick.....	-	-	61	73	23	37	45	46	16	1	4	-	2	3	6	38	37	9	11
South Portland.....	-	-	130	128	150	30	14	70	20	3	-	-	3	3	11	-	130	-	3
South Thomaston.....	-	-	7	-	24	-	5	6	-	-	-	-	-	-	4	22	-	-	-
Springfield.....	-	-	44	38	9	41	3	3	-	-	-	-	-	-	25	19	-	-	3
St. Agatha.....	19	16	25	28	28	28	28	-	15	3	2	-	-	-	10	14	14	-	11
St. Albans.....	-	-	49	52	23	1	4	3	-	-	-	-	-	-	44	8	-	-	4
St. George.....	-	-	26	25	13	19	3	3	2	-	-	-	-	1	17	17	-	-	-
Standish.....	-	-	48	48	33	18	9	30	4	3	-	-	-	1	22	26	-	1	3
Starks.....	-	-	20	17	6	-	-	3	-	-	-	-	-	-	17	3	-	-	4
Stetson.....	-	-	8	8	8	-	-	-	-	-	-	-	-	-	4	4	-	-	3
Steuben.....	-	-	27	27	18	3	6	6	-	-	-	-	-	-	6	21	-	1	4
Stonington.....	-	-	26	18	9	6	7	7	8	1	1	-	-	-	14	19	-	-	2
Stockton Springs.....	No	re	turns	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Strong.....	-	-	24	24	10	4	4	18	5	1	-	-	-	4	4	24	-	-	15
Sullivan.....	-	-	35	35	7	5	13	35	3	-	-	-	-	1	2	35	-	-	3
Swan's Island.....	-	-	35	35	25	8	-	-	-	-	-	-	-	-	5	30	-	-	-
Thomaston.....	-	-	51	76	76	26	44	44	12	2	-	-	1	9	1	80	-	-	1
Topsham.....	-	-	32	24	38	20	32	24	9	3	-	1	-	2	3	30	22	-	3
Troy.....	-	-	25	25	15	8	-	1	-	-	-	-	-	-	28	-	-	-	3
Turner.....	-	-	77	77	30	60	26	31	11	4	-	1	-	-	6	49	30	-	-
Unity.....	-	-	36	15	12	1	1	-	-	-	-	-	-	-	24	12	2	11	10
Union.....	-	-	38	38	14	32	-	12	7	-	-	-	-	4	3	32	6	1	-
Vanceboro.....	-	-	9	7	9	6	6	9	2	-	-	-	-	1	1	9	-	-	-
*Vassalboro.....	-	-	36	49	8	18	21	14	-	-	-	-	-	-	25	15	-	-	1
Vinalhaven.....	-	-	31	31	25	16	25	23	2	-	-	-	-	2	1	30	-	1	10
Walboro.....	-	-	60	60	60	60	12	16	7	-	-	-	-	3	4	45	15	-	-
Warren.....	-	-	24	29	6	12	10	19	5	1	1	-	-	-	2	6	-	1	-

Returns for the Year Ending July 1, 1907—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 village residents intending to enter college.	Number city residents intending to enter college.	Number who have taught or intend to teach within a year.
* Washburn.....	-	-	39	39	20	18	27	20	7	4	-	-	3	-	10	29	-	7	13	-	3
Waterville.....	-	-	126	135	26	35	40	42	27	8	1	1	1	16	8	125	4	4	7	30	4
Wayne.....	-	-	19	10	10	6	6	10	-	-	-	-	-	-	10	9	2	3	3	-	1
Webster.....	-	-	15	18	3	15	14	-	6	1	-	-	3	2	7	11	-	1	1	-	1
* Weld.....	-	-	18	18	18	-	-	-	-	-	-	-	-	-	10	2	-	-	-	-	-
* Wells.....	-	-	35	40	24	21	8	17	-	-	-	-	-	-	15	25	-	5	10	-	-
Wellington.....	-	-	15	15	5	4	-	-	-	-	-	-	-	-	15	15	-	-	-	-	1
Westbrook.....	-	-	156	156	156	73	87	90	28	8	2	-	3	15	26	-	130	8	-	40	-
West Forks.....	-	-	7	7	2	7	1	1	-	-	-	-	-	-	1	6	-	-	3	-	-
Wilton.....	-	-	94	94	-	81	-	57	14	6	2	1	-	5	36	58	9	35	-	-	9
Windham.....	-	-	18	-	23	10	7	8	1	-	-	-	-	1	24	9	-	-	-	-	-
Whitefield.....	16	16	60	60	32	12	8	-	-	-	-	-	-	-	60	-	1	-	-	-	14
Winterport.....	-	-	52	52	52	10	42	10	13	4	3	3	-	4	20	32	-	4	-	-	3
Winslow.....	-	-	23	39	21	26	22	20	12	6	1	-	5	-	21	18	-	-	-	-	-
Winter Harbor.....	-	-	37	37	37	9	-	-	-	-	-	-	-	-	37	-	-	-	-	-	-
* Winthrop.....	-	-	38	38	16	13	20	14	-	-	-	-	-	-	21	17	-	-	-	-	-
Wiscasset.....	-	-	38	40	14	9	15	6	10	2	1	-	7	-	12	38	-	3	3	3	-
Woodstock.....	-	-	17	17	5	14	5	2	4	-	-	-	3	1	3	14	-	1	-	-	3
Yarmouth.....	-	-	84	84	59	32	-	31	18	7	3	2	-	6	22	62	-	7	54	-	1
York.....	-	-	38	54	29	22	20	27	7	2	1	-	2	2	26	36	-	-	3	-	1
Total.....	139	132	11,422	12,361	7,610	5,463	4,726	5,678	1,706	397	101	75	268	865	4,116	5,016	3,992	416	788	499	401

* Returns for the half-year.

STATEMENT

Number of scholars and amount of school and mill fund apportioned to the several cities, towns and plantations in the State, for the year 1907 and payable January 1, 1908.

TOWNS.	Scholars.	School and Mill Fund.
Abbot.....	202	\$601 41
Acton.....	155	461 48
Addison.....	296	881 28
Albany.....	124	369 19
Albion.....	233	693 71
Alexander.....	128	381 10
Alfred.....	202	601 41
Allagash Plantation.....	54	160 77
Alna.....	103	306 66
Alton.....	67	199 48
Amherst.....	96	285 82
Amity.....	133	395 98
Andover.....	202	601 41
Anson.....	532	1,583 92
Appleton.....	292	869 37
Argyle.....	71	211 39
Arrowsic.....	43	128 01
Ashland.....	667	1,985 86
Athens.....	250	744 32
Atkinson.....	139	413 84
Auburn.....	4,570	13,606 22
Augusta.....	3,384	10,075 18
Aurora.....	42	125 04
Avon.....	113	336 43
Baileyville.....	155	461 48
Baldwin.....	171	509 13
Bancroft.....	152	452 54
Bangor.....	6,595	19,635 30
Baring.....	71	211 39
Barnard Plantation.....	21	62 53
Bath.....	3,307	9,845 93
Beddington.....	14	41 68
Belfast.....	1,224	3,644 22
Belgrade.....	266	791 94
Belmont.....	70	208 41
Benedicta.....	153	455 52
Benton.....	298	887 24
Berwick.....	569	1,694 09
Bethel.....	438	1,304 06
Biddeford.....	5,951	17,717 91
Bigelow Plantation.....	24	71 47
Bingham.....	292	869 37
Blaine.....	372	1,107 55
Blanchard.....	52	154 81
Blue Hill.....	510	1,518 42
Boothbay.....	525	1,563 09
Boothbay Harbor.....	618	1,839 97
Bowdoin.....	295	878 31
Bowdoinham.....	309	919 99
Bowerbank.....	21	62 53
Bradford.....	290	863 42
Bradley.....	187	556 75
Bremen.....	134	396 96
Brewer.....	1,460	4,346 86
Bridgewater.....	427	1,271 31
Bridgton.....	728	2,167 48

School and Mill Fund—Continued.

Towns.	Scholars.	School and Mill Fund.
Brighton Plantation	100	\$297 73
Bristol.....	695	2,069 23
Brooklin.....	259	771 12
Brooks.....	184	547 82
Brooksville.....	380	1,071 83
Brookton.....	92	273 91
Brownfield.....	232	690 73
Brownville.....	534	1,589 88
Brunswick.....	1,996	5,942 69
Buckfield.....	253	753 25
Bucksport.....	553	1,646 44
Burlington.....	107	318 57
Burnham.....	209	622 25
Buxton.....	453	1,348 71
Byron.....	55	163 75
Calais.....	2,343	6,975 81
Cambridge.....	66	196 50
Camden.....	902	2,685 52
Canaan.....	267	794 94
Canton.....	290	863 42
Cape Elizabeth.....	208	619 28
Caribou.....	1,830	5,448 46
Carmel.....	240	714 55
Caratunk Plantation.....	80	238 18
Carroll.....	162	482 32
Carthage.....	80	238 18
Cary Plantation.....	153	455 52
Casco.....	170	506 14
Castine.....	234	696 69
Castle Hill.....	214	637 14
Caswell Plantation.....	151	449 59
Centerville.....	34	101 23
Chapman Plantation.....	135	401 94
Charleston.....	227	675 85
Charlotte.....	77	229 25
Chelsea.....	278	827 69
Cherryfield.....	496	1,476 74
Chester.....	114	339 41
Chesterville.....	190	565 69
China.....	320	952 74
Clifton.....	49	145 89
Clinton.....	336	1,000 37
Codyville Plantation.....	23	68 48
Columbia.....	174	518 05
Columbia Falls.....	192	571 64
Concord.....	83	247 11
Connor Plantation.....	231	687 76
Cooper.....	64	190 55
Coplin Plantation.....	32	95 27
Corinna.....	308	917 01
Corinth.....	211	628 21
Cornish.....	255	759 21
Cornville.....	189	562 71
Cranberry Isles.....	97	288 80
Crawford.....	30	89 32
Criehaven Plantation.....	14	41 68
Crystal.....	175	521 03
Cumberland.....	359	1,068 85
Cushing.....	169	503 17
Cutler.....	193	574 62
Cyr Plantation.....	206	613 32
Dallas Plantation.....	67	199 48
Damariscotta.....	151	449 57
Danforth.....	401	1,193 90
Dayton.....	90	267 38

School and Mill Fund—Continued.

TOWNS.	Scholars.	School and Mill Fund.
Dead River Plantation.....	24	\$71 46
Deblois.....	22	65 50
Dedham.....	104	309 64
Deer Isle.....	764	2,274 66
Denmark.....	132	393 01
Dennistown Plantation.....	38	113 14
Dennysville.....	168	500 19
Detroit.....	138	410 87
Dexter.....	854	2,542 61
Dixfield.....	262	780 05
Dixmont.....	210	625 23
Dover.....	428	1,274 29
Dresden.....	214	637 14
Drew Plantation.....	85	253 07
Durham.....	480	1,429 10
Dyer Brook.....	94	279 87
E. Plantation.....	48	142 91
Eagle Lake Plantation.....	363	1,080 76
Eastbrook.....	69	205 44
East Livermore.....	761	2,265 73
East Machias.....	466	1,369 56
East Millinocket.....	153	455 52
Easton.....	430	1,280 24
Eastport.....	1,812	5,394 86
Eddington.....	148	440 64
Eden.....	1,120	3,334 58
Edgecomb.....	141	419 80
Edinburg.....	10	29 77
Edmunds.....	207	616 30
Elliot.....	366	1,089 69
Elliottsville Plantation.....	16	47 63
Ellsworth.....	1,397	4,159 29
Embden.....	160	476 37
Enfield.....	358	1,065 87
Etna.....	150	446 59
Eustis.....	152	452 54
Exeter.....	238	708 60
Fairfield.....	1,202	3,578 71
Falmouth.....	448	1,333 83
Farmingdale.....	201	598 44
Farmington.....	781	2,325 28
Fayette.....	171	500 12
Flagstaff Plantation.....	49	145 89
Forrest City.....	32	95 27
Fort Fairfield.....	1,400	4,168 22
Fort Kent.....	1,275	3,796 06
Foxcroft.....	481	1,432 08
Frankfort.....	342	1,018 23
Franklin.....	382	1,137 32
Freedom.....	99	294 76
Freeman.....	79	235 21
Freeport.....	680	2,024 56
Frenchville.....	615	1,831 04
Friendship.....	205	610 35
Fryeburg.....	304	905 10
Gardiner.....	1,491	4,439 16
Garfield Plantation.....	36	107 18
Garland.....	200	595 46
Georgetown.....	203	604 39
Gilead.....	45	133 98
Glenburn.....	146	434 68
Glenwood Plantation.....	46	136 95
Gorham.....	659	1,962 04

School and Mill Fund—Continued.

TOWNS.	Scholars.	School and Mill Fund.
Gouldsboro	340	\$1,012 28
Grafton	24	71 46
Grand Falls Plantation	24	71 47
Grand Isle	494	1,470 79
Grand Lake Stream Plantation	98	291 79
Gray	340	1,012 28
Greenbush	138	410 87
Greene	173	515 07
Greenfield	55	163 75
Greenville	379	1,128 40
Greenwood	190	565 69
Guilford	412	1,226 64
Hallowell	735	2,188 32
Hamlin Plantation	217	646 09
Hammond Plantation	34	101 23
Hampden	568	1,691 11
Hancock	238	708 60
Hanover	50	148 86
Harmony	182	541 86
Harpwell	471	1,402 31
Harrington	275	818 76
Harrison	246	732 41
Hartford	185	550 80
Hartland	305	908 08
Haynesville	103	306 66
Hebron	126	375 14
Hermon	342	1,018 23
Hersey	66	196 50
Highland Plantation	22	65 50
Hiram	235	699 67
Hodgdon	364	1,083 74
Holden	157	467 43
Hollis	263	783 03
Hope	147	437 66
Houlton	1,611	4,796 43
Howland	153	455 52
Hudson	110	327 50
Hurricane Isle	74	220 32
Industry	143	425 75
Island Falls	456	1,357 64
Isle au Haut	62	184 59
Isleboro	293	872 35
Jackman Plantation	149	443 62
Jackson	136	404 91
Jay	904	2,691 48
Jefferson	295	873 30
Jonesboro	181	538 89
Jonesport	776	2,310 38
Kenduskeag	125	372 17
Kennebunk	760	2,262 75
Kennebunkport	590	1,756 61
Kingfield	247	735 39
Kingman	351	1,045 03
Kingsbury Plantation	54	160 77
Kittery	719	2,140 68
Knox	123	366 21
Lagrange	159	473 39
Lake View Plantation	46	136 95
Lakeville Plantation	34	101 23
Lamoine	148	440 64
Lang Plantation	32	95 27

School and Mill Fund—Continued.

TOWNS.	Scholars.	School and Mill Fund.
Lebanon.....	298	\$887 24
Lee.....	260	774 10
Leeds.....	291	866 41
Levant.....	180	535 91
Lewiston.....	8,121	24,178 64
Lexington Plantation.....	65	195 53
Liberty.....	190	565 69
Limerick.....	214	637 14
Limestone.....	514	1,530 32
Limington.....	252	756 27
Lincoln.....	683	2,033 49
Lincoln Plantation.....	16	47 63
Lincolnton.....	312	928 91
Linneus.....	261	777 08
Lisbon.....	1,197	3,563 83
Litchfield.....	253	753 25
Littleton.....	306	911 05
Livermore.....	271	806 86
Long Island Plantation.....	79	235 21
Lovell.....	139	413 85
Lowell.....	77	229 25
Lubec.....	1,129	3,361 38
Ludlow.....	109	324 53
Lyman.....	175	521 03
Machias.....	563	1,676 22
Machiasport.....	415	1,235 58
Macwahoc Plantation.....	50	148 86
Madawaska.....	780	2,322 28
Madison.....	732	2,179 38
Madrid.....	93	276 89
Magalloway Plantation.....	18	53 59
Manchester.....	146	434 68
Mapleton.....	312	928 91
Mariaville.....	60	178 64
Marion.....	31	92 30
Marshfield.....	45	133 98
Mars Hill.....	459	1,455 90
Masardis.....	219	652 08
Mason.....	23	68 48
Matineus Isle Plantation.....	52	154 81
Mattamiscontis.....		
Mattawamkeag.....	161	479 35
Maxfield.....	30	89 32
Mayfield Plantation.....	16	47 63
Mechanic Falls.....	351	1,045 03
Meddybemps.....	52	154 81
Medford.....	65	193 53
Medway.....	159	473 39
Mercer.....	135	401 94
Merrill Plantation.....	127	378 12
Mexico.....	607	1,807 22
Milbridge.....	520	1,548 20
Milford.....	276	821 73
Millinocket.....	928	2,762 94
Milo.....	664	1,976 93
Milton Plantation.....	73	217 34
Minot.....	218	649 06
Monhegan Plantation.....	32	95 27
Monmouth.....	313	931 89
Monroe.....	209	622 25
Monson.....	375	1,116 49
Monticello.....	481	1,432 08
Montville.....	236	702 64
Moose River Plantation.....	75	223 30
Moro Plantation.....	83	247 11

School and Mill Fund—Continued.

TOWNS.	Scholars.	School and Mill Fund.
Morrill	90	\$267 96
Moscow	152	452 54
Mt. Chase	110	327 50
Mt. Desert	535	1,592 86
Mt. Vernon	232	690 73
Muscle Ridge Plantation	24	71 46
Naples	186	553 77
Nashville Plantation	9	26 80
Newburgh	163	485 30
New Canada Plantation	175	521 03
Newcastle	267	794 94
Newfield	114	339 41
New Gloucester	330	982 51
New Limerick	186	553 77
Newport	445	1,324 90
New Portland	251	747 30
Newry	68	202 46
New Sharon	240	714 55
New Sweden	322	958 69
New Vineyard	132	393 01
Nobleborough	199	592 49
Norridgewock	457	1,360 62
North Berwick	487	1,449 94
Northfield	31	92 30
North Haven	147	437 66
Northport	108	321 55
North Yarmouth	173	515 07
Notway	787	2,343 13
No. 8 Plantation	9	26 80
No. 14 Plantation	31	92 31
No. 21 Plantation, Hancock Co.	12	35 73
No. 21 Plantation, Washington Co.	43	128 03
No. 33 Plantation	25	74 44
Oakfield	335	997 40
Oakland	559	1,664 30
Old Orchard	243	723 48
Old Town	1,846	5,496 09
Orient	66	196 50
Orland	338	1,006 33
Orneville	104	309 64
Orono	1,050	3,126 16
Orrington	374	1,113 51
Otis	33	98 25
Otisfield	152	452 54
Oxbow Plantation	49	145 89
Oxford	327	973 58
Palermo	238	708 60
Palmyra	238	708 60
Paris	794	2,363 98
Parkman	208	619 25
Parsonsfield	203	604 39
Passadumkeag	132	393 00
Patten	461	1,372 54
Pembroke	511	1,521 40
Penobscot	300	893 19
Perham	222	660 96
Perkins	9	26 80
Perry	350	1,042 05
Peru	221	657 99
Phillips	403	1,199 85
Phillipsburg	333	991 44
Pittsfield	784	2,334 20
Pittston	257	765 16

School and Mill Fund—Continued.

TOWNS.	Scholars.	School and Mill Fund.
Pleasant Ridge Plantation	21	\$92 53
Plymouth	175	521 03
Poland	358	1,065 87
Portage Lake Plantation	151	449 59
Porter	229	681 81
Portland	15,267	45,454 44
Pownal	158	470 41
Prentiss	186	553 77
Presque Isle	1,611	4,796 43
Princeton	366	1,089 69
Prospect	175	521 03
Randolph	263	783 03
Rangley	285	848 53
Rangley Plantation	32	56 57
Raymond	215	640 12
Readfield	200	595 46
Reed Plantation	183	544 84
Richmond	492	1,464 83
Ripley	106	315 59
Robbinston	245	729 44
Rockland	1,920	5,716 42
Rockport	580	1,726 83
Rome	125	372 17
Roque Bluffs	37	110 16
Roxbury	96	285 82
Rumford	1,574	4,686 27
Saco	1,925	5,731 31
St. Agatha	651	1,938 22
St. Albans	291	866 40
St. Francis Plantation	318	946 78
St. George	710	2,113 88
St. John Plantation	186	553 79
Salem	56	166 72
Sandy River Pl	18	53 59
Sanford	2,898	8,628 21
Sangerville	304	905 10
Scarborough	430	1,280 24
Searsmont	238	708 60
Searsport	392	1,167 10
Sebago	154	458 50
Sebec	174	518 05
Seboeis Plantation	35	74 44
Sedgwick	255	769 20
Shapleigh	180	535 91
Sherman	323	961 67
Shirley	76	226 26
Sidney	230	684 78
Silver Ridge Plantation	56	166 72
Skowhegan	1,447	4,308 15
Smithfield	130	387 05
Smyrna	130	387 05
Solon	298	887 24
Somerville	140	327 50
Sorento	44	131 00
South Berwick	935	2,783 78
Southport	141	419 80
South Portland	1,905	5,671 76
South Thomaston	402	1,196 87
Southwest Harbor	239	711 58
Springfield	149	443 62
Stacyville Plantation	172	512 09
Standish	401	1,193 91
Starks	133	395 98
Stetson	118	351 32

School and Mill Fund—Continued.

TOWNS.	Scholars.	School and Mill Fund.
Steuben.....	227	\$675 85
Stockholm Plantation.....	239	711 58
Stockton Springs.....	270	803 87
Stoneham.....	84	250 09
Stonington.....	664	1,976 93
Stow.....	56	166 72
Strong.....	198	589 51
Sullivan.....	337	1,003 35
Sumner.....	224	666 92
Surry.....	244	726 46
Swan's Island.....	226	672 87
Swanville.....	123	366 21
Sweden.....	66	196 50
Talmadge.....	31	92 30
Temple.....	94	279 87
The Forks Plantation.....	60	178 64
Thomaston.....	592	1,762 56
Thorndike.....	154	458 50
Topsfield.....	91	270 94
Topsham.....	674	2,006 70
Tremont.....	406	1,208 78
Trenton.....	126	375 14
Trescott.....	152	452 54
Troy.....	192	571 64
Turner.....	436	1,298 10
Union.....	295	878 31
Unity.....	199	592 49
Unity Plantation.....	15	44 66
Upton.....	53	157 79
Van Buren.....	834	2,483 07
Vanceboro.....	184	547 82
Vassalborough.....	461	1,372 54
Veazie.....	125	372 17
Verona.....	58	172 68
Vienna.....	105	312 62
Vinalhaven.....	787	2,343 13
Wade Plantation.....	98	291 78
Waite.....	42	125 04
Waldo.....	134	398 96
Waldoboro.....	796	2,369 93
Wales.....	120	357 28
Wallagrass Plantation.....	411	1,223 69
Waltham.....	63	187 57
Warren.....	501	1,491 64
Washburn.....	478	1,423 15
Washington.....	215	640 12
Waterboro.....	255	759 21
Waterford.....	208	619 28
Waterville.....	3,270	9,735 77
Wayne.....	144	438 73
Webster.....	311	925 95
Webster Plantation.....	51	151 84
Weld.....	195	550 58
Wellington.....	132	393 00
Wells.....	661	1,968 00
Wesley.....	76	226 27
West Bath.....	70	208 41
Westbrook.....	2,714	8,080 39
Westfield.....	142	422 77
West Forks Plantation.....	65	193 53
West Gardiner.....	155	461 48
Westmanland Plantation.....	62	184 59

School and Mill Fund—Continued.

TOWNS.	Scholars.	School and Mill Fund.
Weston	131	\$390 03
Westport	85	253 07
Whitefield	248	738 37
Whiting	136	404 91
Whitneyville	83	247 11
Williamsburg	41	122 07
Willimantic	65	193 53
Wilton	524	1,560 11
Windham	474	1,411 24
Windsor	175	521 03
Winn	234	696 69
Winslow	703	2,093 04
Winter Harbor	177	526 98
Winterport	497	1,479 72
Winterville Plantation	112	333 45
Winthrop	564	1,679 20
Wiscasset	341	1,015 26
Woodland	388	1,155 19
Woodstock	214	637 14
Woodville	46	136 95
Woolwich	174	518 05
Yarmouth	650	1,935 24
York	658	1,959 06

School and Mill Fund—Concluded.

RECAPITULATION BY COUNTIES.

Counties.	Scholars.	School and Mill Fund.
Androscoggin.....	17,658	\$52,573 15
Aroostook.....	24,304	72,360 30
Cumberland.....	29,658	88,381 14
Franklin.....	5,077	15,115 75
Hancock.....	11,005	32,765 19
Kennebec.....	15,883	47,288 43
Knox.....	8,028	23,901 76
Lincoln.....	5,095	15,169 35
Oxford.....	9,024	26,867 16
Penobscot.....	23,472	69,883 15
Piscataquis.....	4,993	14,865 64
Sagadahoc.....	5,909	17,582 86
Somerset.....	9,608	28,605 90
Waldo.....	6,437	19,164 88
Washington.....	14,205	42,282 56
York.....	19,371	59,161 91
Total.....	210,254	\$625,989 13

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